



Dr. Renuka Vanarse

ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION

ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION



EMPYREAL PUBLISHING HOUSE

India | UAE | Nigeria | Uzbekistan | Montenegro

ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION

Dr. Renuka Vanarse

First Impression: 2019

ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION

ISBN : 978-81-944069-1-4

Rs. 650/- (\$18)

No part of the book may be printed, copied, stored, retrieved, duplicated and reproduced in any form without the written permission of the author/publisher.

DISCLAIMER

Information contained in this book has been published by Empyreal Publishing House and has been obtained by the author from sources believed to be reliable and are correct to the best of her knowledge. The author is solely responsible for the contents of the articles compiled in this book. Responsibility of authenticity of the work or the concepts / views presented by the author through this book shall lie with the author and the publisher has no role or claim or any responsibility in this regards. Errors, if any, are purely unintentional and readers are requested to communicate such error to the author to avoid discrepancies in future.

Published by:
Empyreal Publishing House

Preface

The study of human behavior within the organizational environment has highlighted critical variables that are supportive or detrimental to the performance of the workforce. This view holds good while studying quality of human resources that is a major factor which contributes significantly to the success of the organization.

Organizational commitment and job satisfaction are widely studied in management to study the performances of employees. These two factors are more significant for studying aspects related to academic institutions especially Universities and affiliated colleges and technical institutions affiliated to the university because teaching faculty members are the main sources of human resources and also responsible for educating intellect of Nations. The development of a Nation depends upon the quality of its people especially in case of India. It is the younger generation which account for more than 60% of the population of India. Teachers play a key role in developing younger generation. Students contribute an important asset of our country. The progress of our country depends upon talented students in general and teaching faculty in particular. In order to achieve this goal the role of teachers is much valuable. Teachers are the most inspirational models and they can guide their students for academic achievement of them.

The overall performance of Universities depends upon their teachers and ultimately their level of commitment and job satisfaction. Any curriculum can become effective only when it is imparted into life by the right type of teachers with their different methods of teaching. But this can be done only by the committed and satisfied faculty members of the academic institutions. Thus understanding their behavior and attitudes needs more attention in organization. Hence the important factors which influence the field of education include quality, competence and character of teachers along with the infrastructure, cognitive and non-cognitive qualities of students and parental support. Hence it is necessary to attract intellectual persons to the teaching profession and providing them with the best type of professional training and creating congenial environment of work in which they can become more effective and satisfied. For this purpose well satisfied teaching faculty is required. In the context of management Institutions faculty members have to be talented interested in teaching, having experience in academic research and consultation fields along with industrial experience of making industrial and service organizations effective by way of solving the problems in time at minimum cost in terms of time, energy and money.

In most of the organizations the human resource managers and professionals are concerned with the impact of organizational commitment and job satisfaction, however many academic institutions have very little understanding of how organizational commitment and job satisfaction affect employees' turnover, productivity and organizational performance. Therefore it is necessary to understand the causes, symptoms and effects of them.

Through this book, The Researcher has tried to study the organizational commitment and job satisfaction of faculty members of the management institutes affiliated to Savitribai Phule Pune University.

Author

Acknowledgements

This dissertation would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable assistance in the preparation and completion of this study.

First and foremost, my utmost gratitude to Dr. Malhar Kolhatkar, my Guide whose sincerity and encouragement has been my inspiration in the completion of this research works.

Shri. N.C. Joshi, Founder Director of Institute of Science, Poona, Dr. Madhura Joshi and Mr. Prasad Joshi (Trustee Members, IOS) for giving me the permission to work on my research and the motivation and support to the faculty members to complete their higher studies.

Dr. Roopali Kudare, Director, IBMR Wakad, Pune, for her motivation, inspiration, patience and a great supporter. Her guidance helped me in all the time of research and writing of thesis. I could not have imagined having a better advisor and mentor for my Ph. D study.

Besides my guide, mentor, I would like to thank Dr. G. M. Talhar, Former Director, IBMR Wakad, Dr. S.S. Shimpi, Former Director, IBMR Wakad , Shri. Ashok Kumbhar, Dr. Shriram Kulkarni, Principal, CCS and Mr. Mahesh Deshpande, Vice Principal, CCS, for their encouragement, insightful comments. They have shared valuable insights in the relevance of the study to basic education not just in the technical area.

The encouraging staff of IBMR and CCS Wakad, Teaching and Non-teaching staff of Institute of Science Poona for the continuous support throughout my research work.

Last but not the least; I would like to thank my family: My Aunty Ms. Sarla Chandole, My mother-in-law Mrs. Asha Ramesh Vanarse , My husband Mr. Amit Vanarse and my dear son Anish and the one above all of us, the omnipresent God, for answering my prayers for giving me the strength to work on my thesis, thank you so much Dear Lord.

Dr. Renuka Vanarse

Table of Contents

Preface	IV - V
Acknowledgement	VI
Table of Contents	VII – IX
 CHAPTER - I	 1 – 7
INTRODUCTION	
1.1 Introduction	
1.2 Organizational Commitment	
1.3 Job Satisfaction	
1.4 Organizational Commitment and Job Satisfaction	
1.5 Significance of the Study	
1.6 Scope of the Study	
1.7 Limitations of the Study	
1.8 Summary	
1.9 Thesis Outline	
 CHAPTER - II	 8 – 16
RESEARCH METHDOLOGY	
2.1 Introduction	
2.2 Objectives of the Study	
2.3 Hypothesis of the Study	
2.4 Research Design	
2.5 Scope for further Research	
2.6 Summary	
 CHAPTER - III	 17 – 24
REVIEW OF LITERATURE	
3.1 Organizational Commitment	
3.2 Job Satisfaction	
3.3 Organizational Commitment and Job Satisfaction	
 CHAPTER - IV	 25 – 37
ORGANIZATIONAL COMMITMENT	
4.1 Introduction	
4.2 Definitions	
4.3 Components of Organization Commitment	

- 4.4 A Five Component Commitment Model
- 4.5 Factors contributing to Organizational Commitment
- 4.6 Five rules to promote Organizational Commitment
- 4.7 Development of Organizational Commitment
- 4.8 Levels of Organizational Commitment
- 4.9 Factors affecting Organizational Commitment
- 4.10 Effects of Organizational Commitment
- 4.11 Building Organizational Commitment
- 4.12 Summary

CHAPTER - V

38 – 48

JOB SATISFACTION

- 5.1 Introduction
- 5.2 Definitions
- 5.3 Importance of Job Satisfaction
- 5.4 Components of Job Satisfaction
- 5.5 Types of Job Satisfaction
- 5.6 Job Dimensions
- 5.7 Determinates of Job Satisfaction
- 5.8 Facets of Job Satisfaction
- 5.9 Job Satisfaction and Generation Differences
- 5.10 Application of Job Satisfaction in the workplace
- 5.11 Job Satisfaction and Emotional Factors
- 5.12 Consequences of Job Satisfaction
- 5.13 Consequences of Job Dissatisfaction

CHAPTER - VI

49 – 69

EVALUTION OF MANAGEMENT EDUCATION

- 6.1 Introduction
- 6.2 Development of Management Education
- 6.3 Evolution of Management in India
- 6.4 Management Institutions in Maharashtra
- 6.5 Management Institutions affiliated to Pune University
- 6.6 Role of Management Education
- 6.7 Role of Management Faculty Members
- 6.8 Faculty Development Programmes
- 6.9 Challenges of Management Education

6.10 Problems relating to Management Education in India	
6.11 Four Corners of Square PEFC	
6.12 Limitations of Management Education in India	
6.13 Reorientation of Management Education	
6.14 Masseurs to improve Quality	
6.15 Future of Management Education in India	
6.16 Conclusion	

CHAPTER - VII	70 – 120
----------------------	-----------------

ANALYSIS AND INTERPRETATION OF DATA	
--	--

7.1 Introduction	
7.2 Job Satisfaction	
7.3 organizational Commitment	
7.4 Factor Analysis	
7.5 Hypothesis Testing	
7.6 Summary	

CHAPTER - VIII	121 - 126
-----------------------	------------------

FINDINGS AND SUGGESTIONS	
---------------------------------	--

8.1 Findings	
8.2 Recommendations and Suggestions	
8.3 Conclusion	

BIBLIOGRAPHY	127 – 135
---------------------	------------------

List of Tables	136 – 138
-----------------------	------------------

List of Figures	139 – 140
------------------------	------------------

List of Abbreviations	141 - 142
------------------------------	------------------

CHAPTER - I
INTRODUCTION

1.1 INTRODUCTION

The study of human behavior within the organizational environment has highlighted critical variables that are supportive or detrimental to the performance of the workforce. This view holds good while studying quality of human resources that is a major factor which contributes significantly to the success of the organizationⁱ. Organizational commitment and job satisfaction are widely studied in management literatureⁱⁱ to study employee performance. These factors are more relevant for studying aspects related to academic Institutions especially Universities and affiliated colleges and Technical Institutions affiliated to the University because these are the main sources of human resources and also responsible for educating intellect of Nations. In the educational system teacher or teaching faculty member is the central element holding various important responsibilities. The overall performance of Universities depends upon their teachers and ultimately their level of commitment and job satisfaction. Thus understanding their behavior and attitudes needs more attention in organizationⁱⁱⁱ. Faculty members generally feel a sense of calling and responsibility to their work. The effect of the profession on work and non work related interactions and a load of student affairs work may have negative impact on commitment to the profession. Under the rapidly changing environment knowledge capital must be retained for maintaining organization productive and responsive to the needs of the stakeholders^{iv} the literature suggests that individuals become committed to organizations for a variety of reasons including a affective commitment to the values of the organization, a realization of costs involved to the organization^v understanding of how teachers become satisfied and committed to their Institutions and to what degree various factors contribute to their level of commitment is an important approach for improving their performance.

1.2 ORGANIZATIONAL COMMITMENT

Organizational commitment is one of the most important organizational concepts that have widely examined in managerial literature due to its importance for organizational performance and effectiveness. Organizational commitment emerged in the 1970's and 1980's as a key factor of the relationship between individuals and organizations^{vi}. Commitment can be defined as an expression of subjectivity – an attitudinal act in which a person feels entrusted to act an ethical mode of being. But according to Porter et al(1974) commitment is the strength of an individual's identification and involvement with a particular organization characterized by three factors namely:

- a. A strong belief in and acceptance of the organizations' goal and values
- b. A willingness to extent considerable effort on behalf of the organization and
- c. Definite desire to maintain organization membership.

According to Porter organizational commitment is identification and work involvement of an individual in a particular organization.

Meyer and Allen developed a three component model of commitment to argue that commitment has three different components that corresponds with different psychological states. They created this model to aid in the interpretation of existing research and to serve as a framework for future research. Their study was based on previous studies of organizational commitment^{vii}.

1.2.1 Affective Commitment

Affective commitment is defined as the employees' positive emotional attachment to the organization. It is the 'desire' component of organizational commitment. An employee who is affectively committed identifies with the goals of the organization and desires to remain part of the organization. This commitment can be influenced by many demographic factors like age, sex, tenure, education etc., but these influences are neither strong nor consistent. The problem with these characteristics is that they can be seen but there cannot be clearly defined.

1.2.2 Continuance Commitment

Continuance commitment is the 'need' component or the 'gains versus losses of working in an organization'. These gains and losses occur when an individual stays or leaves an organization. An individual tends to commit to the organization because he perceives high cost of losing membership^{viii}. The cost of losing organizational membership includes economic costs like pension, accruals and social costs like

friendship ties with co-workers. But the individuals neglect positive costs as enough to stay with an organization; they also should take into account the availability of alternatives. Such as other organizations 'the problem with this is that these 'side bets' do not occur at once but they tend to accumulate with age and tenure.

1.2.3 Normative Commitment

The individual commitment remains with an organization because of 'feeling of obligation'. These feelings may derive from a strain of an individual before and after joining the organization. E.g. the organization may have invested resources in training an employee who then feels as 'moral' obligation to put efforts on the job and stay with the organization to 'repay the debt'. Secondly it may be the result of internalized norm developed in family that 'one should be loyal to one's organization'. Normative commitment is higher in the organizations that value loyalty and communicate to employees with rewards, incentives etc. An employee with greater organizational commitment tends to contribute to organizational success and will experience higher level of job satisfaction.

Critique of the three component model

Three psychologists have criticized this model for what it is going to achieve who are Omar Solinger, Woody Olffen and Robert Roe^{ix}. The three component conceptual model has been regarded as the leading model for organizational commitment because it ties together three aspects of earlier commitment research^x. However some studies have shown that the model is not consistent with empirical findings. Solinger, Offend and roe use a model developed by Alice Eagly and Shelly Chaiken, 'Attitude Behavior Model (2004) to present that TCM combines different attitude phenomena. This model explains why people should stay with the organization whether it is because they 'want to', 'need to' or 'ought to'. However this model is more useful as a general organizational commitment which helps in predicting various behaviors beyond turnover.

Recently scholars have proposed a five component model of commitment. This model proposes habitual and forced commitment as to two additional dimensions. Habitual commitment may become relevant in some job settings where people get habituated to a job- the routine; process associated with a job can mark people to develop commitment to the job. However the model developed by Allen & Meyer (1991) is widely used even today.

1.3 JOB-SATISFACTION

Job satisfaction is widely researched in the literature and researchers vary in defining this concept. Mc Neese Smith(1996) defined it as the feelings of individuals about their jobs^{xi}. Knoop(1993) stated that it refers to an employee general attitude towards the job or some dimensions of it^{xii}. Locke defined job satisfaction as a positive emotional feeling, a result of one's evaluation towards his/her job experience by comparing between what he/she expects from his/her job and what he/she actually gets for it^{xiii}.

Research has shown that job satisfaction or dissatisfaction leads to a number of consequences that job satisfaction leads to more productivity, high quality of care and intent to remain in the organization. Job Dissatisfaction tends to increase absenteeism, turnover, high stress and grievances^{xiv}.

Dam Lortie in his sociological study of school teachers stated that there are three types of rewards that meet job related need which teachers can look for in their careers, which are extrinsic, intrinsic or psychic and ancillary. Extrinsic rewards deal with money, income, prestige and power over others and are 'objective' as everyone expresses them. Intrinsic rewards are seen as subjective appraisals made in the day today routine of a teacher's work like value of student teacher relationship and they vary from teacher to teacher. Ancillary rewards are both objective and subjective because they refer to objective qualities of work that may be seen as rewards. E.g. Women with children might seem their work rewarding while men might not^{xv}. Kreis and Brockopp (1986) defined that job satisfaction is related to self perception of needs fulfillment through work^{xvi}. Weiss and Cropanzano (1996) concluded that job satisfaction represents a person's evaluation of this job and work content. Mc Namara (1999) defined job satisfaction as 'one's feelings or state of mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors such as the quality of one's relationship with his superiors, the quality of the physical environment in which he works, degree of the fulfillment of his work etc^{xvii}.

1.4 ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION

A number of researchers have reported mixed findings on the relationship between job satisfaction and organizational commitment. For example Curry Wakefield Price and Mueller (1986) found that there was no significant relationship between job satisfaction and organizational commitment, while others like Busch et al (1998) and Freund (2005) found that job satisfaction was significant predictor of organizational commitment^{xviii}. Some researchers argued that 'Job satisfaction reflects immediate affective reactions to the job, while commitment to the organizations develops more slowly after the individual forms more comprehensive valuations of the employing organization, its values and expectations and one's own future in it'. Thus job satisfaction is seen as one of the determinants of organizational commitment (Mannheim et al 1997)^{xix}. Thus highly satisfied workers will be more committed to the organization. Grace and Khalsa (2003) conducted a faculty survey at Massachusetts higher education Institutions and identified professional development and salary packages as the most important job satisfaction factors^{xx}. University support and employment options are variables that faculty members rate as highly valuable in consideration of job satisfaction factors in faculty positions at an institution. Nienhuis (1994) stated another important variable within faculty that job satisfaction is the role of department chairs i.e. supervision^{xxi}. The top three perceived challenges to job satisfaction were financial resources, faculty workload and technology impact.

Compensation packages were observed to affect faculty job satisfaction and thus affect intentions of departure and significant factor in retention rates. When compensation levels are higher job satisfaction and retention rates of Associate professors are also higher^{xxii}.

In most of the organizations the human resource managers and professionals are concerned with the impact of organizational commitment and job satisfaction, however many academic institutions have very little understanding of how organizational commitment and job satisfaction affect employees' turnover, productivity and organizational performance. Therefore it is necessary to understand the causes, symptoms and effects of them. The main objective of the present study is to study the organizational commitment and job satisfaction of faculty members of the management institutes affiliated to Savitribai Phule Pune University.

1.5 SIGNIFICANCE OF THE STUDY

The development of a Nation depends upon the quality of its people especially in case of India. It is the younger generation which account for more than 60% of the population of India. Teachers play a key role in developing younger generation. Students contribute an important asset of our country. The progress of our country depends upon talented students in general and teaching faculty in particular. In order to achieve this goal the role of teachers is much valuable. Teachers are the most inspirational models and they can guide their students for academic achievement of them. The Education Commission (1964-66) has stated that 'the destiny of India is now being shaped by teachers in their classrooms'. Even the National Policy on Education (1986) has mentioned that 'no people can rise above the level of its teachers'. Any curriculum can become effective only when it is imparted into life by the right type of teachers with their different methods of teaching. But this can be done only by the committed and satisfied faculty members of the academic institutions. Hence the important factors which influence the field of education include quality, competence and character of teachers along with the infrastructure, cognitive and non-cognitive qualities of students and parental support. Hence it is necessary to attract intellectual persons to the teaching profession and providing them with the best type of professional training and creating congenial environment of work in which they can become more effective and satisfied. For this purpose well satisfied teaching faculty is required. In the context of management Institutions faculty members have to be talented interested in teaching, having experience in academic research and consultation fields along with industrial experience of making industrial and service organizations effective by way of solving the problems in time at minimum cost in terms of time, energy and money.

1.6 SCOPE OF THE STUDY

The scope of the present study has been limited to the study of Organizational commitment and Job satisfaction of the faculty members of the Management Institutions affiliated to Savitribai Phule Pune University considering that there are more important factors that affect efficiency and effectiveness of the

organizations. As other factors like work life balance, teaching load, research funding, incentive for loyalty, organizational engagement, role clarity etc also should be covered by future studies.

Secondly, present study covers organizational commitment and job satisfaction of faculty members of management Institutions. Affiliated to Savitribai Phule Pune University it is necessary to include other academic non teaching staff whose behavior is likely to cover the performance of the Management Institutes.

Present study deals with Management Institutions affiliated to Savitribai Phule Pune University. Future studies should cover other Management Institutions of deemed universities and those Engineering colleges which run management courses also.

Similar studies should be conducted for other educational institutions like colleges, research organizations and other organizations conducting educational activities.

1.7 LIMITATIONS OF THE STUDY

- 1) Time constraint is one of the limitation due to which the Researcher could not cover the maximum Institution for study.
- 2) Money is one of the major aspects which are required for data collection and other related material. Because of this there were some constraint which becomes the limitation of the study.
- 3) The study has been limited to the Organizational Commitment and Job Satisfaction of the faculty members of the Management Institutions affiliated to Savitribai Phule Pune University.
- 4) The study is limited only to the Maharashtra State.
- 5) Similar study should be carried out for the colleges Research and other institutions in order to know about the level of their Organizational commitment and job satisfaction and formulate and implement relevant and effective policies.

1.8 SUMMARY

The study of human behavior within the organizational environment has highlighted critical variables that are supportive or detrimental to the performance of the workforce. This view holds good while studying quality of human resources that is a major factor which contributes significantly to the success of the organization. Organizational Commitment and Job Satisfaction are widely studied in management literature to study employee performance. These factors are more relevant for studying aspects related to academic Institutions especially Universities and affiliated colleges and Technical Institutions affiliated to the University because these are the main sources of human resources and also responsible for educating intellect of Nations.

In most of the Organizations the human resource managers and professionals are concerned with the impact of Organizational Commitment and Job Satisfaction, however many academic Institutions have very little understanding of how Organizational Commitment and Job Satisfaction affect employees' turnover, productivity and organizational performance. Therefore it is necessary to understand the causes, symptoms and effects of them. The main objective of the present study is to study the Organizational Commitment and Job Satisfaction of faculty members of the management institutes affiliated to Savitribai Phule Pune University.

1.9 THESIS OUTLINE

This study has been presented in eight chapters.

- 1) Chapter I Introduction deals with the concept and importance of the study, scope & limitations of the present study and summary.
- 2) Chapter II provides an overview of the research methodology of the study. This chapter explains the design of the study, methodology of the study which includes objectives and hypothesis of the study, tools and data sources used for data collection, population, sample, procedure and statistical techniques for analysis of the data and summary. The scope for further research is also discussed in this chapter.

- 3) Chapter III reviews the literature related to the subject matter of this study. It reviews briefly and highlights the related literature only to understand the views of various experts of Job Satisfaction and Organizational Commitment in an organization.
- 4) Chapter IV deals with the theoretical model of Organizational Commitment. It contains definitions, components of organization Commitment, factors contributing and also affecting to Organizational Commitment and conclusion.
- 5) Chapter V deals with the theoretical model of Job Satisfaction. It contains definitions, importance of Job Satisfaction, determinates of Job Satisfaction, facets of Job Satisfaction etc.
- 6) Chapter VI provides the overview of the development of Management Education at local, global and universal level.
- 7) Chapter VII deals with necessary tools and statistical techniques are used to analysis the data. Factor analysis, chi-square test of association is used to determine the relation of variable. The analyzed data is interpreted and hypothesis are been tested.
- 8) Chapter VIII summarizes the findings and evaluate it form the theoretical points of view by giving recommendations and suggestions.

ⁱ Pohlman R A & Gardiner G S (2000) : Value Driven Managements How to create & maximize value over time for organizational success AMACOM, New York Ny

ⁱⁱ Allen N & Meyer J (1990) : Organizational socialization tactics :A longitudinal analysis of links to new comers commitment & role orientation. The academy of management journal Vol33 No4 pp 847-58.

ⁱⁱⁱ Tusi KT & cheng Yc (1999) :School organizational health & teacher commitment a contingency study with multilevel analysis in educational research & evaluation vol5 No3 pp249-68.

^{iv} Bloch D p (2001) : Retaining knowledge workers :Connecting individual well being & organizational performance a poper presented to the international career development conference(2000).

^v Meyer Jp & Allen (1997) : Commitment in the workplace theory research & application sage publications thousand Oaks CA .

^{vi} Mowday R,Porter 2,Steers R (1982):Employee organisatin linkage in p.wars(ed) “Organizational & occupational psychology Newyork Academic press.

^{viii} Beckers (1960) Side bet Theory

^{ix} https://en.wikipedia.org/wiki/organizational_commitment

^x Kanter R M (1968) : Commitment & social organization study of commitment mechanisms in utopian communities American sociological review vol33 No4 pp499-517

^{xi} Mcneese-smith D (1996) : Increasing Employee productivity job satisfaction & organizational commitment in Hospital & health services administratin vol41,No2,pp 160-175

^{xii} Knoop R (1995) : Relationships among job involvement job satisfaction & organizational commitment for nurses. The Journal of psychology vol129 No6 pp 643-649.

^{xiii} Locke E A (1969) :What is job satisfaction in organizational behavior & human performance vol4 No1 pp 309-36.

^{xiv} Mc neese – Smith D (1996) ibid

^{xv} Lorfe D (1975) :School teacher Chicago university of Chicago press

^{xvi} Kreis K & Brockopp Dy (1986) :Autonomy A component of teacher job satisfaction.

^{xvii} M.Namana(1999):Job satisfaction ,http://www.managementhelp.org/prsn_wll/job_stfy.htm.

^{xviii} Busch T, Fallant & pettersen A (1998) : Disciplinary differences in job satisfaction self efficacy, goal, commitment & organizational commitment among faculty members of Norwegian colleges: An empirical assessment of indicators of performance in quality in higher education vol4 No2 pp137-157

Freund A (2005): commitment & job satisfaction as predictors of forever intentions among welfare workers in Administration in social work vol29 No2 pp.5-21.

^{xix} Mannheim B, Baruch y & Tal J (1997) : Alternative models for antecedents & outcomes of work centrality & job satisfaction of high take personnel. Human relations vol50 No2.pp1537-1562.

^{xx} Grace DH & Khalsa SA (2003) : Recruiting faculty & staff: The attitude to today's high attrition. Independent school Vol 62 No3 pp20-27

^{xxi} Nienbuis R W(1994) : Satisfied faculty & involved chairpersons: Keys to faculty retention. Paper presented at an annual meeting of the association for study of higher education. Tucson Az p1-5-42.

^{xxii} Ehrenberg R, Kasper H & Rees D (1990): Faculty turnover at American colleges & Universities: Analysis of AAUP data Washington Dc .Working paper from the national bureau of economic research.

CHAPTER - II

RESEARCH METHODOLOGY

2.1 INTRODUCTION

Research is a process and means to acquire knowledge about any natural or human phenomena. Rapid, Social, Economic and Technological changes of modern times are causes as well as effects of new discoveries, invention and findings in various walks of lives.¹

R. P. Mishra further stated that Research plays two important roles (1) it contributes to the general fund of knowledge and (2) it helps to solve many complex problems of the society. And therefore research is classified as pure and applied.² The basic or fundamental research involves asking and answering of questions that do not involve immediate solutions of pragmatic problems.³

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The Advanced Learner's Dictionary of Current English lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge."⁴ Redman and Mory define research as a "systematized effort to gain new knowledge."⁵ Some people consider research as a movement, a movement from the known to the unknown. It is actually a voyage of discovery. We all possess the vital instinct of inquisitiveness for, when the unknown confronts us, we wonder and our inquisitiveness makes us probe and attain full and fuller understanding of the unknown.

This inquisitiveness is the mother of all knowledge and the method, which man employs for obtaining the knowledge of whatever the unknown, can be termed as research. Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis. D. Slesinger and M. Stephenson in the Encyclopedia of Social Sciences define research as "the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art."⁶ Research is, thus, an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment. In short, the search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. As such the term 'research' refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem or in certain generalizations for some theoretical formulation.

2.2 OBJECTIVES OF THE STUDY

- i. To find out the level of Organizational Commitment of the Faculty Members of Management Institutions in Management Institutes affiliated to Savitribai Phule Pune University.
- ii. To study the factors influencing Organizational Commitment of Faculty Members of Management Institutes affiliated to Savitribai Phule Pune University.
- iii. To find out the level of Job Satisfaction of the Faculty Members of the Management Institutes affiliated to Savitribai Phule Pune University.
- iv. To study the factors influencing Job Satisfaction of the Faculty Members of the Management Institutes affiliated to Savitribai Phule Pune University.

¹ R.P.Misra a Hand Book of Research Methodology, Concept Publishing Company, new Delhi 59.

² Ibid.

³ Robert W. Durrenberger, Geographical Research and Writing, New York, T.Y. Crowell Co. 1971, P. 3.

⁴ *The Advanced Learner's Dictionary of Current English*, Oxford, 1952, p. 1069.

⁵ L.V. Redman and A.V.H. Mory, *The Romance of Research*, 1923, p.10.

⁶ *The Encyclopaedia of Social Sciences*, Vol. IX, MacMillan, 1930.

- v. To study the relationship between Organizational Commitment and Job Satisfaction of the Faculty Members of the Management Institutes affiliated to Savitribai Phule Pune University.
- vi. To suggest measures to maintain Organizational Commitment and Job Satisfaction of the Faculty Members of the Management Institutes affiliated to Savitribai Phule Pune University.

2.3 HYPOTHESES OF THE STUDY

Hypotheses of the present study are:

- **HYPOTHESIS NO. 1**

There is not equal level of Job Satisfaction of the Faculty Members of the Management Institutions affiliated to Savitribai Phule Pune University.

Null Hypothesis H0: There is not equal level of job satisfaction of the faculty members of the management Institutions affiliated to Savitribai Phule Pune University.

Alternative Hypothesis H1: There is equal level of job satisfaction of the faculty members of the management Institutions affiliated to Savitribai Phule Pune University.

- **HYPOTHESIS NO. 2**

Variation in the level of Job Satisfaction of the Faculty Members of the Management Institutions affiliated to Savitribai Phule Pune University covering Pune, Nashik and Ahmednagar districts is not significant.

Null Hypothesis H0: Variation in the level of Job satisfaction of the faculty members of the management Institutions affiliated to Savitribai Phule Pune University covering Pune, Nashik and Ahmednagar districts is not significant.

Alternative Hypothesis H1: Variation in the level of Job satisfaction of the faculty members of the management Institutions affiliated to Savitribai Phule Pune University covering Pune, Nashik and Ahmednagar districts is significant.

- **HYPOTHESIS NO. 3**

The level of Organizational Commitment of the Faculty Members of the Management Institutes affiliated to Savitribai Phule Pune University does not differ significantly.

Null Hypothesis H0: The level of organizational commitment of the faculty members of the Management Institutes affiliated to Savitribai Phule Pune University does not differ significantly.

Alternative Hypothesis H1: The level of organizational commitment of the faculty members of the Management Institutes affiliated to Savitribai Phule Pune University differs significantly.

- **HYPOTHESIS NO. 4**

There is no variation in the Organizational Commitment of the Faculty Members of the Management Institutions from Pune, Nashik and Ahmednagar district.

Null Hypothesis H0: There is no variation in the organizational commitment of the faculty members of the Management Institutions from Pune, Nashik and Ahmednagar district.

Alternative Hypothesis H1: There is significant variation in the organizational commitment of the faculty members of the Management Institutions from Pune, Nashik and Ahmednagar district.

- **HYPOTHESIS NO. 5**

The relationship between Job Satisfaction and Organizational Commitment of the Faculty Members of the Management Institutions affiliated to Savitribai Phule Pune University is not positive and significant.

Null Hypothesis H0: The relationship between job satisfaction and organizational commitment of the faculty members of the Management Institutions affiliated to Savitribai Phule Pune University is not positive and significant.

Alternative Hypothesis H1: The relationship between job satisfaction and organizational commitment of the faculty members of the Management Institutions affiliated to Savitribai Phule Pune University is positive and significant.

2.4 RESEARCH DESIGN

The research problem having been formulated in clear cut terms, the researcher prepared a research design and for that purpose fixed conceptual structure for the plan of conducting the research.

The preparation of such design facilitates research to be as efficient as possible yielding maximal information. In other words, the function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money. But how all these can be achieved depends mainly on the research purpose. Research purposes may be grouped into four categories, viz., (i) Exploration, (ii) Description, (iii) Diagnosis, and (iv) Experimentation.

A flexible research design which provides opportunity for considering many different aspects of a problem is considered appropriate if the purpose of the research study is that of exploration. But when the purpose happens to be an accurate description of a situation or of an association between variables, the suitable design is made having minimum bias and maximum reliability of the data collected and analyzed.

The research is explorative research as it explores the status of Organizational Commitment and Job Satisfaction of faculty members of management Institutes affiliated to Savitribai Phule Pune University.

As such, it is the qualitative research; the researcher has made an attempt to understand the factors related to job satisfaction and organizational commitment.

The preparation of the research design, appropriate for a particular research problem, involves usually the consideration of the following:

- a. The means of obtaining the information;
- b. The availability and skills of the researcher
- c. Explanation of the way in which selected means of obtaining information will be organized and the reasoning leading to the selection;
- d. The time available for research; and
- e. The cost factor relating to research, i.e., the finance needed to pursue the study.

It comprised of the faculty members of Management Institutes affiliated to Savitribai Phule Pune University. Pune, Ahmednagar and Nashik district come under the jurisdiction of Savitribai Phule Pune University. In view of the research purpose, major Management Institutes in these three districts were chosen for study. These are identified as the focus of the research, as these are prominent Management Institutes of Savitribai Phule Pune University of Maharashtra. The details regarding the Management Institutes were obtained from the University.

Table-2.1: Statistics of Management Institutes under SPPU

Sr.No.	District	No. of Institute	No. of Teachers
1	Pune	126	1512
2	Ahmednagar	16	128
3	Nashik	26	208
		Total	1848

Source: unipune.ac.in

The above table gives the number of faculty members of Management Institutes under Savitribai Phule Savitribai Phule Pune University . Approximately 1848 Management faculty members are working in the Institute.

2.4.1 SELECTION OF RESPONDENTS

Though each faculty members were available in the three district of the Maharashtra, for the purpose of the study, it was decided to concentrate mainly on the following: -

- a. Those faculty members who were willing to spend their time and wished to contribute to the research willingly were selected for the purpose of the study.

Cluster sampling – The respondents / faculty members were considered from selected Management Institutes of Pune, Ahmednagar and Nashik in Maharashtra, as the respondents from these areas will represent the whole population of the study area.

Sample Size - Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in a study is determined based on the expense of data collection⁷

Sample size determination in qualitative studies takes a different approach. It is generally a subjective judgment, taken as the research proceeds.

In this study 30% of the population is considered as the sample size for data collection.

Table-2.2: Sample Size in percentage

S. No.	District	No. of Institute	No. of Teacher	Sample size
1	Pune	126	1512	454
2	Ahmednagar	16	128	38
3	Nashik	26	208	62
	Total		1848	554

Source: Primary Data

500 questionnaires in Pune, 40 questionnaire in Ahmednagar, 70 questionnaires were distributed in Nashik.

Out of the 610 distributed questionnaires 460 filled questionnaires were received back, of which 436 were correct and filled properly.

The response is denoted in the table given below:

Table No-2.3: Actual Data Collected

Sr. No.	Name of the City	Questionnaire Sent	Responses Received	% of Responses
1	Pune	500	381	76%
2	Ahmednagar	40	39	96%
3	Nashik	70	40	57%
	Total	610	460	75%

Source: Primary Data

The Researcher also interacted with some of the Directors in the Pune city to know their views and opinion regarding the Job Satisfaction and Organizational Commitment of their faculty members in their Institute. The Directors appointment was taken prior to the Interview schedule. It has provided significant insight to the researcher.

2.4.2 SOURCES AND TOOLS OF COLLECTION OF DATA

Sources of data: - The researcher has used both the types of data – Primary and Secondary. The sources and tools used for collection of data are explained below:

Primary Data: - The secondary data provides the necessary information regarding the number of Management Institutes in SPPU. The researcher developed tools to collect relevant primary data from the faculty members willing to respond. This was essential as the views of faculty members were essential to know the relationship between Job Satisfaction and Organizational Commitment and the factors affecting the Job Satisfaction & organizational Commitment and so on.

Primary data was therefore collected through the following: -

⁷ [http://en.wikipedia.org/wiki/Sampling_\(statistics\)](http://en.wikipedia.org/wiki/Sampling_(statistics))

a. Surveys: - A Structured Questionnaire was designed and sends to the faculty members of Ahmednagar and Nashik district except Pune. Some of the MBA students staying in the research area helped the researcher to find the views of the respondents. The researcher belongs to Pune, so the researcher individually contacted the respondents and collected the data.

b. Interviews: - The researcher decided to interact with some of the Directors in the Pune. Thorough discussions during the interviews sessions have helped the researcher to recognize the factors that affects the job satisfaction and Organizational Commitment of faculty members and suggestions to improve and develop the Job Satisfaction and Organizational Commitment.

The questionnaire mentioned above is attached in the annexure of the thesis.

Secondary Data

The researcher has used following sources of secondary data: -

a. Books

b. Articles in Journals - National and International

c. Annual Reports of Savitribai Phule Pune University.

d. Internet: - The researcher has widely used internet as a tool because a lot of information on Job Satisfaction and Organizational Commitment is readily available on the Net. Net browsing was found to be a very useful tool for the research.

The secondary data has proved very useful to the researcher in defining the concept, formulating hypotheses, designing the research structure and formulating the tools for collection of primary data and for understanding the issues involved and developing a theme to focus on the study.

2.4.3 TOOLS FOR COLLECTION OF DATA

The researcher has developed a questionnaire with the guidance of the research guide.

The questionnaire has three parts. In the first part, the demographic factors of the faculty members are recorded.

The second part of the questionnaire is related to the Job Satisfaction of the faculty members which includes 22 qualitative questions based on Likert Scale asking the various factors that influences the Job Satisfaction of the faculty members of the Management Institutions affiliated to Savitribai Phule Pune University.

The Third part of the questionnaire is related to the Organizational Commitment of the faculty members which includes 15 qualitative questions based on Likert Scale asking the various factors that influences the Organizational Commitment of the faculty members of the Management Institutions affiliated to Savitribai Phule Pune University.

The questionnaire ends with two open ended descriptive questions to understand the opinion and to get the suggestion from the faculty members to increase Job Satisfaction and Organizational Commitment of faculty members of the Management Institutions affiliated to Savitribai Phule Pune University.

PILOT STUDY AND TESTING OF THE INSTRUMENT

Pilot study is an informal exploratory investigation which serves as a single guide for larger ⁸study. The researcher has prepared a structured questionnaire. The questionnaire was pretested during July 2015 to August 2015. The questionnaire for pilot study was tested with the help of Faculty members who were very senior In the University, Directors of Management Institutes and with the help of research guide. The pilot study was undertaken to identify and eliminate ambiguous terms and to check the reliability of questions. Necessary changes were made in the instrument on the basis of responses for test questionnaires.

⁸ Ram Ahuja Research Methods Rawat Publications New Delhi 2001

- **ACTUAL COLLECTION OF DATA:**

According to Pauline V. Young⁹ the data could be classified as documentary source and field source. Books, manuscripts, diaries, letters etc., are to be considered secondary source or documentary source and information collected by the individual and or group of individuals is the primary source of information.

The primary data was collected from faculty members of Pune, Ahmednagar, and Nashik of selected Management Institutes under Savitribai Phule Pune University in Maharashtra. A total of 610 questionnaires were sent to the faculty members. Questionnaire were distributed and collected during September 2015 to June 2016. In Pune district some faculty members were contacted personally and the questionnaire were distributed on one day and were collected the next day. The questionnaire was prepared on excel sheet on Google docs and mailed to the faculty members in Pune. The researcher got positive response from this online survey. The questionnaire so distributed numbered to more than 610. With continuous efforts from all concerned it was possible to collect 460 questionnaires in all. The questionnaire were been scrutinized, unusable questionnaires has been edited and discarded and 436 questionnaire were valid to use for analysis.

2.4.4 TIME PERIOD OF DATA COLLECTION

Necessary data required for the present study was collected during July 2015 to June 2016.

2.4.5 TECHNIQUES FOR ANALYSIS OF DATA

The focus of the research is to find out the level of job Satisfaction and Organizational Commitment of faculty Members of Management Institutions under Savitribai Phule Pune University and also to find out the factors that affects the Job Satisfaction and Organizational Commitment of faculty Members of Management Institutions under Savitribai Phule Pune University.

The researcher has used SPSS research software for analysis of quantitative data. The steps followed for analysis are given below: -

- All the questionnaires were cross checked for clarity and accuracy. The researcher went through these questionnaires rapidly to get a feel of the replies.
- Coding was done for the closed ended questions. The data in the questionnaires were recorded in the SPSS research software.
- Frequency tables were generated from the entered data. Cross tabulation was done and Split tables were also generated where ever necessary.
- The data was studied and broad inferences were drawn. Percentages were used to draw conclusions.
- The Likert scale is used to verify factors of the Job Satisfaction and Organizational Commitment of faculty Members of Management Institutions under Savitribai Phule Pune University.

Likert Analysis – A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research, such that the term is often used interchangeably with rating scale. The scale is named after its inventor psychologist Rensis Likert¹⁰. When responding to a Likert questionnaire item, respondents specify their level of agreement or disagreement on a symmetric agree - disagree scale for a series of statements.

The Likert scale is the sum of responses on several Likert items. A Likert item is simply a statement which the respondent is asked to evaluate according to any kind of subjective or objective criteria; generally the level of agreement or disagreement is measured. It is considered symmetric or "balanced" because there are equal amounts of positive and negative positions. Often five point scales are used. The format of a typical five-level Likert item, for example, could be:

⁹ Pauline V. Young, Scientific Social Survey New York, 1960

¹⁰ https://en.wikipedia.org/wiki/Likert_scale

Sr. No.	Likert item	Weightage
1	Strongly disagree	5
2	Disagree	4
3	Neither agree nor disagree	3
4	Agree	2
5	Strongly agree	1

- Chi-square tests were applied to select data for testing some of the hypotheses.
- **Factor analysis** is done to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called **factors**.

In case of open ended questions the researcher carefully studied the replies of the respondents. Common elements were found out from this qualitative data for drawing appropriate conclusions. The replies to the open ended questions and their analysis were compared with the results of quantitative data.

The discussions with the Directors of the Institute were recorded by the researcher. The common points made by them were cross checked with the analysis of qualitative and quantitative data mentioned above. The analysis of the qualitative data recorded through these interviews is analyzed separately by the researcher.

2.4.6 DIFFICULTIES IN THE COLLECTION OF DATA

While collecting the information from the respondents researcher has to face number of the difficulties. Some of the questionnaires were not totally filled and for this purpose researcher has to meet in person and tried to get the necessary answers.

Researcher found that some of the respondents were reluctant to supply information for the following obvious reasons:

- a. The faculty members did not wanted to disclose personal data to others.
- b. Most of the respondents were not ready to spare time to fill up the questionnaire.

2.4.7 STYLE OF REPORT WRITING

The style is the conventional form strictly following the specifications of the RTM university Nagpur.

2.5 SCOPE FOR FURTHER RESEARCH

1) The researcher did the research on faculty of Management Institution affiliated to Savitribai Phule Pune University .Similar study can be conducted among other Universities in Maharashtra State and other states which will be helpful in formulating effective policies and rules and regulations by the state government, central government and other regulatory Institutions such as AICTE, UGC, Ministry of Education and the Management of the Management Institutions in India.

2) This research is conducted only for Management Institute of Savitribai Phule Pune University; similar study can be conducted among other Engineering and Arts, Commerce and Science Colleges.

3) A Comparative study can be conducted between Private and Government Institutes to find out the Job Satisfaction and Organizational Commitment among faculty members.

4) A further study can be conducted to understand Co-relation of Socio-Economic profile with Job Satisfaction and Organizational Commitment.

2.6 SUMMARY

Researcher has taken due care to make the study representative in character. Researcher had conducted Pilot Study before the preparation of final questionnaire. Final questionnaire was prepared carrying 22 qualitative questions regarding Job Satisfaction and 15 qualitative questions related to Organizational Commitment. Questionnaires were distributed to the faculty members who were willing to spare time. For this purpose researcher individually met the respondents and got the questionnaires filled. Before circulation of the questionnaires researcher had contacted various directors in different Institutions and asked the help to take the views of the faculty members. Even the MBA students helped to gather the required data, In Pune the

researcher were contacted personally and personal interview was conducted to obtain necessary information. More than 40% of the questionnaires distributed were collected and finally set for analysis.

CHAPTER - III

REVIEW OF LITERATURE

3.1 ORGANIZATIONAL COMMITMENT

1) ⁱSalim M, Karamarudin H and Kadir MBA (2008) made an attempt to **know** about relationship between Job Satisfaction, Job involvement and Organizational Commitment among lecturers on MARA professional colleges. The required data was collected via questionnaire from 132 lectures from three colleges. After analyzing the data the authors concluded that there was a significant relationship between Job Satisfaction and Job Involvement. Job involvement contributed the most at 28.8% followed by Job Satisfaction 9.4% towards Organizational Commitment among MARA professional college lecturers. The results suggest that, an improvement of social change by increasing job involvement and Job Satisfaction and perceived Organizational support is one efficient way of obtaining highly committed human resource. Fostering Commitment among faculty members has important implications for educational Institutions, and may lead to increase in the effectiveness of the educational institutions. Thus institutions which seek to retain their lectures by building strong Organizational Commitment are in a better position to reap the benefits of a more dedicated, motivated and reliable teaching staff.

Job Satisfaction, job involvement and perceived Organizational support were the significant factors that influence Organizational Commitment among academicians. Directors of the professional Institutes should use this information as an opportunity to create committed team of lecturers, who are a part of an influential force that plays a key role in the success of students which at the end shows the success of the institution.

2) ⁱⁱChoong Y O and Wong K L (2011) explained the relationship between intrinsic motivation and Organizational Commitment of academicians in Malaysian Private Universities. A stratified proportional sampling design was used. A total of 247 academicians were covered by the survey. After analysis and interpretation of data the authors concluded that, intrinsic motivation was significantly correlated with the three components of Commitment, namely affective, continuance and normative Commitment. The intrinsic motivation has significantly predicted the Organizational Commitment. It was recommended that Heads of Management, deans and human resource management should provide new and existing academicians with adequate training, workshop seminar and conference that are related to the job. Apart from this, this is encouraged to conduct socialization programs for new academicians. Thus universities and faculties will be able to further enhance the academicians's intrinsic motivation within an institution. Later on this will strengthen the academics Organizational Commitment and also increase the performance of them. This will enable the universities to strive for better status, reputation and performance. It also will attract a large number of foreign students to Malaysian Universities, which consequently will assist in transforming Malaysian economy from a nation of the middle income groups to high income nation group, in both, inclusive and sustainable ways by 2020.

3) ⁱⁱⁱSharma BR, Srivastava V N, Ningthoujams (2011) concluded study to ascertain the level of Organizational Commitment among managerial employees and to identify its predictors in a central public undertaking. A special devised questionnaire was used for data collection and the sample for the study included 98 managerial employees. The study concluded that, the level of Commitment of the respondents was found to be quite high. Most of the respondents scored high on positive work ethic and internal locus of control. They rated their job content as fairly high, while various HR policies and practices of the Organization were given lower ratings by the respondents. This suggests that there is much scope for improving the Organizational climate. Three out of nine dimensions of Organizational climate, namely career opportunity, pay and objectivity were critical determinants of Organizational climate. The average ratings given to these three policies of HR and practices of HR range between 48 and 51 percent, which shows there is huge scope for future improvement. An improvement in these three areas is likely to further raise the level of Commitment from its existing level of 63.81 percent. It has also been observe that the three sets of variables are positively associated with Organizational Commitment, namely personal attributes, job content and Organizational climate. There was a positive correlation between Organizational Commitment and certain personal and situational factors, where situational factors were found to be more important than the personal factors.

4) ^{iv}Yahaya R, Chek I T, Samsuddin N, Jizat J E (2014) conducted study to investigate the level of Organizational Commitment at a public higher education institution in Malaysia. The study used questionnaire to collect necessary primary data for measuring Organizational Commitment level of faculty

members. The results revealed that 87.7% of the faculty members had high level of Commitment while the rest 12.3% respondents had moderate level of Commitment. None of the respondents were observed to be uncommitted. Secondly the study also investigated the relationship between gender and Organizational Commitment, and found that there was no significant difference between the male and female respondents in terms of Commitment. Thus the relationship between gender and Organizational Commitment did not differ in their level of Commitment.

5) ^vGangaik N and R Agarwal examined the relationship between components of Organizational Commitment and Job Satisfaction of employees. The result shown that there is a highly significant correlation among the factors of Organizational Commitment including gender. But there is no significant correlation between Job Satisfaction and Organizational Commitment and among these dimensions only continuance Commitment and normative Commitment has significant correlation with Job Satisfaction.

In case of gender there is no correlation between Organizational Commitment components and Job Satisfaction. It is also concluded that the findings of this study can help the organization in planning and developing the strategies to enhance the Organizational Commitment which directly linked to the Organizational performance, effectiveness and productivity of the organization. It is vital to keep the continued existence of the organization in the global era where it is difficult to make employees to feel obliged and have Job Satisfaction and become more committed to the organization at work place. Hence new strategies need to be develop and execution from time to time be carried out effectively and efficiently.

3.2 JOB SATISFACTION

6) ^{vi}Munshi N M (2005) conducted study on “A Comparative analysis of Job Satisfaction level of management Teachers of MBA colleges in Gujarat State”. The sample for the study consisted 172 management teachers (40% of the population) working in different management Institution approved by the AICTE from Gujarat. The study concluded that the degree of opinions for various dimensions of Job Satisfaction of management teachers of Gujarat significantly differed from each other. Age of individuals affects the Job Satisfaction level. People in their early age are more ambitious and have more career expectations. If the job fails to meet their current aspirations people tend to get dissatisfied with their job. The study also found that, there is significant difference between the opinions regarding degree of Job Satisfaction of management teachers in Gujarat. There is a strong relationship between pay and Job Satisfaction, as the higher the salary of the individual the more satisfied they are likely to be. There exists systematic association between designation of management teachers of Gujarat and their degree of Job Satisfaction. MBA Institutions should remember that faculty members are building blocks of every type of academic Institutes and hence they should create maintain cordial relations and provide hygienic factors to their teachers.

7) ^{vii}Sabharwal M and Carley E A (2009) conducted research to explore and compare Job Satisfaction rates of faculty members employed in research Institutions with special attention paid to differences across genders and disciplines. For the purpose of the study the data available in the ‘Survey of Doctorate Recipients (2003) was used as it gives details of diverse variables including data on demographics, faculty career trajectories, research productivity and Job Satisfaction. For the purpose of this study the respondents were selected from various fields, such as, Science, Social Science, engineering and health. After analysis of data it was concluded that, across a disciplines it was found that female faculty members expressed lower levels of Satisfaction as compared to male faculty members. Within the Science and health fields men were less satisfied than women but in the engineering and Social Science fields there was no significant difference in Satisfaction levels for men and women. Analyzing satisfaction levels across disciplines helps universities to identify factors that contribute to the satisfaction / dissatisfaction of faculty across different colleges. It was found that female faculty members have higher or equal levels of satisfaction as compared to the men, which indicates a narrowing gap of gender in academics. Satisfaction of faculty is also affected greatly by the institutional factors such as leadership, collegial and student relationships, climate and culture of university. Thus using a measure of overall Job Satisfaction to implement policies for change might be misleading as satisfaction varies over gender and also over discipline.

8) ^{viii}Thekedam J. S. (2010) examined specific Organizational and teacher variables associated with Job Satisfaction. The Organizational variables include satisfaction with school climate, satisfaction with

opportunities to assume a leadership role at the school, satisfaction with the degree of teacher participation in school decision making and satisfaction with pay etc. Teacher variables include demographic/ personal characteristics and individual or psychological variables include satisfaction with degree of attainment of professional goals etc. A survey method was used to investigate Job Satisfaction of Higher secondary school teachers in Kerala.

The results of the study indicated that Job Satisfaction of teachers is affected by a number of variables which include teacher and Organizational characteristics of the Organizational variables. The school climate was having significant effect on teacher Job Satisfaction. The study concluded that, the individual characteristics that appear to be important as predictors of Job Satisfaction cover demographic variables and also attitudinal characteristics also. As school climate has several dimensions. It is necessary to identify those dimensions associated with Job Satisfaction and design policy measures accordingly, such as cooperation and communication among teachers through team projects and supporting teachers facing problems with students and parents. Teachers should be motivated to set realistic goals, which when achieved will give Job Satisfaction to them. The dissatisfaction of leadership responsibilities and participation of teachers in decision making have positive effect on Job Satisfaction. Findings of the study have important implications for educational policy aimed at enhancing the levels of Job Satisfaction.

9) ^{ix}Saba Lrum (2011) conducted study to inspect Job Satisfaction level of academic staff in Bahawalpur, Pakistan. The study is empirical in nature and it was conducted through questionnaires. The target population of the study consists of academics staff of the Bahawalpur colleges. There were five colleges with 450 staff members. The questionnaire consisted of two parts; the first part includes demographic features of the respondents which include gender, age, academic qualifications, length of service and marital status. The second part included measuring their Job Satisfaction level by using concept of Job Satisfaction index. A Likert five point scale was used. The main findings of the study include, teachers have full freedom to choose lecture delivery method and majority of the teachers are in this service for more than 21 years so that they have good level of Job Satisfaction. About 76% of faculty members were happy with their job security. As they are government employees, they feel secured as they were permanent employees. It was also observed that 83% of the teachers were satisfied with their coworkers as they were ready to co-operate each other whenever needed. They were supportive in nature. Most of the newly hire young teachers were dissatisfied with the promotion criteria. One major reason was the current recruitment policy in public sector educational institutions as most of the hiring's were on contract basis.

10) ^xMalti N, Tiwari P and Swati Jain (2012) conducted empirical study of faculty Satisfaction and its impact on Retention, in the affiliated colleges of GGSIP University offering MBA Programme. During current times when there are opportunities available for qualified faculty, the management Institutions has to consider the important role played by the faculty satisfaction also considers the various factors which affect satisfaction so as to ensure better performance and retention. Four factors were identified for the purpose of present study namely works environment, compensation, training and development and the role of head of department (HOD). The study concluded that training and development has been ranked as the major factor for the faculty intending to stay in an institution. In addition attempts were made to understand significance of the parameters and their relationships with each other.

11) ^{xi}Shetty Bhavana R and Rajashree Gujarti (2012) conducted research study to identify factors of faculty Job Satisfaction and students overall satisfaction in this knowledge economy and to examine role of faculty Job Satisfaction in generating students satisfaction. In order to collect primary data non-probability convenience sampling technique was used and to separate questionnaires were used to collect relevant data. Authors after analysis of data concluded that salary is not primary but the secondary determinant of Job Satisfaction for faculty in today's knowledge economy, because there are intangible like growth and development, recognition and feedback that are primary motivators for the workers inspirations to perform effectively. Lack of professional development, time and support provided for research activities were factor responsible for highest dissatisfaction. As most of the respondents were working as contract basis, the assurance of permanent job and job security could also compensate for lower pay. In management Institutes at Nashik faculty Job Satisfaction is not positively associated with faculty salary and there is positive association of faculty Job Satisfaction with students overall satisfaction level.

12) ^{xiii}Duong M Q (2013) concluded the study with an aim to determine the specific factors that affect the Job Satisfaction of Academic members in Vietnamese higher education. The population for the study was composed of academic members from there public University of Ho Chi Minh city of Vietnamese. A random sample of 200 Respondents was selected for sending the questionnaires, out of 178 questionnaires were received yielding a response rate of 89%. All the data was analyzed in order to arrive at meaningful findings. It was concluded that academic members of three Universities were generally satisfied with their jobs. The Job Satisfaction of academic members was significantly affected by their demographic, work time and institutional factors. The academic were observed to be less satisfied in terms of the regulations. Policy makers and management of University need to reexamine their current institutional policy and make necessary changes to increase Job Satisfaction of Academicians, by way of arranging refresher courses, seminars, training workshops to keep them up-to-date with the contemporary skills and techniques and teaching and research methods. The Universities management should take more interest in proofing efficiency of academic staff and improve administration so as to create healthy work environment.

13) ^{xiii}Dave N and Rawal D (2014) carried out the study with twin objectives, namely, majoring validity of Job Satisfaction factors for teachers/faculty members teaching MBA programme of colleges and Universities of Gujarat and finding out the individual factor, group factors and Organizational factor in influencing Job Satisfaction of teachers/ faculty members teaching MBA programme of colleges and universities of Gujarat. Primary data was obtained through questionnaire method and expert opinion, while secondary data was collected through review of literature. The respondents were faculties teaching MBA, selected from 25 MBA colleges and University department. The sample size was 82, obtained through random sampling method from primary resources. To study Job Satisfaction factors 12 factors were identified from review of literature and the views of faculty members through questionnaire and focus group interviews. Expert opinions of experts were also obtained. Finally researchers found that 16 factors affect Job Satisfaction out of which 4 factors were individual factors and 12o were institutional factor. As the number of institutional factor are more than those of individual factors. It can be concluded that organization has a lot of control on the amount of Job Satisfaction which on employee can derive from his job. It also indicates that faculty members tend to depend on organization for their own satisfaction. The top management aiming at achieving the Organizational goals satisfactorily, they have to be aware that employee Job Satisfaction plays a key role in this process.

3.1.3 ORGANIZATIONAL COMMITTEMENT AND JOB SATISFACTION

14) ^{xiv}Malik S, Nawab S, Naeem B, Danish R Q (2010) studied the impact of teachers satisfaction with job dimensions on perceived Organizational Commitment in public sector universities of Pakistan and exploring the content to which these teachers are committed to their universities and where satisfied with the different dimension of the job. For the purpose of present study, a survey based descriptive research design was used. The study was carried on teaching faculty working in two public sector universities of Pakistan. A sample of 650 respondents was selected and a survey questionnaire was distributed. However multiple follow ups yielded 331 statistically usable questionnaires.

The findings of the study indicated that the satisfaction with work itself, quality of supervision and pay satisfaction had significant positive influence on Organizational Commitment of faculty members. They had high degree of Organizational Commitment and satisfaction with work itself, supervision salary, co-workers and opportunities for promotion. Teachers' low level of Job Satisfaction and Organizational Commitment which could result into unfavorable economy and non-economy outcomes such as high turnover reduced teaching effectiveness and intellectual development of the students. So policy makers and academic administrators should have necessary steps for the optional provision intrinsic and extrinsic job rewards to make their core work force highly satisfied and committed to reap the benefits of improved motivation, performance and Organizational citizenship behaviors.

15) ^{xv}Priyadarshini M S and Padmanathan S (2012) conducted a study with focus on understanding the differences in the levels of Job Satisfaction, job motivation, and Organizational Commitment, perceive Organizational support among fresher's and experienced academicians. For the purpose of data collection a questionnaire was used which had two parts. The first part was included demographic information such as age, gender, years of service, working hours and physical health and other part included questions and

statements, relating to the various aspects relating to Job Satisfaction etc. were asked. Thus data was obtained from 60 full time academicians who included 30 fresh and 30 experienced academicians. The age of respondents varied from 21 to 70 years. After analysis of the data collected the following findings were arrived at. The descriptive analysis of Job Satisfaction among the fresh and experienced academicians indicated that there was no significant difference among the fresh academicians and experienced ones. Regarding job motivations it was concluded that experienced academicians significantly show higher Organizational Commitment as compared to fresh academicians. In the context of perceived organization support among the two groups of academicians it was observed that “experienced academicians” significantly perceived higher Organizational support as compared to fresh academician was not supported. Hence the employers should focus on better orientation programs for fresh academician, make them participate in decision making along with experienced academician as a team so as to ascertain that they understand and imbibe the organization vision so as to increase their Organizational Commitment as job motivation.

16) ^{xvi} Sharma G M and Azmi F T (2012) examined the mediating effect of Job Satisfaction between job factors (pay, promotion opportunities, supervision and work schedule flexibility) and Organizational Commitment 310 responses were generated from teachers of management institutions located in India through a self-administered questionnaire. It was concluded that pay satisfaction and work schedule flexibility had a positive relationship with Job Satisfaction and Organizational Commitment. Satisfaction with supervision was positively correlated to Job Satisfaction. It was also concluded that Job Satisfaction was strong mediator in the relationship between job related factors and Organizational Commitment. Such a study is quite important when there is acute shortage of teaching staff in management institutions in India.

17) ^{xvii} Rehman K, Rehman Z Y , Saif N, Khan A S , Nawaj A and Rehman S (2013) have offered a theoretical model of the complexity of relationship between the attitudes and other related variables or factors which explains the whole story of their interdependencies between the Job Satisfaction and Organizational Commitment of teachers in higher educational institutions. A constructive and sound university environment leads to better academic employee's Job Satisfaction. A sound campus atmosphere not only boosts the Job Satisfaction of academic employees, but also improves the educational atmosphere boosts output of the university. Although job organization and person related variables are universal in their existence as predictors of Job Satisfaction, they all read differently from person to person, job to job, organization to organization and location to location. The same factors operate in every study of Job Satisfaction, but their impact on workers contentment and performance vary significantly in multiple ways. Hence there is a need to understand every individual organizations situation separately in terms of jobs, organizations and person related factors. These factors hold unique attributes in every employee and work situation and must be taped by the researchers, so that a local definition of Job Satisfaction could be develop to figure out a “domesticated solution “ for addressing satisfaction problems.

18) ^{xviii} Ronald M O, Aisha K and Dennis M B (2013) conducted study on Job Satisfaction and Organizational Commitment of faculty members in Technical and Management Institutes in Dor essalaam region. The data required for the study was collected through questionnaires under convenience random sampling of Technical and Management faculty members. Authors concluded that dissatisfaction does exist in the academic organizations/ institutes which results to decrease of Organizational Commitment, so the managers of various organizations should come up with various interventions to manage the dissatisfaction among the faculty members. It is known that an organization having better faculty, always lend and help in building the nation by building those who build the nation. A relevant fact is that generally faculty is satisfied with jobs. The most motivating factor is work itself, whereas working conditions are the least motivating factors. There is need for a systematic research on practical and efficient interventions to manage the dissatisfaction among the faculty members of technical and management departments. The increase in Job Satisfaction also increases the Organizational Commitment.

19) According to Kovach^{xix} (1977), Job Satisfaction is a component of Organizational Commitment while porter etal 1974^{xx}, Price 1977^{xxi}, Spector 1997^{xxii}, have concluded that the Job Satisfaction is a predictor of Organizational Commitment.

- 20) Kirsch (1990)^{xxiii}, Knoop (1995)^{xxiv}, found a positively significant relationship between them. According to Weiner (1980)^{xxv} Job Satisfaction is more of a response to a specific job on aspect of a job, while commitment is a more global response.
- 21) Moamed efal (2012)^{xxvi} found that Job Satisfaction is positively related to Organizational trust affective commitment, continuous commitment and normative commitment.
- 22) DaneshFard and Ekvaniyan (2012)^{xxvii} concluded that when Organizational commitments (affective and normative commitments) increase jobs Satisfaction also, and when these commitments decrease, Job Satisfaction of faculty members and managers decreases.
- 23) Eslami and Gharakhani (2012)^{xxviii} found that, Job Satisfaction has positive and significant effects on Organizational Commitments.

3.1 SUMMARY

The above review briefly highlights the related literature only to understand the views of various experts of Job Satisfaction and Organizational Commitment in an organization. Researcher does not claim to review all the related literature in the context of the topic selected for the study. It is just an attempt to take a glimpse at some important works done in the context of “Job Satisfaction and Organizational Commitment”.

ⁱ Munirah, S., Kamarudin, H., & Abdulkadir, M. B. (2008). Factors affecting in higher educational Institutions in Malaysia. *Journal of Applied Psychology* , 71.

ⁱⁱ Choong, Y. O., & Yong, K. L. (2011). Intrinsic Motivation and Orgnizational Commitment in the Malaysian Private Higher Education Institutions: An Empirical Study. *Journal of Arts Science and Commerce* , 2 (4), 91-100.

ⁱⁱⁱ Sharma, B. R., Srivastava, V. N., & Ningthoujam, S. Personal attributes and Situational factors as predictors of Orgnizatioal Commitment: An Exploratory Study. *Abhigyan* , 29 (2), 9-20.

^{iv} R, Y., Chek, I. T., Samsudin, N., & Jizat, J. E. (2014). Organizational Commitment at a Higher Education Institution. *International Journal of Education and Research* , 2 (11), 309-318.

^{vv} Gangaik, N., & Agarwal, R. (2015). Job Satisfaction and Organizational Commitment : is it important for Employee Performance? *International Journal of Management Business Research*, 5(4), 269-278.

^{vi} Munshi N M (2005) ;” A Comparative Analysis of Job Satisfaction level of Management teachers of MBA Colleges in Gujarat State “, A Thesis Submitted to the Saurashtra University for Ph.D degree in Management.

^{vii} Sabharwal M and Corley E a (2009) “ Faculty Job Satisfaction across gender and discipline”. ‘The Social Science Journal’ vol 46 pp. 539-556. www.sciencedirect.com

^{viii} Joseph S T (2010); “A study of Job Satisfaction and Factors that influence it”, ‘Management and Labour Studies’ vol 35 No. 4 pp. 407-417.

^{ix} Lrum, S. (2011). Majoring the Job Satisfaction level of the Academics Staff in Bahawalpur Colleges. *International Journal of Academic Research in Business and Social Sciences*, 1(1).

^x Malti, N., Tiwari , P., & Jain, S. (2012). An Empirical Study of Faculty Satisfaction and its impact on Retention. *Abhigyan*, 30(3), 45-56.

^{xi} Shetty, B. R., & Gujarati, R. (2012). A Study of Faculty Job Satsfaction and its impact on Student Satisfaction in Management Institutes of Nashik District affiliate to University of Pune. *IOSR Journal of Business and Management*, 3(4), 1-8.

^{xii} Minh, Q. D. (2013). Job Satisfaction among Academic members of higher Education in Vietnam. *International Jornal of Academic Research*, 5(5), 346-350.

^{xiii} Dave, N., & Rawal , D. (2014). A Research on the Factors influencing Job Satisfaction of MBA faculty members in Gujarat State. *International journal of Advance Research in Computer Science and Management Studies*, 2(2), 218-223.

- ^{xiv} Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan. *International Journal of Business and Management*, 5(6), 17-26.
- ^{xv} Priyadarshani, M. S., & Padamathan, S. (2012). A Study of understanding the levels of Job Satisfaction, Job motivation, Organizational Commitment, Perceived Organization support among freshers and experienced academicians. *International Journal of Research in Commerce and Management*, 3(13), 58-61.
- ^{xvi} Sharma, G. M., & Azmi, F. T. (2012). The mediating effect of Job Satisfaction between job factors and organizational commitment.
- ^{xvii} Rehman, K., Rehman, Z. Y., Saif, N., Khan, A. S., Nawaj, A., & Rehman, S. (2013). Impacts of Job Satisfaction on Organizational Commitment: A theoretical model for Academicians in HEI of Developing countries like Pakistan. *International Journal of Academic Research in Accounting Finance and Management Sciences*, 3(1), 80-89.
- ^{xviii} Ronald, M. O., Aishak, & Dennis, M. B. (2013). Job Satisfaction and Organizational Commitment: A Cross sectional study with Reference to Teachers in Technical and Management Institute. *Global Journal of Management and Business Research*, 13(8), 23-29.
- ^{xix} Kovach. (1977). Organization Size, Job Satisfaction Absentism and Turnover. *Washington DC, University Press of America*.
- ^{xx} Porter, L., Steers, R., Mowday, R., & Boulian, P. (1974). Organizational Commitment, Job Satisfaction and Turnover among Psychiatric Technicians. *Journal of Applied Psychology*, 59(5), 603-609.
- ^{xxi} Price, J. (1977). The study of Turnover. *Ames Iowa State University Press*.
- ^{xxii} Spector, P. (1997). Application, Assessment, cause and consequences of Organizational Commitment. *Thousand Oaks, CA, Sage Publications Inc*.
- ^{xxiii} Kirsch, J. C. (1990). Staff Development opportunity and Nurse Job Satisfaction, Organizational Commitment and intent to remain in the Organization. *Journal for Nurses in Professional Development*, 6(6), 279-282.
- ^{xxiv} Knoop, R. (1995). Relationship among Job Involvement Job Satisfaction and Organizational Commitment for Nurses. *The Journal of Psychology*, 129(6), 643-649.
- ^{xxv} Weiner, Y. (1980). Commitment in Organizations: A Normative View. *Academy of Management Review*, 7(3), 418-428.
- ^{xxvi} Mohamed, M. S., Kader, M. M., & Anisa, H. (2012). Relationship among Organizational Commitment, Trust and Job Satisfaction. *Research Journal of Management Sciences*, 1(2), 1-7.
- ^{xxvii} Daneshfard, C., & Ekvanian, K. E. (2012). Organizational Commitment and Job Satisfaction in Islamic Azad University. *Inter-disciplinary Journal of Contemporary Research in Business*, 3(9), 168-181.
- ^{xxviii} Eslami, J., & Gharakhani, D. (2012). Organizational Commitment and Job Satisfaction. *ARP Journal of Science and Technology*, 2, 85-91.

CHAPTER - IV

ORGANIZATIONAL COMMITMENT

4.1 INTRODUCTION

Organizational Commitment emerges in the 1970's and 1980's as a key factor of the relationship between individuals and organizations (Mowday et al 1982)ⁱ. Commitment is defined as an expression of subjectivity, an attitudinal act in which a person feels entrusted to act in an ethical mode of being. But according to Porter et al (1974)ⁱⁱ commitment is the strength of an individual's identification and involvement with a particular organization characterized by three factors which is

- a. Strong belief in and acceptance of the organization's goal and values
- b. A willingness to exert considerable effort on behalf of the organization
- c. Definite desire to maintain organization membership.

According to Porter, organizational commitment is identification and work involvement of an individual in a particular organization. It also includes beliefs of employees towards the organizational goal acceptance.

Early studies on organizational commitment viewed it as having a single dimension, based on attitudinal perspective covering three psychological factors:

- a. Belief and acceptance of organizational goals and values (identification)
- b. Willingness to exert considerable effort toward organizational goal accomplishment (involvement)
- c. Strong desire to remain in an organization (loyalty)

An attitudinal perspective refers to the psychological attachment or effective commitment formed by an employee in relation to his identification and involvement with the organization.

Porter et al(1974) define organizational commitment as an attachment to the organization, characterized by an intention to remain in it and an identification with values and goals of the organization and willingness to exert extra effort on its behalf. As individual employees consider extent to which their own values and goals relate to that of the organization as part of organizational commitment, hence its considered to be the linkage between the individual employee and the organization.

According to Becker(1960)ⁱⁱⁱ organizational commitment is the exchange based definition or side bet theory. According to this theory, individuals are committed to the organization as far as they hold their positions, irrespective of the stressful conditions they experience. However when they are given alternative benefits they will be willing to leave the organization.

Mowday et al describe organizational commitment as a behavior 'relating to the process by which individuals become locked into a certain organization and how they deal with this problem.

Weiner (1982) define organizational commitment as 'behavioral intention or reaction, determined by the individual's perception of the normative pressure'.

Meyer and Allen (1984) initially viewed that organizational commitment being two dimensional concept covering affective and continuance, where affective commitment believed as positive feelings of identification with attachment to and involvement in the work organization and continuance commitment was considered as the extent to which employees feel committed to their organization by virtue of the costs which they feel associated with living. After further research Allen and Meyer (1990)^{iv} added a thirds dimension as normative commitment which deals with, 'the employee's feelings of obligation to remain in the organization'. Thus the concept of organizational commitment has been described as a tri dimensional concept that included the affective, continuance and normative **dimensions**^v.

According to Magazine et al (1996) there are two well known opinions about commitment is the literature about organizational **commitment**^{vi}. One of the opinions was developed by the studies of Porter, steers Mowday and Boulain (1974) which explained that commitment as a behavioral situation; hence commitment is explained as a power of identification and involvement of an individual with a certain organization. The second view handles commitment as the tendency to maintain membership in the organization. E.g approach adapted by Savey and Syme (1996), Allen and Meyer (1990).

According to Morris and Sherman (1981)^{vii} the concept of organizational commitment has been conceptualized from various perspective. From the behavioral point of view Organizational Commitment has been identified from the output of rewards / contribution exchange processes between employers and employees. On the other hand the psychological approach considers organizational commitment from the view of the attachment or identification of employees with organization where they work.

4.2 DEFINITIONS OF ORGANIZATIONAL COMMITMENT

Organizational commitment is a multidimensional concept which has been identified by various authors in different ways. Some of the popular definitions are as follows:

- i. Mowday et al (1979) defined organizational commitment as a strong belief in and acceptance of the organizational goals and values, a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the **organization**^{viii}.
- ii. Meyer and Allen (1997) defined organizational commitment as a 'psychological state that is concerned about how individuals feel about their organizational engagement and the desire to continue to remain with the **organization**^{ix}.
- iii. Savery and Syme (1996) stated that organizational commitment is a multidimensional structure and it is the relative strength of an individual's identification with an involvement in a particular organization and is characterized by at least three factors, namely
 - a. a willingness to exert considerable effort on behalf of the organization
 - b. strong belief in and acceptance of organization's goals and values and
 - c. a strong desire to maintain membership in the **organization**^x.
- iv. According to Morrow, organizational commitment is a function of individual characteristics like age, seniority and education with conditional factors like climate, Job Satisfaction and Organizational **characteristics**^{xi}.
- v. Hunt and Morgan (1994) defined organizational commitment as an employees' strong belief in and acceptance of an organization's goals and values, effort on behalf of the organization to reach these goals and objectives and strong desire to maintain membership in **the organization**^{xii}.
- vi. Organizational commitment points to the attitudes of the employees concerning commitment towards the organizations they **work**^{xiii}.
- vii. According to Luthans organizational commitment is directly related to the desire to maintain membership in the organization, the willingness of employees to exert considerable effort on behalf of the organization and a strong belief in and acceptance of an organization's goals and **values**^{xiv}.
- viii. According to Porter et al (1974P) organizational commitment is characterized by three psychological factors namely
 - a. Belief in and acceptance of organizational goals and values (identification)
 - b. Willingness to exert considerable effort towards organizational goal accomplishment (involvement)
 - c. Strong desire to remain in an organization (loyalty).

4.3 COMPONENTS OF MODEL OF COMMITMENT

Meyer and Allen (1991) identified three common themes in the conceptualization of commitment. They concluded that the various definitions of commitment can be grouped into three categories namely affective, normative and continuance **commitment**^{xv}. An employee may have a varying combination of the three components of commitment.

4.3.1 AFFECTIVE COMMITMENT

The first dimension of organizational commitment in the model is affective commitment.

- i. According to Allen and Meyer (1990), affective commitment is the desire to remain a member of an organization due to an emotional attachment to the **organization**^{xvi}.

- ii. English Morrison and Chalon (2010) concluded that affective commitment is conceptualized as a psychological state that characterizes an employee's relationship with their organization^{xvii}.
- iii. Allen and Meyer (1990) argued that the committed employee 'identifies with is involved in and enjoys membership in the organization.
- iv. Darolia et al (2010) found that individuals with strong affective commitment identify with the organization and are more committed to pursue their goals. With affective commitment the employees remain in the organization because they want to **do so**^{xviii}.
- v. Organizational commitment is influenced by many different demographic characteristics like age, tenure, gender, education but these influences are neither strong nor **consistent**^{xix}.
- vi. According to Meyer and Allen (1997), affective commitment is 'the employee's emotional attachment to identification and involvement in the **organization**^{xx}.
- vii. Members who are committed as an effective level stay with organization because they view their personal employment relationship as congruent to the goals and values of the organization.
- viii. According to Morrow (1993) 'Affective commitment is a work related attitude with positive feelings towards the **organization**^{xxi}.
- ix. Sheldon (1971) stated that this type of attitude is an orientation towards the organization which links or attaches the identity of the person to the organization.
- x. The strength of affective organizational commitment is influence by the extent to which the individual's needs and expectations about the organization are matched by their actual experience.
- xi. Affective commitment is describe as 'value rationality- based organizational commitment which refers to the degree of value congruence between an organizational member and an organization.
- xii. Meyer and Allen (1997) have indicated that affective commitment is influence by factors such as job-challenge, role clarity and goal difficulty, receptiveness by the management, peer cohesion equity, personal importance, feedback, participation and dependability.
- xiii. Development of effective commitment includes identification and internalization. Affective attachment of individuals to their organizations is firstly based on identification with the desire to establish a rewarding relationship with an organization. Secondly through internalization which refers to congruent goals and values held by individuals and the organization. Thus affective commitment is concerned with the extent to which an individual identifies with the organization^{xxii}.
- xiv. Affective organizational commitment and Job satisfaction are closely interrelated especially in case of female employees

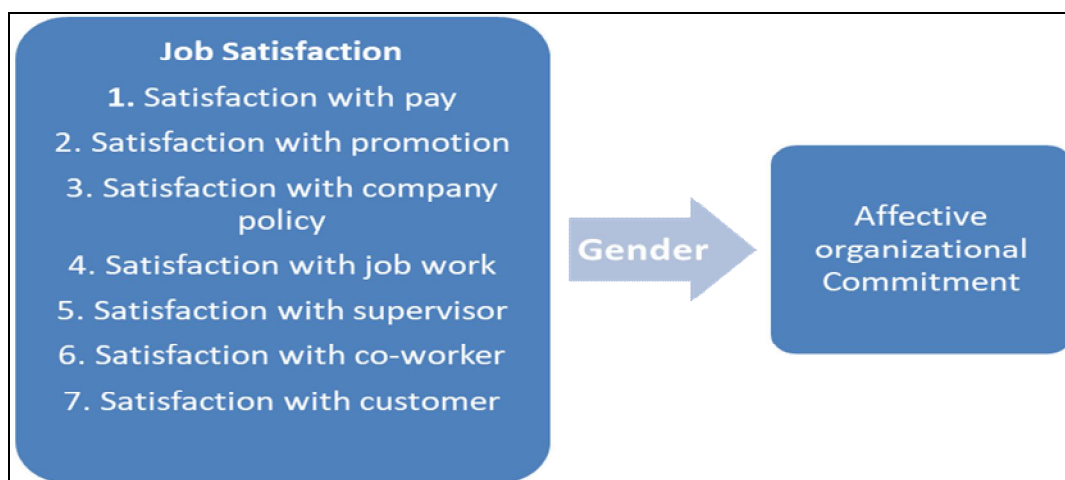


Figure 4.1 Affective organizational commitment and Job satisfaction are closely interrelated especially in case of female employees Tripathi, S P (2014)

4.3.2 CONTINUANCE COMMITMENT

The second dimension of the tridimensional model of organizational commitment is continuance commitment. Continuance commitment is a desire to remain a member of an organization because of awareness of the cost associated with **leaving it**^{xxiii}. Meyer and Herscovitch (2001) described continuance commitment as ‘the perception that it would be costly to discontinue a course of action’. So employees prefer to continue employment in the organization because they need to **do so**^{xxiv}. Continuance commitment is generally associated with what employees have provided for the organization in the past. Thus past behavioral acts make the employees committed to the organization. Continuance commitment comes into existence when employees feel that they will get benefit if they stay and they will incur cost if they leave. For example employees might be enjoying high pay and other benefits related to Job seniority if they stay in their current organization but such benefits may be lost if they move to another organization.

Continuance commitment is the ‘need, aspect of gains versus losses occur when individual stays on leaves the organization. An individual prefers to commit to the organization because he perceives high cost of losing organizational membership. Becker (1960) developed a ‘side **bet theory**’^{xxv}. For example, economic costs (pension accruals) and social costs (friendship relations with co-workers) are the result of losing the organizational membership. A member compares opportunity costs & benefits and may prefer the organization where the job is beneficial by way of taking long term view as costs accumulate against benefits with age and tenure.

Meyer and Allen (1997) define continuance commitment as ‘awareness of the costs associated with leaving the **organization**’^{xxvi}. It is calculative in nature because an individual’s perception or weighing of costs and risk associated with leaving the current organization. ‘Employees whose primary link to the organization is based on continuance commitment remain because they need to **do so**’^{xxvii}. Organizational members develop commitment to an organization because of the positive extrinsic rewards obtained through the effort – bargain without identifying with the organization’s goals and values. According to Best (1994) ‘Continuance organizational commitment will therefore be the strongest when availability of alternatives are few and the number of investment are high. In another words when better alternatives are available employees may leave the organization. Thus need to stay is profit associated with continued participation and termination of service is a cost associated with leaving. Continuance organizational commitment is considered as ‘an exchange framework, where performance and loyalty are offered in return for material benefits and rewards. So in order to retain employees with continuance commitment, the organization has to pay more attention and recognition to those elements that boost the employee’s morale to be affectively committed.

4.3.3 NORMATIVE COMMITMENT

Last introduced and least studied is normative commitment which is the extent to which a person is obliged to stay with the **organization**’^{xxviii}. According to Allen (2003) the definition of normative commitment has changed since its **inception**^{xxix}. Initially normative commitment was based on Weiner’s (1982) study on the internalization of norms about loyalty to **organizations**^{xxx}. Later on normative commitment became an obligation to stay with the organization without specific reference to social pressures about loyalty (**Meyer etal 1993**)^{xxxi}. Recently the obligation has been replaced by reciprocity for a **benefit**^{xxxii}. Now normative commitment is defined as the individual’s bond with the organization due to an obligation on the part of the individual. Meyer and Parfyonova (2010) believed that normative commitment has two faces: one is moral duty and the second is indebted **obligation**^{xxxiii}. Normative commitment exists when employees have the feeling to stay in the organization is the ‘right’ or ‘moral’ thing to **do so**^{xxxiv}. Thus it may be concluded that the employees with strong normative commitment stay in the organization because they ought to do so. Weiner (1982) described normative commitment as ‘the work behavior of individuals, guided by a sense of duty, obligation and loyalty towards organization. Organizational members are committed to an organization based on moral reasons. The normative committed employees consider it morally right to stay in the organization without any regard of how much status enhancement or satisfaction the organization gives him over the years.

The strength of normative organizational commitment is influenced by accepted rules about reciprocal obligation between the organization and its members. The reciprocal obligation is based on the theory of ‘social exchange; which suggests that a person receiving a benefit is under a strong normative obligation or

rule to repay the benefit in some way or another. This implies that individuals often feel that, an obligation to repay the organization for investing in them, for example through training and development.

As Meyer and Allen (1991) has states that ‘this moral obligation arises either through the process of socialization within the society or the organization’. In either case it is based on a norm of reciprocity, in other words if the employee receives any benefit, it places him in the organization under the moral obligation to respond in kindness.

CRITIQUE OF THREE- COMPONENT MODEL

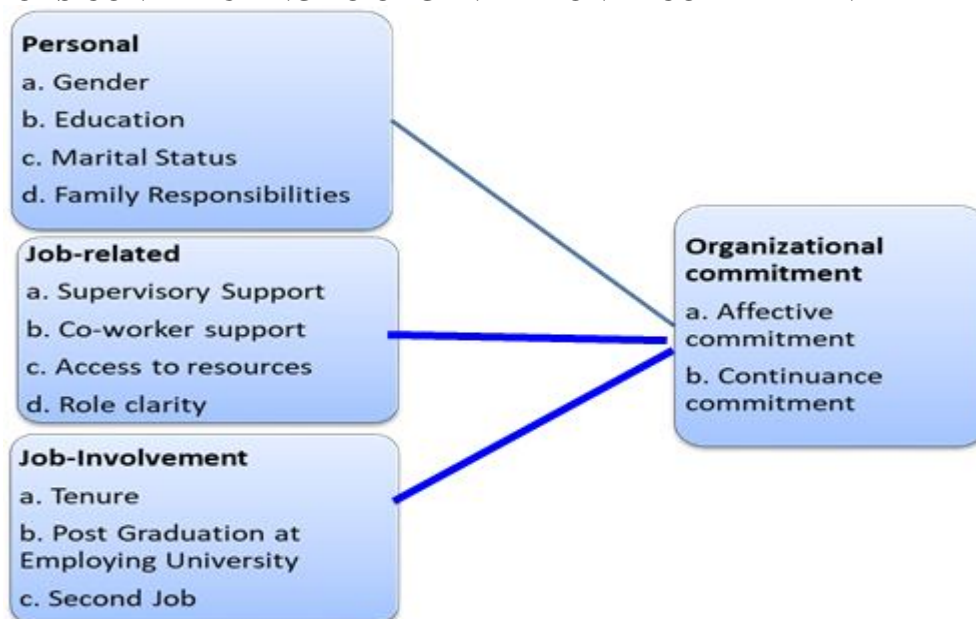
Since the model was introduced, there has been conceptual critique to what the model is trying to achieve. Today three component conceptual models have been regarded as the leading model for the organizational commitment because it integrates three aspects of earlier commitment **research**^{xxxv}. This model is criticized on the grounds that it is not consistent with empirical findings. Alice Eagly and Shelly Chaiken developed ‘Attitude – behavior Model (2004) to present that it combines different attitude phenomena that helps in predicting turnover. The model describes why people should stay with the organization whether it is because they want to, need to or ought to. The model mixes together an attitude towards a target on organization with an attitude towards behavior which is leaving or staying. However when the detailed study is conducted it can be observed that affective commitment equals the attitude towards a target while continuance and normative commitment are representing different concepts referring to anticipated behavioral outcomes especially staying or leaving.

Recently scholars have suggested a five component model of commitment which has been developed in the context of product and service consumption. The model proposes habitual and forced commitment as two additional dimensions. Habitual or inherited commitment is the result of getting habitual to a job, the routine, process; the cognitive schemes associated with a job can make people develop latent commitment to the job.

4.4 A FIVE COMPONENT COMMITMENT MODEL

Recently scholars have proposed a five component model of commitment which has been developed in the context of product and service consumption. The model proposes habitual and forced commitment as two additional dimensions which are important in consumption settings, commitment due to habit (habitual commitment) or commitment due to inertia (inertial commitment) may also become irrelevant in some job settings. People get habituated to job-the routine, the processes, the cognitive schemas associated with a job can make people develop commitment to the job.

4.5 FACTORS CONTRIBUTING TO ORGANIZATIONAL COMMITMENT



Source: Tripathi S P 2014

Figure-4.2: Factors contributing to Organizational Commitment

4.6 FIVE RULES TO PROMOTE ORGANIZATIONAL COMMITMENT

These rules help to promote organizational commitment in the organization. These rules are:

i. Commit to 'People First' Values:

'Put it in writing', hire the right kind of managers and 'walk the talk'

ii. Clarify and communicate your mission:

Clarify the mission and ideology, use value based hiring practices, emphasize value-based orientation and training, and also build tradition.

iii. Guarantee Organizational justice:

Develop a comprehensive grievance handling procedure and provide for extensive two way communications.

iv. Community of practice:

Build value based homogeneity, share and share alike, develop teamwork by getting people to work together.

v. Support employee development

vi. Commit to actualization, provide first year job challenge, enrich and empower, promote from within, provide developmental activities and provide employee security.

4.7 DEVELOPMENT OF ORGANIZATIONAL COMMITMENT

Organizational commitment is a spontaneous process that develops through the orientation of individuals of the organization. This development process consists of the following stages namely compliance, identification and internalization.

A) Compliance Stage

This is the first stage relating to the employees' acceptance of influences of others mainly for benefitting from them, through remuneration or promotion. At this stage attitudes and behaviors are adopted to gain specific rewards. The nature of organizational commitment in the compliance stage is associated with the continuance dimension where the employee is calculative with the need to stay in the organization while evaluating the rewards (Beck & Wilson 2000). Thus at stage employees stay in the organization because what they receive (Meyer & Allen, 1997)

B) Identification Stage

During this second stage employees accept the influence of others for maintaining a satisfying self defined relationship with the organization. Employee feels proud to be part of the organization. They regard their roles in the organization as part of their self identity. Thus organizational commitment at this stage is based on the normative dimension (Meyer & Allen 1997). The individual stays between because he is guided by a sense of duty and loyalty towards organization.

C) Internalization Stage

This last stage takes place when the employees find values in the organization to be intrinsically rewarding and congruent with his personal values. Organizational commitment at this level is based on the affective dimension (Meyer & Allen 1997). At this stage an employee develops sense of belonging along with passion to belonging to the organization, so the commitment is based on a 'want to stay' basis. The values of the individual are congruent with these of the group and the organization.

4.8 LEVELS OF ORGANIZATIONAL COMMITMENT

According to Reichers, there are different levels of organizational commitment which are related to the development of the individuals of the organizational **commitment**^{xxxvi}.

Table-4.1: Levels of Commitment

An increasing level of Commitment	A decreasing level of Commitment
Higher Level of Organizational Commitment	Higher Level of Organizational Commitment
↑	↓
Moderate level of Organizational Commitment	Moderate level of Organizational Commitment
↑	↓
Lower Level of Organizational commitment	Lower Level of Organizational commitment

(Source: Reichers Model 1985)

A) Higher Level of Organizational Commitment

A high level of organizational commitment is characterized by a strong acceptance of the organization's values and willingness to exert efforts to remain with the organization. Miller has stated that 'high organizational commitment means identifying with one's employing organization. The 'will to stay' implies that the behavioral tendencies at this level relate closely with affective dimension of commitment, where individuals stay because they want to.

B) Moderate Level of Organizational Commitment

The moderate level of organizational commitment is characterized by a reasonable acceptance of organizational goals and values as well as the willingness to exert effort to remain in the organization. This level can be viewed as moderate, reasonable or average commitment which implies partial commitment. The willingness to stay is an attribution of moral commitment associated with the normative dimension of commitment (Meyer & Allen 1997). The individuals stay in the organization in the organization because they should do so.

C) Lower Level of Organizational Commitment

The low level of organizational commitment is characterized by a lack acceptance of organizational goals & values and there no willingness to do efforts for remaining in the organization. The employees operating at the lower level are fully disillusioned about the organization. Such employees stay in the organization because he needs to stay as associated with the continuance dimension and whenever there is opportunity outside they are ready to leave the organization without any hesitation.

4.9 FACTORS AFFECTING ORGANIZATIONAL COMMITMENT

There is a variety of factors that shape the organizational commitment. Such factors include job related facts, employment opportunities, personal characteristics positive relationships, organizational structure and management style. These are briefly discussed below.

I) Job-related factors

According to Randall (1990) organizational commitment is an important job related outcomes for an individual having impact on other job related outcomes. Such as turnover, absenteeism, job effort, job role and performance or vice versa. The job role which is ambiguous leads to the lack of commitment to the organization. Even promotional opportunities can enhance or diminish organizational **commitment**^{xxxvii}. Even the level of responsibility and autonomy has impact on commitment.

II) Employment Opportunities

Availability of employment opportunities can affect organizational commitment, but whenever other employment opportunities are not available there is tendency of high level of organizational commitment. When membership in the organization is based on continuous commitment employees tend to calculate continuously the risks of remaining and leaving the organization. (Meyer & Allen 1997).

III) Personal Characteristics

Personal characteristics like age, years of service, gender affect organizational commitment. Older employees having seniority and satisfied with their own levels of work performance have higher level of organizational commitment. Even gender also tends to affect organizational commitment due to different work characteristics and experiences.

IV) Work Environment

The working environment also affects organizational commitment e.g. Partial ownership. Ownership gives employees a sense of importance and they get part in the process of decision making. Subramaniam and Mia (2001) concluded that managers who participate in budget decision making tend to have a high level of organizational commitment. Similarly work practices relating to recruitment and selection, performance appraisal, promotions and management style (Meyer & Allen) which are important aspects of work environment also affect organizational commitment.

V) Positive Relationships

The organization as a work place environment consists of working relationships, where supervisory, relationship can affect organizational commitment either positively or negatively. A positive supervisory relationship depends on implementation of work related practices like performance management in the organization (Randall 1990) . Then when employees find that the supervisory relationship to be just and fair is its practices, they tend to be more committed to organization. Similarly work relationships such as teams and groups existing in the workplace also affect organizational commitment. When organizational members are able to find value through work relationships, they demonstrate positive commitment (Mathier & Zajac 1990)^{xxxviii}. Employee commitment and attachment to organization can be increased through efforts made to improve the organizations 'social atmosphere and sense of purpose'. Thus when work relationships reflect mutual respect to individuals they tend to commit themselves to the organization.

VI) Organizational Structure

Organizational structure plays a vital role in developing organizational commitment. Bureaucratic structures tend to have negative effect on organizational commitment. Zeffanine (1994)^{xxxix} concluded that the 'removal of bureaucratic barriers and the creation of more flexible structure tend to contribute to the enhancement of employee commitment both in terms of loyalty and attachment to the organization. Management can promote organizational commitment by way of providing the employees with greater direction and influence.

VII) Management Style

According to Zeffainne (1994), employee commitment, morale, loyalty and attachment consists not only providing motivators but also to remove de-motivators like styles of management not suited to their context and to contemporary employee aspirations. A management style which encourages involvement of the employees helps in satisfying desire of employees for empowerment and demand for a commitment to the goals of the organization. Gaestner (1999) found that 'more flexible and participatory management styles positively enhance organizational commitment'. Organizations should adopt such management strategies that aim at improving employee commitment rather than compliance.

4.10 EFFECTS OF ORGANIZATIONAL COMMITMENT

A) Positive Effects – Effects of organizational commitment are of two types namely positive and negative effects. According to Morrow (1983)^{xl} organizational commitment can result in a stable and productive workforce. It enables employees to release their creativity and to contribute towards organizational development. Highly committed employees do not leave the organization and they are ready to take challenging assignments, they are innovative and achievement oriented with ultimate aim of engaging in and improving performance. They contribute positively to the organization Cohen (1993) stated that organizations having members with higher levels of commitment show higher performance and productivity and lower levels of absenteeism and tardiness. They are ready to take more efforts to perform and invest their resources in the **organization**^{xli}. Other positive effects of organizational commitment include feeling of affiliation, attachment, citizenship behavior which contributes towards improving organizational efficiency and effectiveness. As Meyer and Allen have stated affectively and normatively committed members are more likely to maintain organizational membership and contribute to the success of the organization than continuance committed members.

B) Negative Effects

When the organizational commitment is low, it generates negative effects. Employees with a low level of organizational commitment tend to be unproductive and some become loafers at work (Morrow 1993). The organizational commitment can be regarded as a work dysfunction when it is characterized by under

commitment and over commitment. The high rate of staff turnover and absenteeism are generally associated with the low level of organizational commitment (Morrow 1993). Lack of organizational commitment or loyalty results in employee absenteeism, turnover reduced efforts, theft, job dissatisfaction and unwillingness to relocate.

Table 4.2 Characteristics of Commitment

Under Commitment	Over Commitment
1. Fear of Success	1. Overly loyal employees
2. Fear of failure	2. Job and occupational burnout
3. Chronic Procrastination	3. Obsessive, compulsive pattern at work
4. Negative cultural familiar and personality factors	4. Neurotic compulsion to succeed
5. Chronic under achievement	5. High level of energy

(Source: Lowman 1993)

Organizations are working under dynamic environment and intense competitive conditions and rapid changes in technology which calls for the organizational employees quite committed for the survival and growth of the organizations. Arnold (2005) has pointed out that organizational commitment can be developed among the employees through providing positive experiences. Finegan (2000) suggested that 'affective commitment correlates with an organization perceived to value humanity while value of convention is correlated with continuance commitment. Goss (1994) concluded that the structural and job design techniques can be used to development organizational commitment. Meyer and Allen (1997) organizational commitment can be communicated through specific human resource policies and procedures that are just and fair.

Link between HR policies and Organizational Commitment

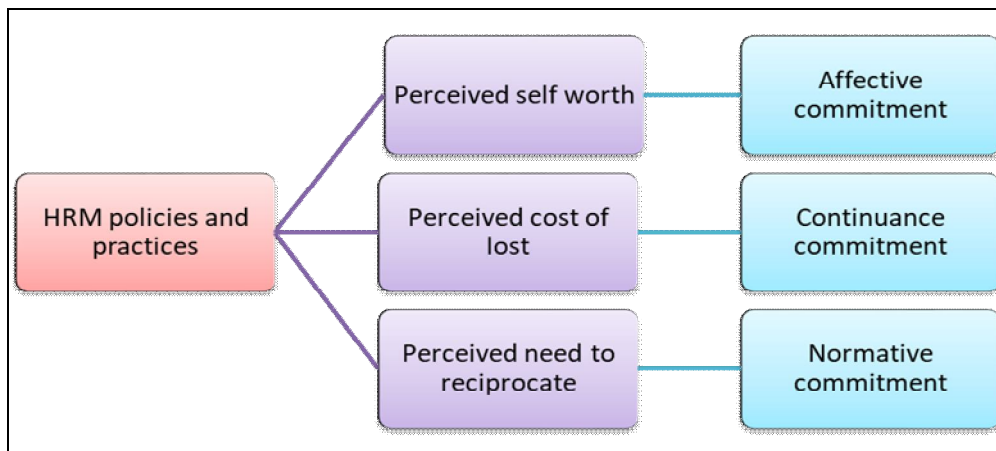


Figure-4.3: Link between HR policies and Organizational Commitment

(Source: Meyer & Allen 1997)

Employees' perceptions of human resource (HR) policies and practices lead to the development of a particular dimension of organizational commitment. HR policies and practices which are perceived to increase employees' self worth leads to affective commitment to the organization (Meyer and Allen 1997).

Continuance commitment is the result of perceived cost of loss in HR practices, while normative commitment is due to the perceived need to reciprocate (Meyer & Allen 1997)

Meyer & Allen (1997) have suggested that when implementing HR policies and practices as a strategy to manage organizational commitment must consider the following:

- Organizational interests and organizational members do not coincide.
- Management must not define and communicate values in such a way that inhibit flexibility, creativity and the ability to adapt to change.
- Not to expect much from campaigns to increase organizational commitment.

It has also been suggested that the three possible ways to enhance organization commitment are to focus on the employees' need for fulfillment their self esteem and **social support**^{xlii}. When the organization treats employees as adults, they develop a sense of belonging and employees respond with total commitment to the organization (Finegan 2000)^{xliii}

Traditionally organizational commitment or loyalty was built by offering job security and promotions have not remained practical for many organizations (Arnold 2005) Meyer and Allen (1997) suggested that another way of survivors of change due to restructuring. Organizational change through restructuring involves downsizing which has negative impact on the remaining employees' moral and organizational commitment.

4.11 BUILDING ORGANIZATIONAL COMMITMENT

The sources of organizational commitment are many and they vary from person to person. The main sources of organizational commitment are as follows:

i. Job Characteristics

Job characteristics tend to affect organizational commitment significantly. For example, commitment tends to be higher when people have high levels of responsibility over the jobs they perform, and ample opportunities for advancement and enriched jobs tends to command more commitment. Similarly positive and equitable work experiences are also important elements of organizational commitment.

Organizational commitment tends to suffer when employees are overworked and not being properly rewarded but senior executives generally enjoy perks that are disproportionate to their contributions to the success of the organization especially in the public sector organizations. Employees should feel some permanence in their employment relationships so that the employees will believe that their efforts will be rewarded sooner or later.

In addition several factors which contribute to Job satisfaction also contribute to commitment, such as pay, relationship with co-workers & supervisors, working conditions, opportunities for advancement etc. As time passes organizational commitment tends to become stronger on account of:

- i. Individuals develop deeper ties to the organization and their coworkers as they spend more time with them.
- ii. Seniority often brings advantages that tend to develop more positive work attitudes and
- iii. Opportunities in the job market may decrease with age, causing workers to become more strongly attached to the **current job**^{xliv}.

4.12 SUMMARY

Taking into consideration the above discussion it can be concluded that developing commitment among faculty members has important implications for management institutions. Hence highly committed faculty members can make positive contribution to their institutions, which may result in increase in effectiveness of the management institutions. Thus those institutions that aim at retaining their faculty members by way of building strong organizational commitment are in better position to achieve benefits of a more dedicated, motivated and reliable management faculty members.

ⁱ Mowday, R. T., & Steers, R. M. (1982). Employee-Organization Linkages: The Psychology of commitment, Absenteeism and Turnover. *Newyork Academic Press* .

ⁱⁱ Porter, L. W., Steers, R. M., & Boulian, P. V. (1974). Organizational Commitment, Job Satisfaction and Turnover among Pshychiatric Technicians. *Journal of Applied Psychology* , 59, 603-609.

ⁱⁱⁱ Becker, H. S. Notes on the concept of commitment. *American Journal of Sociology* , 66, 32-42.

^{iv} Allen, N., & Meyer, J. The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the organization. *Journal of Occupational Psychology* , 63, 1-18.

^v Meyer, J. P., & Allen, N. J. A Three Component Cenceptualization of organizational Commitmet. *Human resource Management review* , 1, 61-89.

- ^{vi} Maagzine, S. L., Williams, L. J., & Williams, M. L. A Confirmatory Factor Analysis Examination of Reverse Coding Effects in Meyer and Allens Affective and continuance Commitment scales. *Educational and Psychological Measurement* , 56, 241-250.
- ^{vii} Morris, J., & Sherman, J. Generability of an organization commitment models. *Academy of Management Journals* , 24 (3), 512-526.
- ^{viii} Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The Measurement of Organizational Commitment. *Journal of Vocational Behavior* , 14, 224-247.
- ^{ix} Meyer J P and Allen n J (1997): “ Commitment in the Work Place: Theory, Research and Application” Thousand Oaks, CA Sage Publications
- ^x Savery, L K and P D Syme (1996): “Organizational Commitment and Hospital Pharmacist”, The Journal of Management Development, Vol 15 No. 1 Pp 14-19
- ^{xi} Morrow P C (1983): “Concept Redundancy in Organizational Research: The ease of work commitment”, Academy of Management Review Vol 8 No.3, Pp486-500
- ^{xii} Savery , L K and P D Syme (1996):’ Organizational Commitment and hospital pharmacist, ‘ The journal of Management Development’ Vol 15 No.1 Pp 14-19
- ^{xiii} Morrow PC (1983): Concept Redundancy in Organizational Research: The case of work commitment”, Academy of Management Review, Vol no. 8, No 3 Pp 486-500
- ^{xiv} Hunt S H and R M Morgan (1994): “Organizational Commitment: One of Many Commitments or key Mediating Construct”, Academy of Management Journal, Vol 37 Pp 1568-87
- ^{xv} Meyer J P and Allen N J (1991) – “ A three – component conceptualization of Organizational Commitment” in “ Human Resource Management Review” Vol 1, No 1 pp. 61-89
- ^{xvi} Allen N. and Meyer J (1990) – “ The Measurement and antecedents of affective, continuance and normative commitment to the organization” in “ Journal of Occupational Psychology’ Vol 63 pp 1- 18.
- ^{xvii} English B., Morrison D & Chalon C (2010) : “ Moderator effects of organizational tenure on the relationship between psychological climate and affective commitment” in ‘ Journal of Management Development “ Vol 29, pp. 394 – 408.
- ^{xviii} Darolia C R, Kumari P & Darolia S (2010) – “ Perceived Organizational Support, work motivation, and Organisational Commitment as determinants of Job Performance,” in ‘ Journal of Indian Academy of Applied Psychology” Vol 36 No 1 pp 69-78.
- ^{xix} Mowday RT, Porter L M & steers R M (1982) – “ Employee Organization Linkages : The psychology of Commitment Absenteeism and Turnover” New York N Y : Academic Press
- ^{xx} Meyer J P and Allen N J (1997) – “Commitment in the work place” London England Safe
- ^{xxi} Morrow PC (1993) - “The Theory and Measurement of Work Commitment”, JAI Press, Greenwich
- ^{xxii} Allen N J and Meyer J P (1990) – “The Measurements and antecedents of affective continuance and normative Commitment to the Organization” in ‘Journal of Occupational Psychology Vol 63 pp 1 – 18.
- ^{xxiii} Allen N and Meyer J (1990) - “The Measurement and antecedents of affective continuance and normative Commitment to the Organization,” in ‘Journal of Occupation Psychology’ Vol 63 pp. 1 – 8
- ^{xxiv} Meyer J P & Allen N J (1991) - “A three – component conceptualization of Organizational Commitment” in ‘ Human Resource Management Review’ Vol 1, pp 61 – 80
- ^{xxv} Becker H S (1960) – “Notes on the concept of Commitment “ ‘ American Journal of Sociology’ Vol 66 No 32 – 42
- ^{xxvi} Meyer J P & Allen N J (1997) - “Commitment in the workplace “Thousand Oaks. C A: Sage Publications.

- ^{xxvii} Meyer J P and Allen N J (1991)
- ^{xxviii} Meyer & Allen 1991, 1997
- ^{xxix} Allen N J (2003) – “Examining Organizational Commitment in China “ in ‘ Journal of Vocational Behavior” Vol 62 pp 511 - 515
- ^{xxx} Weiner Y (1982) – “Commitment in Organizations: A Normative View “in ‘Academy of Management Review” Vol 7 No 3 pp. 418 – 428.
- ^{xxxi} Meyer J P, Allen N J, C A Smith (1993) – “Commitment to Organizations and Occupations : Extension and Test of a Three – Component Conceptualization “ in ‘ Journal of Applied Psychology” Vol 78 No. 4 pp 538 – 551
- ^{xxxii} Meyer j P, Stanley D J, Herscovitch L and L Topoinytsky (200): Affective, Continuance and Normative Commitment to the Organization: A Meta-analysis of Atecedents, Correlates and Consequences” in ‘Journal of Vocational Behavior’ Vol 61 pp. 20-52
- ^{xxxiii} Meyer J P & Parfyonova N M (2010) – “Normative commitment in the workplace : A theoretical analysis and re-conceptualization,” in “ Human Resource Management Review” Vol 20 pp. 283 – 294
- ^{xxxiv} Colquilt J A Lepine J A, & Wesson M J (2010): “Organizational Behavior: Essentials for improving performance and commitment” New York NY ; McGraw Hill Irwin.
- ^{xxxv} Mowday RT, Porter LW, and R M Steere (1982) - “Employee oriented linkages: The Psychology of Commitment, Absenteeism and Turnover” New York Academic Press.
- ^{xxxvi} Reichers A E (1985) – “A Review and Conceptualization of organizational commitment” in ‘ Academy of Management Review” Vol 10 pp. 465 – 476
- ^{xxxvii} Randall D M, Fedor D B and O. Longenecker (1990) - “The Behavior Expression of organizational commitment” in ‘ Journal of Vocational Behavior’ Vol 36 pp. 210 -224
- ^{xxxviii} Mathier J E & Zajar D M (1990) – “A Review and Meta – Analysis of the Antecedents, correlates and consequences or organizational commitment” “Psychological Bulletin” Vol 108 No 2 pp 171 – 194.
- ^{xxxix} Zeffane R (1994): “ Patterns of Organizational Commitment and Perceived Management Style: A Comparison of Public and Private Sector Employees” Human Relations’ Vol. 47 0No. 8 Pp 977-1011
- ^{xl} Morrow P C (1983): Concept Redundancy in Organization Research: The case of work commitment “in Academy of Management Review’ Vol 8. No. 3 pp486-500
- ^{xli} Cohen A (1993): “Organizational, Commitment and Turnover. A Meta Analysis in Academy of Management Journal ‘ Vol 36, Pp. 1140-57
- ^{xlii} Ijosvold, Sasaki and Moy (1998)
- ^{xliii} Finegan (2000)
- ^{xliv} K.Asathappa(2005):”Organizational behavior –Himalaya

CHAPTER - V

JOB SATISFACTION

5.1 INTRODUCTION

Job satisfaction has been widely investigated job attitude and it is one of the most researched subjects in Industrial / Organizational Psychologyⁱ. Many work motivation theories have explained the implied role of job satisfaction. Many work satisfaction theories have tried to explain job satisfaction and its effects, such as Maslow's (1943) Hierarchy of Needs, Herzberg's (1968) equity Theory, Porter and Lawler's (1969) Discrepancy theory, Hackman and Oldman's (1976) Job characteristics Model, Locke's (1976) Range of Affect Theory, Bandurn's (1977) Social Learning Theory and Landy's (1978) Opponent Process Theory. As a result of these research activities, job satisfaction has been linked to productivity, motivation, absenteeism / tiredness, accidents, mental / physical health and general life satisfactionⁱⁱ. A common idea in the research has been that the emotional state of an individual is affected by interactions with their work environment. As people identify themselves by their profession like doctor, lawyer, teacher etc., a person's individual well being at work, therefore, is a very significant aspect of researchⁱⁱⁱ.

There are two types of job satisfaction based on the level of employee's feelings about their jobs. The first most studied is global job satisfaction which refers to employees overall feeling about their jobs. The second is job facet satisfaction which refers to feelings about specific job aspects like salary, benefits and quality of relationships with one's co-workers^{iv}.

Taking into consideration the importance of job satisfaction present study deals with the job satisfaction of faculty members of the management institutions affiliated to Pune University.

5.2. JOB SATISFACTION DEFINITIONS

The Study of Job satisfaction can be traced to Herzberg(1959) who theorized, that job satisfaction is a function of motivations which contribute to job satisfaction & hygiene's which lead to job dissatisfaction^v.

Locke(1969) defined job satisfaction as an emotional state related to the positive or negative appraisal of job experiences^{vi}.

Kreis & Brockopp(1986) stated that job satisfaction is related to self perception of needs fulfillment through work^{vii}.

Pennington & Riley(1991) stated that job satisfaction as an external & internal value^{viii}.

Weiss & Cropanzano(1996) held that Job satisfaction represents a person's evaluation of his job & work context^{ix}.

Linda Evans(1997) defined job satisfaction as a state of mind determined by the extent to which the individual perceives his job related needs being met.

Spector(1997) defined job satisfaction a global construct or as a constellation of different dimensions to which the employee reacts affectively. It is the way employees feel about their jobs & different aspects of their jobs. Spector observed that a shift has taken place since last 30 years of research from job satisfaction as need to job satisfaction as an attitudinal variable^x.

Mcnamara (1999) defined job satisfaction as "one's feelings or state of mind regarding the nature of their work"^{xi}.

Job Satisfaction is a result of an individual's perception & evaluation of their job influenced by their own unique needs values & expectations which they regard as being important to them. (Sempane et al 2002)^{xii}

Job Satisfaction can be viewed as reaction to a job arising from what an individual's seeks is a job in comparison with the actual outcomes that the job provides to the individual"(Roth mann & Coetzer 2002)^{xiii}.

Although varied definitions are available in literature of job satisfaction there appears to be a general agreement that job satisfaction is an affective (emotional) reaction to a job that results from the incumbents (employees) comparison of the actual outcomes with those that are desired (expected)^{xiv}.

According to Daft (2003) job satisfaction is a positive feeling an individual has towards his job^{xv}.

Mullins (2005) defined job satisfaction as being more of an attitude an internal state. It could for example be associated with a personal feeling of achievement either quantitative or qualitative. Job satisfaction concept is regarded as complex & multifaceted^{xvi}.

Vroom (1982) defined job satisfaction as workers emotional orientation toward their current job roles^{xvii}.

Schultz (1982) stated that job satisfaction is essentially the psychological disposition of people towards their work^{xviii}.

Hoppock R (1935) defined job satisfaction as “any combination of psychological, physiological & environmental circumstances that causes a person truthfully to say, ‘I am satisfied with my job’^{xix}.

A satisfied employee feels fulfilled doing the job. It is inherit feeling that one’s talents are being fully utilized & that one’s contribution is impacting society while at the same time personal growth needs are being met.

Job satisfaction has also been defined as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.

Job satisfaction has been found to be a multi-dimensional construct manifesting the emotional evaluations of individuals regarding their expectation & how well they have been met.

Schnake (1983) conceptualized three dimensions .of job satisfaction representing intrinsic, extrinsic & social aspects of job satisfaction. This covers cognitive & affective responses made by individuals, in connection with their work environment^{xx}.

Locke & Lathan (1976) gave a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience job satisfaction is the result of employee perception of how well their job provides those things that are viewed as important^{xxi}.

Luthans (1998) stated that there are three important dimensions of job satisfaction which include:

- a. Job satisfaction an emotional response to a job situation as such it cannot be seen but it can only be inferred.
- b. Job satisfaction is often determined by how well outcome meets or exceeds expectations &
- c. Job satisfaction represents several related attitudes such as work itself pay, promotion, opportunities supervision & coworkers which are most important characteristics of a job about which people have effective response.
- d. Job satisfaction survey also examines the following facets, namely pay, promotion, supervision, fringe benefits, contingent rewards, operating condition coworkers nature of work & communications.

Job satisfaction is so important its absence often leads to lethargy & reduced organizational commitments^{xxii}.

5.3 IMPORTANCE OF JOB SATISFACTION:

Spector (1997) has given three reasons to explain the importance of job satisfaction as stated below:

- 1) Organizations can be directed by humanitarian values based on these values they will treat their employees honorably with respect. Then job satisfaction assessment can serve as an indicator of the extent to which employees are deal with effectively. High levels of Job satisfaction is sign of emotional wellness or mental fitness.
- 2) Organization can take on a utilization position where employee’s behavior would be expected to influence organizational operations according to the employee’s degree of job satisfaction/dissatisfaction. Thus Job satisfaction can be expressed through positive behaviors & job dissatisfaction through negative behaviors.
- 3) Job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction helps in indentifying various levels of satisfaction among organizational departments hence it will be helpful in locality are as in the head of improvement. Spector believed that each reason is validation of the significance & the combination of the reasons provides understanding of the focus on job satisfaction.

Other author such as Bruce & Blackburn (1992) Cranny et al (1992) etc have deal with the significance of job satisfaction which is beneficial for the individuals & organization as well as the society as a whole.

5.4 COMPONENTS OF JOB SATISFACTION

Job satisfaction has emotional cognitive & behavioral components (Bernstein & Nash 2008). The Emotional component refers to feelings regarding job such as boredom, anxiety or excitement. The cognitive component of job satisfaction refers to believe regarding ones job. E.g. feeling that one's job is mentally demanding & challenging .The behavioral component includes people's actions in relation to their work which may include being tardy staying late or pretending to be I'll in order to avoid work.

5.5 TYPES OF JOB SATISFACTION

There are two types of job satisfaction based on the level of employee's feelings about their jobs. The first & most studied is global job satisfaction which refers to employees overall feelings about their job of overall I Love my job. The second type is job facet satisfaction which refers to feelings about specific job aspects such as salary benefits & quality of relationships with ones co workers. E.g. Overall I love my job but my schedule is difficult to manage. (Mueller & Kim 2008)^{xxiii}

5.6 JOB DIMENSIONS

Smith Kendall & Hulin^{xxiv} have concluded that there are five job dimensions as follows.

- 1) **The work itself:** It is the extent to which the job provides the individual with interesting tasks, opportunities for learning & the chance to accept responsibility.
- 2) **Pay:** The amount of financial remuneration that is received & the degree to which it is viewed as equitable vis-à-vis that of others in the organization.
- 3) **Promotion opportunities:** The chances for advancement in the organization.
- 4) **Supervision:** The abilities of the supervisor to provide technical assistance & behavioral support.
- 5) **Coworkers:** The degree to which fellow workers are technically proficient & socially supportive.

In order to maintain employees having job satisfaction at the optimum level the above stated five job dimensions must be properly taken care of. This approach turns out beneficial for both the employee are the organization by way of enabling them to achieve their goals.

5.7 DETERMINANTS OF JOB SATISFACTION:

On the basis of several studies Harrelll classified determinants of job satisfaction in to three categories namely personal factors, factors inherent in the job & factors controlled by the management.

1) Personal factors

Personal Factors relating to job satisfaction are gender, number of dependents age, time on job intelligence education & personality.

- i. Generally women are more satisfied than men in their jobs because they have less ambition, financial needs than men.
- ii. Older employees in white collar jobs have greater intrinsic job satisfaction but less financial & job status satisfaction.
- iii. Job satisfaction tends to be higher at the start & at the end of job duration & low during the middle period of the job. The relationship tends to be higher at the start & at the end of job duration & low during the middle period of the job.
- iv. The relationship between job satisfaction & intelligence is a function of nature of work, intelligent individuals in less challenging & repetitive work are found to be dissatisfied.
- v. Individuals with high education are likely to be satisfied with their jobs depending on advancement policies & opportunities relating to education in the company.

- vi. Personality it is a major determinant of job satisfaction, it has been observed that neurotic tendency causes job dis-satisfaction in jobs of greater strain .There is positive relationship between general satisfaction & job satisfaction.
- vii. Job dissatisfaction increases with the increasing number of dependents as increased financial stress leads to greater dissatisfaction in jobs.

2) Factors inherent in the job

Job Satisfaction factors inherent in the job itself relate to the nature of work skill required occupational status geographical location & size of organization

- i. Job satisfaction depends on the nature of work usually varied work gives more job satisfaction than repetitive work .
- ii. Job satisfaction is determined by skill required for the job.
- iii. Occupational status as perceived by the individual himself & others whose opinion he values form a factor in job satisfaction individuals are less satisfied in jobs which have lower social status & prestige.
- iv. Geographical locations are related to job satisfaction usually individuals in mountain are as & in large cities have less job satisfaction than those in small cities.
- v. Regarding size of the organization in smaller organizations individuals are more satisfied than in large ones because the former involves greater participation & personal relations than the later.

3) Factors controlled by the management:

These factors include security, pay, and fringe benefits opportunity for advancement working conditions co-workers responsibility, supervision & downward flow of information

- i. Steady employment or job security is the determinant of job satisfaction.
- ii. Pay is considered as a significant source of job satisfaction although its significance varies in terms of the labour market, economic conditions & allied factors.
- iii. Fringe benefits also provide job satisfaction.
- iv. Opportunities for promotion are a significant determinant of job satisfaction. It is more important for younger employees.
- v. Poor working conditions tend to cause low job satisfaction.
- vi. Job satisfaction increases with increasing responsibility.
- vii. As indicated by Hawthorne & other studies, supervision forms a vital element in employee's job satisfaction.
- vii. Downward flow of information about different issues in the company exerts a marked impact on job satisfaction.

5.8 FACETS OF JOB SATISFACTION

Facet	Description
1. Pay	Satisfaction with pay & pay rises
2. Promotion	Satisfaction with promotion opportunities.
3. Supervision	Satisfaction with person's immediate supervision.
4. Fringe benefits	Satisfaction with monetary & non monetary fringe benefits
5. Contingent rewards	Satisfaction with appreciation recognition & rewards of good work
6. Operating procedures	Satisfaction with operating policies & procedures.
7. Co workers	Satisfaction with Co-workers.
8. Nature of work	Satisfaction with type of work done.
9. Communication	Satisfaction with communication within the organization

Table-5.1: Facets of Job Satisfaction (Source: Spector 1997)

5.9 JOB SATISFACTION & GENERATION DIFFERENCES

One of the biggest challenges of organizations on the 21st century is how to attract retain & develop employees in multi-generational work force. Researchers have concluded that job satisfaction & work levels differ according to age & generations. Gibson et al (2009) suggested that the Baby boomer generation is defined as those born between 1946 & 1964 & 1965-1980 as the years of generation X & 1981 onwards to identify generation Y^{xxv}.

Chan (2005)^{xxvi} studied the relationship between job satisfaction & the professionals of generation X & Y. He concluded that in order to maintain job satisfaction of younger generations of workers, leaders in 21st century must develop cross-generational strategies, Taylor & Thomsan (1976)^{xxvii} indicated that the difference in work values among workers from 18 to 65 years of age by suggesting that workers attitude change overtime & younger workers value self expression to a greater extent than the older employees. Eisner (2005)^{xxviii} concluded that, Generation Y is likely to equate job satisfaction with a positive work climate, flexibility & the opportunity to learn & grow more than any other generations.

5.10 APPLICATION OF JOB SATISFACTION IN THE WORKPLACE

Application of job satisfaction in the workplace is a difficult task due to its individuals & circumstantial nature. Expectations of employees from their jobs vary over individuals. As multiple factors are responsible for increasing job satisfaction of employees organization cannot use one factor for this purpose. Syptak Marsland & Ulmer (1999)^{xxix} there are numerous aspects of job that an organization can manage for increasing satisfaction of the employees in the workplace. These aspects are as follows.

i. Organizational Policies

Policies that are clear, fair & applied equally to all the employees tend to increase job satisfaction of employees.

ii. Salary/Benefits

It salaries & benefits of an organization are comparable to other organizations salaries & benefits then it helps in raising satisfaction of employees.

iii. Interpersonal/Social relations

When employees are allowed to develop social relations in the organization, it helps increasing job satisfaction of employees. It also helps in building teamwork which helps in increasing organizational productivity & success Involvement of employees groups in decision making relating to their matters results in feeling of employees that these are their decision so they try to make such decision successful.

iv Working conditions

Providing up to date equipments are facilities for the employees along with adequate personal workplace also helps in increasing job satisfaction of the employees.

v Achievement

When employees are placed properly in the organization it helps then to utilize their talents in achieving organizational goals & get more job satisfaction.

vi Recognition

Acknowledging jobs well done by the employees tends to increase employee satisfaction positive & constructive feedback boosts employee's morale & keeps then happy & satisfied.

vii Autonomy

Giving employees the freedom of ownership of their work also helps in raising satisfaction. Job satisfaction may result when an individual's employees knows that he is responsible for the outcome of his work.

viii Advancement

When employees showing high performance & loyalty are provided with opportunities for advance tends to raise job satisfaction of them. A new title & sense of responsibility can increase job satisfaction of employees.

ix Job security

Giving assurance to employees that their job is secured especially during times of economic uncertainty also helps in raising job satisfaction.

x Work Life Balance Practices

Now average households are changing, where employees especially female employees face problems relating to their work life balances. Hence employees should consider balancing act that employees perform between their personal life & work life & implement such policies that respond to common personal & family needs for promoting job satisfaction.

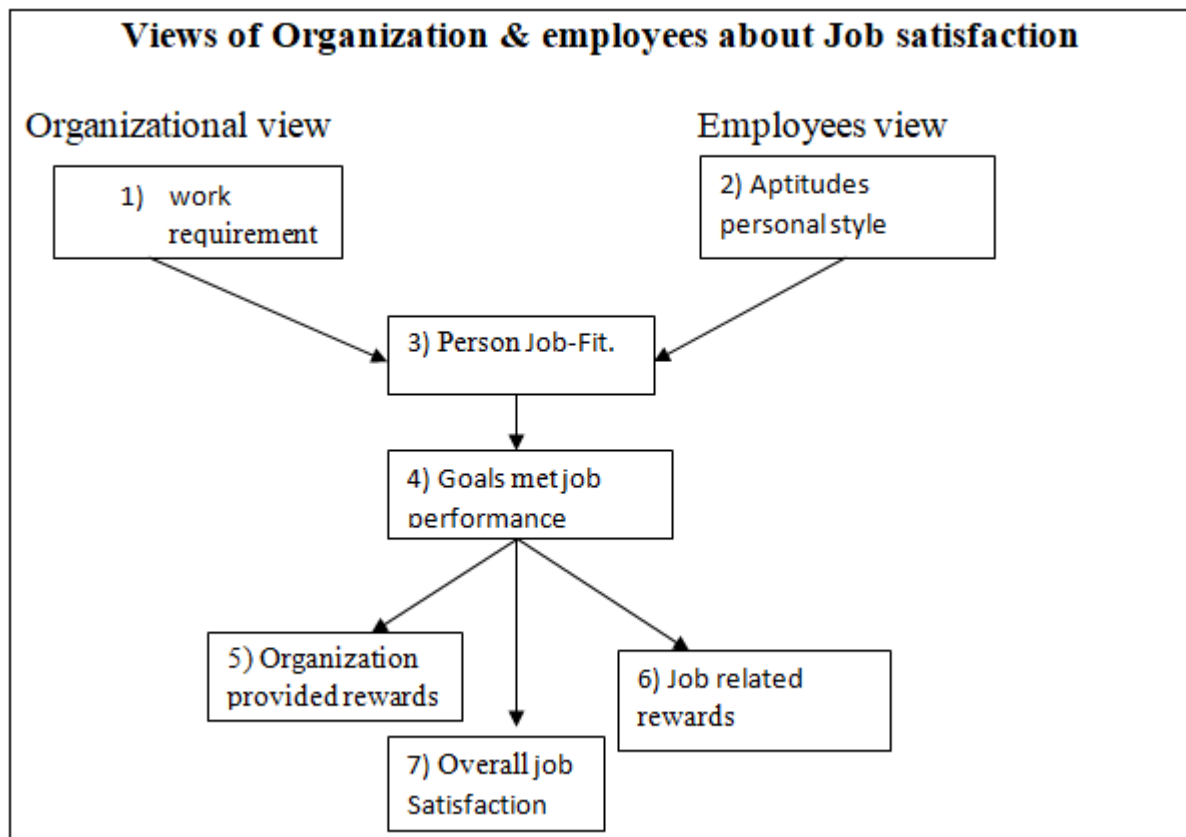


Figure-5.1: Views of Organization and Employees about Job Satisfaction (Source: Syptak et al (1999))

5.11 JOB SATISFACTION AND EMOTIONAL FACTORS –

The mental health of an employee is related to job satisfaction. Both causative and negative factors cause various degrees of job satisfaction. Positive factors are those factors which promote enthusiasm and high level of energy while doing the work. Negative factors are stress, burnout and anxiety (Theory 1997)^{xxx} which hinder the performance and reduce satisfaction.

Anxiety stress and burnout can affect a teacher's ability to create an environment conducive to learning. Burnout mostly occurs for those teachers who are very dedicated and more committed to their callers. They prefer to work long, intense hours to achieve their goals (Faber 1991)^{xxx}. To maintain teachers remain enthusiastic over years, the principal must implement such strategies that will enhance the mental health of the staff. (Eber handetal 2000)^{xxxii} Theory (1997) suggested five suggestions for principals to use for teachers, these one feedback, high standards, opportunities for professional growth, support systems and increased parental and community involvement. The mental health of a teacher is more important than a teacher's knowledge of the subject matter and method of teaching^{xxxiii}

In the beginning anxiety tends to be a major concern for the teachers and it can result in a negative effect on thousands of students across the country. New teachers have high expectations and burnout results when reality changes relating to those expectations. Teacher burnout is a cause of attrition and must be dealt with to lengthen the time that teachers remain in the profession. (Berry 1995, Dworkin 1985)^{xxxiv}

5.12 CONSEQUENCES OF JOB SATISFACTION

Many authors have concluded that job satisfaction has impact on productivity, turnover, and absenteeism, physical and psychological health^{xxxv}.

i) Productivity

Research findings have shown that the relationship between satisfaction and productivity is positive, but very low and inconsistent (Johns 1996)^{xxxvi}. According to Luthars (1989) although a relationship between Job Satisfaction and productivity exists, the relationship between these variables is very weak as the most satisfied employees will not necessarily be the most productive employees. As Robbins et al (2003) have concluded, at an individual level the evidence is often inconsistent in terms of the relationship between satisfaction and productivity, but at an organizational level a strong relationship exists between satisfaction and productivity^{xxxvii}.

ii) Physical and Psychological Health

Spector (1997) has painted out that, individuals who dislike their jobs could experience negative health effects that are either psychological or physical^{xxxviii}, whereas Luthoms (2002) stated that employees with high levels of job satisfaction tend to experience better mental and physical health^{xxxix}.

iii) Absenteeism

Researchers have concluded that job satisfaction levels are related to absenteeism (Hellriegel et al 1989)^{xl} Nel et al (2004) maintain that "absenteeism is regarded as withdrawal behavior when it is used as a way to escape on undesirable working environment"^{xli}.

According to Luthans (1989), Studies relating to the relationship between satisfaction and absenteeism indicates an inverse relationship between these two variables. Thus when satisfaction is high absenteeism tends to be low. However Johns (1996) found that the association between job satisfaction and absenteeism to be moderate. According to Robbins et al (2003) the moderate relationship between these variables could be attributed to tact on such as liberal sick leave, where by employees are encouraged to take off.

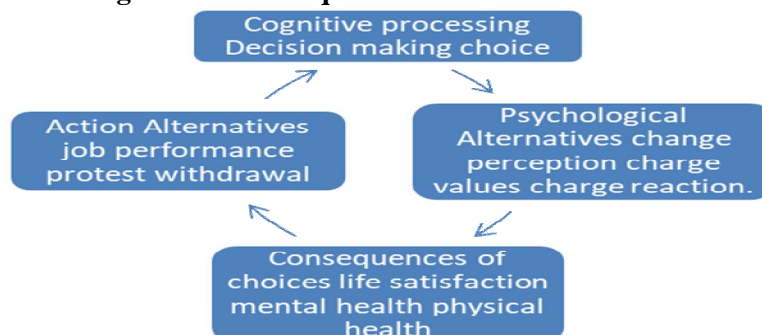
iv) Turn over

Research studies have supported the view that turnover is university related to job satisfaction (Gritton et al)^{xlii} According to French (2003) high employee turnover rate prevails under the environment where employees are highly dissatisfied. Greenberg and Baron (1995) held that employees lacking job satisfaction often tend to withdraw from situations and environments as a means of dealing with their dissatisfaction^{xliii}. Voluntary turnover is a major form of employee withdrawal. By way of not repenting for duty on by resigning to seek new job prospects, individuals tend to express their dissatisfaction with their jobs on attempting to escape from unpleasant aspects they experience. Steel and Ovalle(1984) concluded that there is moderately strong relationship between job satisfaction and turnover, indicating that less satisfied worker are more likely to quit their jobs^{xliv}. A moderate relationship exists between satisfaction and turnover. The researchers conclude that high job satisfaction will not necessarily contribute

5.13 THE CONSEQUENCES OF JOB DISSATISFACTION

Henne and Locke (1985)^{xlv} designed a model which illustrated what they thought that happens to individuals who are dissatisfied with their jobs. When dissatisfaction occurs, it is merely emotional state, and in response to the emotional state will devise an alternative plan that is dependent upon the individual his estimation of the situation and his own capabilities. The alternative plan will be behavioral or psychological in nature.

Figure-5.2: Consequences Of Job Dissatisfaction



ACTION ALTERNATIVES

- **Job performance** – People who are dissatisfied do not perform well as compared to the people who are satisfied with their jobs. However this may not happen, because dissatisfaction may lead to a change for people creating solutions to problems (Zhou and George 2001). If a person is dissatisfied he may perform better to correct the situation, hence performance level may be high or low depending on the individual.
- **Protest** – Another action which an unhappy employee may use is the protest. One form of protest is to join a union for several reasons including support if there is a problem at work, and improved pay and conditions (Wadditigton & Whitston 1997). Protests are an attempt to change the cause of the unhappiness.
- **Withdrawal** – Absenteeism or leaving the job is another alternative an employee may prefer then he becomes dissatisfied in the work place.

PSYCHOLOGICAL ALTERNATIVES

- **Change Perception** – People can choose to change their outlooks and views of life and they would focus on things about the job that they enjoy.
- **Change Values** - Most companies have a mission statement as a group of core values. When there is conflict between personal values and organizational values to reduce dissatisfaction.
- **Change Reaction** – The other alternative for an employee having dissatisfaction would be to avoid it using psychological defense mechanisms such as repression and evasion. He may avoid aspects of the job with which he is not happy on he may suppress his unhappiness.
- **Tolerance** – Others may tolerate their dissatisfaction because they derive happiness from other sources in their life so they can continue with displeasure at work.

CONSEQUENCES OF CHOICES

- **Life Satisfaction** – As work is a component of a person's life that affects his attitude towards life as a whole.
- **Mental Health** – The existence of dissatisfaction implies conflict in the mind of the employee and the conflict may lead to issues.
- **Physical Health** – If the dissatisfaction event increases stress levels in an individual there may be a relationship tied to health.

ⁱ Judge T A and Church A H (2000) – “ Job Satisfaction : Research and Practice” in Coopen C L and Locke E A (Eds) “ Industrial and Organisational Psychology : Linking Theory with practice Oxford Uk Blackwell.

ⁱⁱ Landy F J (1978) – “An opponent process theory of Job Satisfaction” Journal of Applied Psychology vol 63 No 5 pp. 533 – 547

ⁱⁱⁱ Judge T A and Klinga R (20087) – Job satisfaction : subjective well being at work in M.Eid and R. Larsen (Eds) : “The Science of subjective well being pp 393 – 413 New York, N Y Gillford Publications.

^{iv} Mueller C W and Kin, S. W. (2008) – The contented female worker still a paradox in KA Hegtvedt & J. Clay warner (Eds) Justice : Advances in group processes” Vol 25, Bingley UK : Emerald Group Publishing Limited, retrieved from http://books.google.com/books?id=rynlsm6z_YRKC.

^v Herzberg F Mausner B & Snyderman B (1959) :The Motivation to work” (2nd ed) New York Wiley

^{vi} Locke, E.A., (1969) :What is job satisfaction? Organizational behavior & human. vol 4 pp 309-336

^{vii} Kreisk & Brockopp D y (1986) : Autonomy :A component of teacher job satisfaction, Human resource management review vol 7 no.4 pp 425-47

- ^{viii} Penningto Mc & Riley V P (1991):Measuring job satisfaction in ESL using the job Descriptive index <http://sunzi1.lib.hku.hk/hkjo/view/10/10000/15.pdf>.
- ^{ix} Weiss & Cropenzano (1996) cited in Thoms,Duse scott 2002 :Relationships between accountability job satisfaction & trust in Human resource development quarterly vol3 pp.307-323
- ^x Spector P (1997) : Job satisfaction Thousand Oaks,CA Stage
- ^{xi} McNamara (1999) : Job satisfaction http://www.managementhelp.org/brsn_wll/job_stfy.htm
- ^{xii} Sampane M,Rieger H & Roodt G (2002) : Job satisfaction in relation to organizational culture in south africa journal of industrial psychology “ vol 28 no 2 pp 23-30
- ^{xiii} Rothmann S & Cortzer E (2002):The relationship between personality dimensions & job satisfaction, Business Dynamics vol 11 (No 1) pp 29-42
- ^{xiv} Cranny CJ, Smith PC & Stone EF (1992) :Job satisfaction : How people feel about their jobs & how it affects their performance. New York, Lexington books
- ^{xv} Daft R L (Ed) (2003):Management (6th ed) London Thomson Learning
- ^{xvi} Mullins LJ (ED) (2005) : Management & organizational behavior (7th ed) FT prentice Hall.
- ^{xvii} Vroom VH (1982) : Work & Motivation Malabar FL,Robert E Krieger Publisher company.
- ^{xviii} Schultz D (1982) : Psychology & industry today. New York ,Macmillan company.
- ^{xix} Hoppock R (1935):Job satisfaction New York Harper & Brothers
- ^{xx} Schnake ME (1983):An empirical assessment of the effects of a effective response is the measurement of organizational climate. Personnel psychology vol.36 no.4 pp 791-807.
- ^{xxi} Locke EA & Lathan G D (1976) : Theory of goal setting & task performance Englewood Cliffs NJ prentice Hall.
- ^{xxii} Maserk (1997) : Commitment is organisation psychologies vol41 no.4 pp.160-170
- ^{xxiii} Mueller (W & kim S w (2008) : The contented female worker : Stilla Pardo ,<http://books.google.com/books?Id=rjnLsn6zyRkc>.
- ^{xxiv} Smith P C,Kendall L M Hulin CL (1969) “The Measurement of Job satisfaction in work & retirement ,Rand MC Nally,Chivago 1969
- ^{xxv} Gibson, Jane Whitney, Greenwood, Regina, Murphy & Edwards (2009) : Generational differences in a work place personal values behaviors & popular beliefs in journal of diversity management vol4 No.3 pp 2-3
- ^{xxvi} Chan D S (2009) : Relationship between generation responsive leadership behaviors & job satisfaction of generations x & Y professionals DM dissertation university of Phoenix ,US
- ^{xxvii} Taylor R & Thomson M (1976) : Work value systems of young workers in Academy of Management journal Vol 16 No. pp 73-94.
- ^{xxviii} Eisner SP (2005) : Managing generation Y SAM Advanced Management Journal Vol 70 No 4 pp 4-15.
- ^{xxix} Syptak J M,Marsland DW & ulmer D (1999) : Job Satisfaction putting theory in to practice ,Family practice management Retrieved from <http://www.aafp.org/fpm/991000fm/26.html>.
- ^{xxx} Terry P (1997) – “ Teacher burnout : Is it real ? can we prevent it ?” Paper presented at the annual meeting of the North Central Association of Colleges and Schools, Chicago I L.
- ^{xxxi} Farber B A (1991) – Crisis in Education : Stress and burnout in the American teache” San Eraneisco : Jassey Boss.

- ^{xxxii} Eberhard J. Reinhardt – Mondragon P 8 Stottle myer B (2000) – “Strategies for new teachers reterntion : Creating a climate of authentic professional development for teachers with three or less years of experience” Corpus Christi, TX, South Texas Research and Development Center.
- ^{xxxiii} Coates T J and Thoresen C E (1976) – “Teacher Anxiety: A review with recommendations,” in Review of Educational Research, Val 46 No 2 pp 159 – 184.
- ^{xxxiv} Berry B (1995) – “Keeping Talented Teaching : Lessons from the North carlong Teaching Tellows” Raleigh NC, The Public School Forum of North Carolina.
- ^{xxxv} Johns G (1996) – “Organizational Behavior” New York : Harper Collins Luthans F (Ed) (1989) - “Organizational Behavior” 5thed. New York, Mc Graw Hill.
- ^{xxxvi} Johns G (1996) – “Organizational Behavior ” ” New York : Harper Collins
- ^{xxxvii} Robbins SP. Odendaal A and Roodt G (Ed) (2003) “Organizational Behavior” (9thed) Cape Town, Prentice Hall International.
- ^{xxxviii} Spector P) E (1997) – “Job Satisfaction : Application assessment, causes and consequences” Thousand Oaks, CA, Sape Publications, inc.
- ^{xxxix} Luthans F (2002) – The Need for and meaning of positive organizational behavior Val 23 No. 6 pp 695-706
- ^{xl} Hellriegel, D. Slocum Jw, & woodman R W (1989) “Organizational Behavior” (5th ed) New York, West Publishing Company.
- ^{xli} Nel Ps, Van Dyk PS, Haasbroek H D Schultz HB, Sonot & Werner A (2004) : “Human Resources Management” (6thed) Cape Town Oxford University Press
- ^{xlii} French W L (2003) – “Human Resource Management” (5thed) New York, Houghton Mifflin Publications
- ^{xliii} Greenbarg J & Baron R A (Eds) (1995) – “Behavior in organizations : understanding a managing human side of Woek (5th ed) Trenton, Prentice Hall, International Inc
- ^{xliv} Steel R D & Ovalle N K (1984) - “A review and Meta analysis of research on the relationship between behavioral intentions and employee turnover” in Journal of Applied Psychology, Val 69 pp. 673 – 686
- ^{xliv} Henne D and Locke E (1985) –Job dissatisfaction: “What one the consequences?” International Journal of Psychology Vol. 20 No. 2 p. 221

CHAPTER - VI

**EVOLUTION OF
MANAGEMENT EDUCATION**

6.1 INTRODUCTION

Management Education deals with different kinds of skills and application of these skills for mutual and multidimensional growth and value creation. "Its aim is to create desired competence for the optimum and most productive utilization of men and materials". Under volatile and fast changing environment, when new technology develops the older techniques become outdated and obsolete. Hence it is imperative that Management education has to be dynamic and responsive to new challenges that are rapidly emerging.

The Management education could play a key role in Social Development and stimulating the Entrepreneurial spirit in the society. As business schools working under dynamic environment have to face several challenges in terms of imparting quality education. External environmental forces and stakeholders continuously put pressure on Management Institutions to adopt the changes taking place in the business world. In order to meet challenges emerging in future the reform of the Management Institutions need to strive to achieve balance between the cost of education and the quality of education their standard of excellence by paying proper attention to performance measurement. In order to maintain quality of the Management Education, it is necessary for the Management Institutions to maintain close contact with the Industry. It is necessary to reduce the gap between theory and practice.

Trained managers are playing a vital role in Current Economy. Their multidimensional skills are useful for developing the Organization under competitive conditions. It is said that 20th century belonged to the Western world while 21st century is set to belong to Asia where India will be a main player. Education is the crucial investment in development of century and the developments of country depend upon the quality of human resources of the country. Management education can play an important role in the process of efficient functionality of the markets.

Management education not only adds value to the existing qualifications but also helps students irrespective of their graduation, by way of widening the scope of their knowledge base and also encourages them to think differently Management education enhances managerial and leadership skills by way of sharing of ideas, insights through healthy and meaningful case study discussions." Apart from providing requisite skills and abilities to get going smoothly in the corporate world, it provides an opportunity to network with others and promotes cross cultural diversities. It helps in equipping the executive with competencies and capabilities to take on the corporate challenges with confidence^{vi}.

In the present chapter an attempt has been made to trace the evolution of Management education in the western countries and India in order to study the problems faced by the members of faculty of Management Institutions affiliated to Savitribai Phule Pune University.

6.2 DEVELOPMENT OF MANAGEMENT EDUCATION

The first business school was established in 1883 in the University of Pennsylvania, USA. It was the result of Joseph Wharton, a Philadelphia entrepreneur who had written a letter to the president of University to establish a school for young men to prepare them to assume control of the complex economy that was evolving during the second half of the 19th century. The First school named Wharton school of Finance and Commerce was established 1884. By 1904 the Wharton school became a very popular institution which was successful in attracting a large number of students. During the period 1904 to 1915 the Wharton school expanded its offering by way of creating various new disciplines in Finance, Accounting, Marketing Insurance, Business Law and Industrial Management etc. As the number of students increased, it led to the increase in the number of faculty members.

Harvard also followed the example of Pennsylvania and established the Harvard Graduate School of Business Administration and also established the famous degree of Master of Business Administration (MBA) in 1908. During the period of two decades 1897 to 1917 the number of Business Schools in US increased from one to thirty, in the world as a whole.

The rise of demand for business education was the result of the second revolution in the latter part of the 19th century, which led to the establishment of a large number of large scale industries in different parts of US and it also led to the rapid increase in the demand for professionally qualified young people to work at the large number of managerial positions.

Although industrial revolution had taken place firstly in England and Western Europe, neither of them led to the managerial revolution to follow, but it happened only in US. The business schools established in the late 19th century and the early part of 20th century contributed significantly in the process of development of Management education.

Later on all the leading Universities in USA established business schools and most of them became very popular soon and were successful in attracting increasing number of students not only from the US but also from other countries in the world. Another simultaneous development was the role played by research in Management where Wharton and Harvard business school's were the leaders, Which led to the rapid increase in the number of publications, some journals especially Harvard Business Review become popular all over the world, which were widely cited as authorities by the students and research workers, teachers and businessmen, professors of the leading business school wrote, large number of books, based in their experience relating to the different aspects of Management.

After the end of the World War II, manufacturing sectors of us increased rapidly which made us economy as the largest economy in the world. By 1950's rapid growth of diversified conglomerate corporations had taken place which created an increasing demand for large number of personal having systematic Business education. American business school like Wharton and Harvard were able to meet this challenge and it led to the establishment of the large number new Management Schools, so that by 1960 there were more than a thousand business schools in USA. Western Europe also experienced rising demand for Managerial and Technical Personnel which led to the establishment of Business Schools and Engineering colleges in several countries where America helper them in establishing such schools and colleges in England, France, Holland, Belgium, Scandinavian Countries, Switzerland, Italy, Germany etc. All these new Management schools in various countries also started developing rapidly.

Well-known American schools entered in to collaboration agreement with leading European B Schools which gave rise to networking of the Institutions that became a common feature of business education.

In 1980's part time MBA programmes became widespread in various disciplines alloy with business Management such as MBA-Life Sciences, MBA-HRM, MBA-Technology Management, and MBA-Strategic Management etc.

Business education in USSR was introduced in early seventies, when Moscow University started its first business Management course in 1971 but it had to face several problems like shortage of competent faculty, business literature for use for the students in the classroom and library so they had to translate English books and Management literature that was available without mentioning the original source by arguing that they were not party to the International copyright law. Eastern European countries also started Management educational activates in seventies

By the eighties the Open University system of learning got well established, which contributed towards wider spread of business education all over the world. In 1970's the introduction of entrepreneurship training was an innovation added to this trend of Management education. Even Ph.D. programmes became popular among the business schools.

During 1960's and 1970's US business school started establishing collaborative ventures in various Asian countries like India, Indonesia, Hongkong, Thailand, Philippines, Japan etc. Later on it was felt that the focus of business education has to be global; Wharton created the world's first MBA Programme in International Management taking into consideration foreign countries, Cultures, Politics, Economy, and Language etc. By the end of eighties new business educational programmers for executives became popular in US and Europe

Some of the American and European Business School in 1980's and 1990's established Boards and representative offices in Europe and Asian countries. This helped in establishing partnerships with leading business schools in Asia, Canada, South America and Australia and facilitating faculty to travel abroad to meet business leaders and colleagues.

Since last two decades integrated programmers which combine Management with engineering, medicine, technology, law architecture etc. has also become popular.

In 2005 the Indian school of Business was opened in Hyderabad through a collaboration of business leaders, Wharton and Kellogg School of Management.ⁱⁱ

6.3 EVOLUTION OF MANAGEMENT EDUCATION IN INDIA

Indian Management education originated through commerce discipline 19th century, to satisfy the need of the colonial administration of British Raj. Commercial School of Pachiappa charities was established in Madras city in 1886. British government in 1903, started secondary school level commerce at the Presidency College in Calcutta, with emphasis on secretarial practice, Business studies and accounting. The college level business education started in 1913 in Sydenham college in Mumbai and in Delhi in 1920 Commerce College named as Ram College of Commerce, studies in these colleges included basic skills and knowledge about principles of trade and commerce for banking, accounting and transport” Evolution of Management education, with its Universal embodiment in MBA, is business administration course appeared in early 1891 in Wharton school, NYU, Tuck in 1900 and Harvard in 1908”.ⁱⁱⁱ

Management Education in India originated from Western Management thought and practices late Pandit Nehru, Prime minister of India, took Initiative, and requested Harvard University to guide in starting Management Institute in India, which led to the establishment of Indian Institute of Management Ahmedabad in 1962. The Government of India provided finance for setting up this Institute but it was given full Autonomy for its operations. Initially American teachers were appointed who trained Indians as Management teachers. Now most of the IIMA faculty is dominated by Indian experts. Realizing the need to set up additional IIMS in India, IIM Kolkata (1963), IIM Bangalore (1973), IIM Lucknow (1984) and IIM Kozikode (1996), IIM Indore (1998) were established in the eleventh Five years Plan. It was proposed to establish seven additional IIMs in India to meet the increasing need of Indian economy. In addition to these IIMs there are several University Departments and various Management Institutes affiliated to Universities, conducting diploma and degree courses in the areas related to the Management Education. In Maharashtra state, first MBA course was conducted at Savitribai Phule Pune University. In Mumbai Jamnalal Bajaj Institute was established in 1966, which was a part of Mumbai University. The first full-fledged independent Management Institute was established by Dr. Shejwalkar named Institute of Management Development and Research (IMDR). In other states various Universities started Management courses under Management Science Departments. There are more than 3000 business Management Institutes/ Schools in India as a result of the entry of the private sector, which run private Institutes affiliated to Universities or approved by the All India Council for Technical Education (AICTE). Rapid growth of Management Institutions started from 1991, the year in which economic liberalization policy of India was declared. The increase in the rate of growth of Indian economy, demand for trained Management Graduates increased at a faster rate. As a result various State Governments encouraged the establishment of private funded Business Schools, where “The promoters played the role of entrepreneurs to exploit the commercial opportunity in the field of education which led to accelerating mushrooming of Business Schools”

Year	No. of Institutions	Growth the(No's)	Growth rate (%)	Student intake	Growth rate
2006-07	1132 (100.00)	-	-	94,704 (100.00)	-
2007-08	1149 (101.50)	17	2%	121,867 (128.68)	28.68%
2008-09	1523 (134.54)	374	33%	149555 (157.92)	22.72%
2009-10	1940 (171.50)	417	27%	179561 (189.60)	20.07%
2010-11	2262 (199.82)	322	17%	277811 (293.35)	54.72%
2011-12	2385 (210.69)	123	5%	352571 (372.29)	26.91%
2012-13	2467 (217.93)	82	3%	385008 (406.54)	9.20%

(Source: <http://www.dreducation.com/2013/01/engineering-mba-statistics.html>)

Table-6.1: Growth of Management Institutions in India

From table no. 6.1 It can be observed that the number of Management Institutions in India increased from 1132 in 2006-07 to 2467 in 2012-2013 indicating more than two times increase over the base year 2006-07, however the growth rate of student intake increased by little more than four times during the same period. The growth rate of the Management Institutions in India, ascending to AICTE was highest at 33% in 2008-09 as the number of new Institutions increased from 17 in 2007-08 to 374 in 2008-09 and 417 in 2009-10, often which the growth rate started declining and stood at only 3% in 2012-13.

The number of approved seats by the AICTE for student intake in Management Institutions increased from 94704 in 2006-07 to 3,85,008 in 2012-13 indicating nearly four times increase. However the rate of growth of student intake was highest at 54.72% in 2011 during the period 2006-07 to 2012-13 which declined to 26.91% in 2011-12 and 9.20% in 2012-13.

This is the result of the increase in the number of challenges these Institutions have to face in order to survive and grow these Institutions have to adopt dynamic and demand oriented approach. Management faculty is one of the important aspects of the competitive strength of these Institutions; the faculty must have experience in teaching, training, industry, research and consultation who can train the Management students of the required quality and be able to manage industrial and service organizations most efficiently and effectively.

Rapid growth of the Management schools and engineering colleges in future called attention of the central government of India to take regulatory steps for health growth of Management and engineering education. So All India Council for Technical Education (AICTE) was passed in 1987, although at that time number of schools was less but potential of higher growth in future was characterized by certainty. The number of students taking admission in these colleges or the annual intake capacity of these schools stood at 1,72,000 in 2011. The students are enrolled through admission tests at national level CAT, MAT, XAT, ATMA or State/ University admission entrance tests.

Initially there were two Post-Graduate Management course of which one was the Master of Business Administration (MBA) offered by state Universities and the Post-Graduate Diploma in Management (PGDBM) offered by autonomous Institutes, the Indian Institute of Management (IIM's) and the private Business Schools. These two courses are considered the decisive factor being reputation of the Institute/School, history and the success of the Institute is providing employment opportunity to the students. The Institutions or the Universities conducting Management education are covered by the jurisdiction of the AICTE or the University Grants Commission (UGC) respectively.

AS a result of explosive growth in the number of Business Schools, maintaining quality of Management Education became important concern to AICTE so the National Board of Accreditation (NBA) was established in 1994. "Accreditation is process of quality assurance where the programs in an approved institution are critically appraised to verify whether these programs meet the norms and standards laid down" Accreditation is voluntary in nature and it provides quality assurance. It helps the organization benchmark the best practices offered by the Institutions. This helps in achieving continuous improvement in the delivery of the program and the institution. The University Grants Commission established the National Assessment and Accreditation council (NAAC) as an autonomous body to assess a college or a University in terms of curriculum process, learning systems, governances, research and development student support, Governance and innovative practices etc. NAAC and NBA's approach is more prescriptive in nature and has been designed with emphasis on input, orientation. However the outcomes are not considered seriously. From the point of view of value for students their presence does not make much difference. In practice it has been observed that even accredited Institutions are placed under scrutiny which indicates that, either accreditation process is inadequate or the scrutiny itself is not correct.

Management education was brought under technical education because it was felt that, Management education required by the industry includes about 8 to 10 subjects out of 28 subjects who are considered to be technical such as Logistics Management, Purchase Management, Inventory Management, and MIS etc. so they were to be covered by the AICTE.

After liberalization the demand for Management Graduates significantly, whereas the supply could not increase in a short time, hence there was a gap between the demand and supply, which created an

opportunity for entrepreneurial initiative of promoters to exploit opportunities in technical education and declining standards in technical education especially Management education resulting into poor quality.

As Tannenbaum (2002) pointed out, “with rapidly changing business environment, capable managers are crucial to organization’s success in gaining and sustaining competitive advantage with a need to maintain high levels of talent” In order to improve the quality of Management education in India a large number of committees were appointed by UGC/AICTE, to review the present situation and recommend suitably meeting global standards. Some of the prominent Committees are:

- 1) The Kurien Committee Report (1991-92) for the Ministry of Human Resource Development (HRD).
- 2) Ishwar Dayal Committee on Policy – Perspectives for Management Education (2001) for Ministry of HRD.
- 3) Ramaswamy P Aiyar(2003): “Management Review Committee” for the AICTE.
- 4) AIMA document(2005)
- 5) S L Rao Committee Report (2004-05) for AICTE.

The Aiyar R D Committee (2003) observed that “It is very clear that PGDM has a place for itself in Post-Graduate education and it will continue to be used by IIMs and other Institutions. They have proved unquestionably their worth and market standing in the last 40 years, with a high level of acceptance amongst the industry.” However in most of the private Management Institutions which accounted for around 75% of the total strength the quality was deteriorated.

Ishwar Dayal Committee on policy, perspective for Management education (2001). The Management schools in India were categorized at the three levels.

- 1) Category I: Includes those Management Schools / Institutions, which have mechanisms built into the system for self renewal and which compare very favorably with the internationally recognized Institutions. These Institutions are self driven and sensitive to the changing environment, they have evolved systems to review and upgrade their syllabus and methodology at regular intervals, so that they are highly rated Institutions in the world. Admissions to these Institutions are based on performance of the candidates. Some of these Institutions have developed material relevant to the industry, cross cultural issues, research and training and promoting rich literature relating to change Management. These Institutions insist on continuous interaction of faculty, industry and consulting which enabled this category of Institutions to undertake research, consultation and study relevant to the industry.
- 2) Category II: includes those Management Institutions with adequate resources and are struggling to upgrade their quality and standards.
- 3) Category III: includes those Management Institutions which have extremely limited financial and faculty resources to satisfactory align their programmes and developments in the market. They conduct their programmes routinely and this group of Institutions account for around $\frac{3}{4}$ of the total number of Management Institutions in India.

The Institutions of II and III category try to follow the practices of the Institutions of category I but the process lacks in rigor and conviction. The commonly observed pattern in category II and III as identified in various reports summarized by Dayal (2001) is as follows. Manuals of the Institutes of category II and III include procedures relating to admissions, grading, and attendance are not strictly followed. Involvement of faculty in planning of the Management Educational courses are minimum and integration of courses is weak. Teaching methodology is characterized by lectures only. The examination is designed to test knowledge, not emphasizing on application, problem solving, data analysis, diagnosis and decision making through learning. Many Institutions do not have course outlines. Each course is seen as separate and “Standalone” subject of study. Institutional Management’s neither encouraged research nor appreciated initiatives taken by faculty. Interaction with industry was minimal except during placement season or occasional lectures. Only few Institutions organize short training for practicing executives on maintain work level contact with industry.

6.4 MANAGEMENT INSTITUTIONS IN MAHARASHTRA

Mumbai and Pune are the leading cities where a large number of Management Institutions are located. Mumbai is well-known for its capital market, while Pune is known as cultural capital of Maharashtra state. These Institutions conduct different types of Management courses at different levels. Management education is controlled by two major Organizations namely Directorate of Technical Education (DTE) and All India Council of Technical Education (AICTE) where DTE is limited to Maharashtra State while AICTE is managing at national level.

Maharashtra State is well known as a progressive state. As a result of planned process of economic development, it was realized that as economic development will take place, industrial and service sector develops rapidly which in turn, increases demand for skilled manpower to manage emerging organizations efficiently and effectively. The first Management Institute in Maharashtra named Jambhwal Institute of Management Mumbai was founded in 1965. This JBIMS Institute as a pioneer Institute contributed significantly towards “rooting Management education in the local soil and capable of articulating Indian ethos”. It was followed by Gokhale Education Society’s JDC Bytco Institute of Management Studies and Research, Nashik established in 1968, which pioneered in introduction of University based MBA programme in India, known as “Department of Management Science (PUMBA) University of Pune, founded in 1971. Other Universities in Maharashtra also established departments to look after Management education. Several private educational trusts and societies in Maharashtra also contributed towards setting up Management Institutions in different parts of Maharashtra State.

Table No-6.2: Growth of Management Institutions in Maharashtra

(A) Number of Institutes

Year	SNDT Univ. Mumbai	Mumbai Univ	Pune Uni.	SGB Amravati Uni.	BAM Uni.	SRTM Uni. Nanded	Shivaji Uni. Kolhapur	NMU Jalgon	RTM Uni. Nagpur	Solapur univ.	Total
Upto 1980	0	01	02	0	01	0	01	0	01	0	06
1981-1990	0	06	05	01	01	0	04	01	06	01	25
1991-2000	1	18	24	04	04	0	07	02	15	01	76
2001-2005	1	31	35	10	05	01	08	03	15	01	110
2006-2010	1	60	127	10	16	05	15	08	52	05	299
2010-2011	1	61	155	11	18	07	15	11	57	10	346
2011-2012	1	81	178	11	19	09	25	11	57	12	404
2012-2013	1	81	178	11	19	09	25	11	60	12	407

(B) Intake Capacity

Year	SNDT Univ. Mumbai	Mumbai Univ	Pune Uni.	SGB Amravati Uni.	BAM Uni.	SRTM Uni. Nanded	Shivaji Uni. Kolhapur	NMU Jalgon	RTM Uni. Nagpur	Solapur univ.	Total
Upto 1980	0	60	120	0	60	0	60	0	60	0	360
1981-1990	0	360	300	60	60	0	240	60	360	60	1500
1991-2000	60	1080	1440	240	240	0	420	120	900	60	4560
2001-2005	60	1860	2400	600	300	60	480	180	900	60	6600
2006-2010	60	4980	9660	600	1050	300	900	540	3360	300	21750
2010-2011	60	5040	11400	660	1350	480	900	780	3960	765	25395
2011-2012	60	10800	22590	660	1980	840	2280	780	3960	1065	45015
2012-2013	60	10800	22590	810	1980	840	2280	780	5220	1065	46425

Source: compiled from www.dte.org.in (10 newly AICTE approved Institutes in 2012-13 are not included also 33 Institutes PGDM not included)

The rapid growth of Management Institutions became evident after liberalization of Indian economy in 1991.

The table shows the growth of Management Institutes and intake capacity since 1980. From the table it can be noted that, upto 1980 there were only 6 Management Institutes approved by AICTE of which one was located in Mumbai University and also in Aurangabad University, Shivaji University Kolhapur and RTM University Nagpur and 2 institution in Savitribai Phule Pune University. The number of Management Institutions increase to 110 during 2001-2005, 299 during 2005-10, 346 during 2010-11, 404 during 2011-12 and 407 during 2012-13. Thus during the period 1980-2013 the aggregate number of Management

Institutions in Maharashtra increased from merely 6 to 407 indicating 67.83 times increase within the period of 33 years.

Similarly the intake capacity of these Institutions increased significantly from merely 360 students in 1980 to 46,425 during 2012-13 indicating 128.96 times increase during the period of 33 years.

Thus rapid growth of the Management Institutions has been associated with a large number challenges and efforts are being made both at the University level and private organizational level, in order to survive and grow under modern dynamic environment.

6.5 MANAGEMENT INSTITUTIONS AFFILIATED TO SAVITRIBAI PHULE PUNE UNIVERSITY

Pune being an educational hub has contributed significantly towards development of various education activities, Management Institutions developed rapidly in Pune region including those affiliated to Savitribai Phule Pune University DTE, AICTE and other deemed Universities which conduct different types of Management education programmes at different levels. Savitribai Phule Pune University now called as Savitribai Phule Pune University was established on 10th February 1949, covering campus area about 490 acres. During the year 2013-14 there were 97 University academic departments, centers autonomous units and service units. It had jurisdiction of three districts.

	Pune	Nashik and DH	Ahmednagar	Total
Affiliated colleges	410	153	128	691
Colleges for girls only	23	04	02	29
Management Institutes	215	32	27	274
Research Institutes	103	12	06	121
Other Institutions	20	-	-	20

Table-6.3: Institutions affiliated to Savitribai Phule Pune University (2010)

Student Enrolment	Colleges	University	External
Undergraduate	5,22,554	122	9901
Post graduate	1,16,122	7500	17785

Table 6.4 Students Enrolment

	Male	Female	Total
M.Phil	153	100	253
Ph.D	437	230	667

Table 6.5 Education

	National	International
Collaboration	28	26

(Source: Savitribai Phule Pune University: Annual report 2013-14 p 73)

Table-6.6: Collaboration

6.6 ROLE OF MANAGEMENT EDUCATION

Management education deals with equipping the students with soft skills and multidiscipline any skills such as counseling psychology, spirituality, ethics, politics, economics mathematics and statistics, information technology, science, law communication etc. After completion of Management courses successfully, students are expected to handle various problems faced by an Organization /Industry.

The main role of Management Education is to develop confidence in the students telling them stories of successful leadership as to make them ethical Entrepreneurs Management Education should aim at developing students personality as smart problem solver, developing managerial and decision making skills and not merely bookish knowledge developing employability skills as per requirement of industry are service sector is the need of the hour.

Management education should have emphasis on the Indian ethos and Indian approach to Management and to develop understanding of the Government and the market development process.

In future Management Institutes which are professionally managed and have been providing high quality Management education to student can survive and grow. Management will continue to be highly sought after course in the future keeping in view the requirement of industry and service sector which contributes about 55% Gross Domestic Product (GDP) of India.

It has been predicted that India will be an economic super power in near future, so to maintain superiority in economic development; Indian youth need to be oriented towards entrepreneurship. The future of Management education lies in developing people to be creative and innovate and to become employment provides rather than employment seeker.

Managerial education can play an important role in promoting corporate governance in the globalised world. Corporate governance is the formal system of accountability and control for legal ethical and socially responsible decisions and use of resources in business organizations. A business organization frequently interacts with their stakeholder who includes employees, customers, shareholders, suppliers, government agencies, managers, creditors, and community groups. The concept of corporate governance has direct implications for both, business organizations and business education. Management Institutions have to play their role actively by nurturing the code of good governance in the minds of Management Graduates so as to “turning them from pre-conventional and conventional phases to a post conventional stage in moral development and enabling them to respect the rights of other stakeholders.”^{iv} Therefore Management schools are one of the best places to encourage this type of value development culture.”^v

“Industry requires competent managers all the times in times recession to revive the economy and in times of growth for surviving under competition. Thus Management education needs to be job oriented. However at present our Management graduates are not getting right type of education. An Indian Industry survey report says that only 15% of Management graduates are employable and 85% unemployable. It is also found that Management programmes offered by many Management Institutions, colleges and Universities suffer from serious drawbacks and criticism. As the future of Management education is bright in India and our strengths are many and our potential limitless. Hence the Management Institutes have to reorient themselves operationally and strategically and be proactive to change and adopt.”^{vi}

6.7 ROLE OF MANAGEMENT FACULTY MEMBERS

“The faculty members of Management Institutes should have excellent academic background with an industry exposure. They should be the people driven with passion rather than money. They need to inspire and motivate the members through right type of communication skills. They should have industry experience in a reputed Organization. It is desirable to have research experience in Management along with consultancy, research and teaching experience.

In order to translate theory into practice it is necessary that the Management teachers must have firsthand experience and knowledge of the industrial setting and functioning. Thus minimum eligibility for such teachers should include industrial/research experience of 4-5 years before joining the teaching profession. Otherwise talented candidates for exposing to the practical aspects of Management practices send than compulsorily for industrial training at least for 2 to 3 years. This will help them to relate theoretical aspects to real life business solutions.

Management Institutions should concentrate on faculty development. In order to keep pace with the accelerated rate of change in every field the faculty needs to be trained on the latest developments in the field of education, technology research and business environment. In order to attract and retain a capable work force only those Management Institutes will service which can provide a learning environment and opportunities of career advancement to their faculty members. The employees of today have heightened individualism, have higher expectations from the organization and are aware of their potential; hence to retain developed and talented teaching staff has become a heavy task for Management Institutions.

Quality of Faculty

Faculties form the backbone of every educational institution. Teaching is an art and not a science. It is rather difficult to define ‘good faculty’, however some guidelines are suggested.

- 1) Teaching has to get translated into learning by the students. Students are to be taught as how to learn.

- 2) Only academic qualifications are not sufficient to qualify as good faculty. Faculties should know how to get involved in knowledge creation and Management.
- 3) Faculties need to be competent to assess the IQ/EQ/attitude/aptitude and state of basic knowledge of the students.
- 4) Faculties are required to be competent to take over the role of academic leadership.
- 5) Faculties are to be like friend, philosopher, tutor, and mentor and also guide.^{vii}

6.8 FACULTY DEVELOPMENT PROGRAMMES

Competent and motivated faculty is a critical variable in developing a Management Institute on sound lines. However this aspect tends to be neglected by most of the Management Institutions. In order to promote the name and fame of the Institute and to produce right type of Management students the Management Institutes need to encourage their faculty to undertake research activities provide consultation to industrial and service units whenever they need it, conduct executive development programmes. In order to adjust with accelerated rate of change in every field the faculty needs to be trained in knowing latest advancement in the field of education, technology, human relations and business environment. In order to attract and retain capable faculty members the Management Institutions have to provide a learning environment and salaries, which in turn is necessary for the survival and growth of the Institutions themselves under modern competitive environment.

Management Institutions should select the faculties having good academic background and having industrial experience. They should be interested in developing their students rather than returns in terms of money and perks. They should concentrate on developing communication and leadership skills among the Management students. The faculty should not only be interested in teaching but also have interest in Management research and providing consultancy to the clients.

A Management Institute have multidisciplinary highly qualified faculty which tries to create an exciting learning environment for students. Faculty members should conduct research activities successfully and research findings should be used in experimental teaching. They also should participate actively in national and international programs relating to Management development.

Faculty members from reputed foreign Universities should be invited to teach full time courses, so as to give international flavor to the curriculum.

In order to meet future challenges, the aspirations from the students and the system of Management education in totality, a special purpose vehicle (SPV) is required to be formed for the improvement of faculties. Merely attending some skill development programmes is not “progression” of the faculties. Developing improvement in self for visible results is more important and relevant.

“The programmes through such SPV have to

- 1) Identify the faculties with potential to excel in teaching
- 2) Recruit/train faculties to teach.
- 3) Imbibe that “Teaching is an art and not Science”
- 4) Make faculties realize to play a major role in “Knowledge creation and Management”.
- 5) Accept the challenge to prepare graduates to compete with the best in the world.
- 6) To impart the following skills to the students for their healthy developments.

Knowledge of human values, self awareness, creative thinking, Effective communication, interpersonal relationship; their role in reformation of society.

7) Most important aspect is “Employability of the graduating students, esp. Their becoming an entrepreneur and to be competent to participate and be effective in the processes useful to the employees, industries, organizations, Government functioning and other relevant social activities and to be socially useful good human being.”

6.9 CHALLENGES OF MANAGEMENT EDUCATION

Management education in India has to face challenges arising from several factors having complex and dynamic interplay. These problems cause different kinds of effects on each other, thus creating a complex phenomenon where out of them need to be addressed simultaneously in order to make efforts of reform, redressal and renovation successful. They need to be dealt with systematically. The responsibility of this task does not rest on one entity but it includes Government, relevant ministries, Institutes and their students, industry media and Non Government Organizations (NGOs). Dynamic business environment calls for certain requisite changes and transformation to make the programme up-to-date and quite relevant. Now it is necessary to identify strategic points of intervention, evaluate alternatives and implement them effectively. These include:

6.9.1. Curriculum Development

Curriculum development needs close collaboration between academia, industry and subject area specialists who are professional practitioners. Industries should train faculties and interact with them regularly. They should develop training and development sessions for faculties as a part of Corporate Social Responsibility (CSR). The government can play the role of facilitator. The curriculum board should include lawyers specialized in corporate. Law, tax consultants, crime detection specialists, banking executives, technology expert, foreign consultants, psychologists, strategists and forward looking industrialists to suggest various topics of their respective fields to be covered by the curriculum. "Management education needs an all round approach".^{viii} Content of Management programme should be evolutionary dynamic and contemporary.

Management course is designed to include quantitative Management skills and techniques. But employees, alumni and even students are increasingly demanding. "Soft skills are of two types: Behavioral and societal. Behavioral skills include the ability to work with others, to communicate effectively, to display multicultural awareness and to exhibit some entrepreneurial and leadership qualities. Some of the Management Institutes cover these skills, but societal skills or societal values refer to the ability to make Management decisions that are ethical and which take in to account corporate social responsibility and sustainable development".^{ix}

According to Patil and Arolkar industry academia interface is an effective tool towards skill development. They stated that "every business enterprise aims at survival growth expansion, profit maximization, stock and stakeholders well being good will generation, Community development etc. So business organizations look for the people who can accomplish these objectives efficiently and effectively. The skills required for the purpose are numerous some of which are very important such as marketing skills, communication skills, leadership skills, transferable or multifaceted skills to carry out multipurpose jobs, analytical skill, interpersonal skills, presentation skills, technical skills, conceptual and writing skills"^x which need to be developed during classroom teaching by the faculty members and visiting faculty, to make every MBA student to be employable or to become entrepreneur.

Institutes must continuously update themselves by introducing those subjects in which industrial and service sector undertakings are interested and must compare themselves with other leading Institutions and try to be one of the leading organizations.

Learning should be through multiple sources of input and not merely for prescribed text books, but it should include books, websites, blogs, social media sites, case studies, simulation, current news and international student exchange programmers.

Teaching the students using simulated business environment and grading the students accordingly has been proved to be an important exercise.

Faculties should be given space to grow intellectually and become innovative, creative and more effective by way of using infrastructural support system. They should have freedom to act recommend and have say in implementing new ideas and teaching methods.

The parameters of evaluating performance of faculties need careful consideration and scope should be defined in advance.

6.9.2 Competent Faculty

Competent faculty is critical variable in making a great institution. Faculty is considered as a talent and talent Management is considered by corporate as key business process that takes inputs to generate output in educational Institutions faculty is a major input in the process of generating learning as major output. A structured talent Management process helps in training faculty to be competent faculty who can develop right set of skills among the students.^{xi}

As lot of development and value addition to a Management student takes place in classrooms, a competent faculty is a must for running MBA programme successfully. “A team of dedicated and committed core faculty helps the Management Institution to effectively run, evaluate, improve and monitor Programme”.^{xii} However this aspect has been neglected by the Management Institutions which are not ready to appoint permanent faculty to save money, and sometimes a faculty is told to teach, having in adequate experience and unrelated qualifications. Many Institutions cannot afford to appoint visiting faculty although this faculty can bring the real life situation to classrooms exposing students to practical day today problems faced by the managers. They can train the students to get acquainted with a case study which later on helps them in getting placement.

Management Institutions in India also face a problem of faculty competency development. As an alternative the Institutes are initiating faculty exchange programme, investing in capacity building and inducting fresh blood. They aim at collaborating within the country but also beyond the borders of India, in order to survive and grow, although it is a continuous evolving process.-

6.9.3 Corporate Excellence

The change in the business environment of India after 1991 indicated that adhering to corporate excellence is a must if the companies wanted to grow and forge international alliances. Corporate excellence reflects the company's attitude and its vision.

6.9.4 Functional specialization

There is a need to include advanced courses that covered areas such as infrastructure Management, supply chain Management and functional specialization like marketing, advertising, HR etc.

6.9.5 Market Orientation

A lack of market oriented curriculum has resulted in outdated curriculum and poor learning. Academic freedom, innovation creativity and achieving excellence will help in developing world class Institutions.

6.9.6 Entrepreneurship

Management Institutions should aim at developing those students who have required abilities and potential to develop as entrepreneurial managers rather than producing candidates who are employable, because entrepreneurial managers can generate job which traditional managers cannot, so entrepreneurial development should be one of the major objective of Management Institutions.

6.9.7 Lack of Suitable Infrastructure

A large number of Management Institutions in India do not have quality infrastructure and necessary facilities and amenities which continue to be a major problem in the process of training the students.

6.9.8 Poor Quality of Input

The quality of input/learner has been continuously declining because of which Management faculty finds it difficult to impart necessary knowledge to them due to their poor capacity and absence of desired aptitude. Hence it is necessary to select smart and right type of candidates to be admitted in Management Institutes. Students must undertake new projects and work on them sincerely and honestly to understand various Management perspectives. The students are going to acquire Management qualifications they should get exposed to industrial activities to understand the ground realities. They should change their mindset according to the prevailing industry expectations to increase their employability and achieve progress in their career development.

6.9.9 Quality is the key to survival:

Now it is time when Management Institutions in India have to emphasis quality rather than quantity. Case studies used by our Institutions are poor as compared to with international B schools. Indian faculty often

blames lack of funding for research from Universities. But therefore sponsors who are ready to fund if faculty is really committed and dedicated to produce quality research. Only quality case studies deliver the goods. Sharma (2011) has discussed five vital connects for quality and excellence, which include quality of output, quality of faculty, quality of Infrastructure, which includes both knowledge infrastructure and the governance of the institution; institution's interface with the industry and creation of new knowledge and innovations.^{xiii} Thus these five vital connects help in improving and maintaining higher level of quality relevance and excellence of Management education.

6.10 PROBLEMS RELATING TO MANAGEMENT EDUCATION IN INDIA

Pushpa Shetty has noticed the following problems in the context of Management education.

1) Structural problems

In western countries the school /Department of Business of the University offers MBA program. But in India, we have a large number of affiliated colleges/Institutions offering MBA program, which tends to cause confusion in the minds of the students, parents and recruiters. According to the National Knowledge Commission (2007). There is at present six types of Management education Institutions which are-

- 1) Indian Institutes of Management (IIMs) set up by the Government of India.
- 2) University departments of Management studies.
- 3) Colleges (Government or private) affiliated to Universities
- 4) Private or government Institutions approved by the All India Council for Technical Education.
- 5) Private Colleges/Institutions not affiliated to any Universities nor approved by AICTE.
- 6) Private Colleges or Institutes offering MBA courses in India in collaboration with foreign Universities, where degree/ diploma/ certificate is awarded by the Foreign University.

On account of many categories resulting in confusion AICTE stopped sanctioning PGDM schools in 1997 which resulted in rapid increase in affiliated colleges causing still more confusion and deterioration of quality of Management education. In this context the Iswar Dayal Committee (2001) observed as follows. The responsibility of maintaining quality of the Management programme was transferred to the Universities because AICTE could not gear up to perform this task. Most of these Universities were not themselves able to develop high standards of Management education and could hardly be expected to provide new dimensions to these Institutions. Instead this stipulation merely brought in rigidities in terms of admission procedures, course content, examination system and many other areas in the administration programme. The Universities imposed the norms that were regarded by many as low or mediocre. These restrictions also strengthened some undesirable practices in educational Institutions. Therefore the AICTE lifted the ban on new PGDM schools in 2006 to meet needs of the Management aspirants at different socioeconomic and intellectual levels and considerable efforts were made constantly by most business schools to scale them up to the next level in quality drive.

6.10.2 Commercialization of B-Schools

Private B Schools outside the control of AICTE charge heavy fees between Rs. 10 to 5 lakhs, every year, on account of shortage of seats in recognized B-Schools. This problem can be solved by way of allowing expanding the seat capacity of the top B schools in India along with setting up few more IIMs.

6.10.3 Shortage of competent Faculty

Competent faculty is a critical variable in making a great business educational institution / school. Initially the faculty members of IIMs from collaborating Institutions came to India and worked together with Indian faculty members for the period of 2 to 3 years. IIMs also started doctorate courses for meeting the requirements of the faculty. As there was a wide gap between the salary levels in India and abroad and expansion of job opportunities in foreign countries, India was the last choice of many Indian doctorates qualified overseas. Rapid growth of Management Institutions in India accentuated the problem of qualified faculty.

According to the Report of C/R Rao Committee, appointed by the AICTE on Faculty Development (2003), the faculty position in the disciplines such as MCA, Management Education, Pharmacy, Architecture, Town Planning and Applied Arts is equally bad, because of the availability of only a small number of PhD and post-graduates in these disciplines. AICTE may consider increasing the number of nodal B Schools for Fellow programs and faculty development. Management Education being practice oriented, B schools may be encouraged to have a good proportion of professionals with relevant industry experience in the faculty. AICTE may encourage this aspect especially in view of acute shortage of faculty.^{xiv}

^{xv}Bennis W G and Toole J O (2005) pointed out that “By whatever means they choose – running business, offering internships, encouraging action research, consulting etc, business school faculties must rediscover the practice of business. Today’s business schools are packed with intelligent, highly skilled faculty with little or no managerial experience in order to resolve the problem of shortage of ideal faculty, B-Schools have started utilizing the resources through disciplines of Economics, Mathematics, Sociology, psychology, Chartered Accountancy, Industry Professionals and qualified retirees from public service.

Pandiyan has pointed out that, students and staffs need to be actively involved in quality processes. A good student must take active part in the pedagogical process by discussing methods of teaching, questioning the quality of teaching and giving feedback and suggestions.^{xvi}

6.10.4 Teaching Methodology

The faculty member of the second and third grade Management Institutions had limited opportunity to interact with industry in terms of executive development programs and research. Hence teaching in these Institutions has become text book oriented. With the growth of Management Institutes during 1970’s to 1990’s, the gap in the quality of education between IIMs and other lower grade Institutes has widened considerably and continues to widen still further especially in the context of knowledge delivery. As Diana Green has emphasized, “The ultimate guarantee of quality in the interactive process must be in the attitudes, knowledge and skills of the individual teachers themselves.”

The pedagogy of Management education has been “sub standard and inefficient. It lays more emphasis on classroom lectures and traditional methods of teaching and learning and less on case studies, live projects, corporate interface, simulations and training programs. It keeps on delivering low quality products which lack grossly in soft skills and decision making skills.^{xvii}

6.10.5 Curriculum Development

One of the major issues of Management education is the curriculum offered in business schools/ Institutes, which has been labeled the competency movement.^{xviii} The traditional Management education curriculum used at present has been observed to be inadequate in preparing individuals for facing challenges experienced by professional manager.^{xix} In order to introduce relevance, realism and contemporariness B-schools need to develop curriculum in consultation with representatives of stakeholders as practiced by IIMs and leading B-schools in India.

Pandiyan (2011) has pointed out that, globalization has made us aware that, in the present world, economy has to be truly global which has caused business schools to look at international business, focus on producing graduates with global mindsets and to develop links with schools overseas. The development of knowledge economy has demonstrated the importance of human capital, hence it has been recognized that “people skills are most important in Management education, leadership, team work, entrepreneurship risk taking, conflict Management, attitude and motivation, service orientation and change in mind set are emerging or center piece of curriculum for imparting effective Management education in modern fast changing world. Changing business landscape has resulted in a major shift from manufacturing to service economy. As demand for MBA program has increased and willingness to pay market drive fees, Management education developed rapidly especially through private initiative. Hence business schools have to be orient Management education, create well defined value proposition for students. There is a need to emphasis in teaching on leadership skills, innovation and creativity, communication, presentation and human relations Management skills.

6.10.6 Management Training

“Management training has emerged a core academic and professional discipline with industry looking forward to experts giving insights to students as well as professionals. While B-Schools in the country are giving their students field experience to bridge the gap between academics and industry, many corporate are organizing Management training programmes to keep their employees abreast with latest changes”.^{xx}

Management education in India has been evolving by way of incorporating global trends and combining them with the needs of local industries and services. As a result several Management specializations are emerging for providing many options to choose from. Those students choosing Management as a career avenue, they should take care to select that specialization which matches with his inclination. At present specialization in finance continues to be most popular choice among Management students, on account of better job opportunities both in India and abroad.

Taking into consideration the latest developments Management education in India tries to match the global pace of development. As a result of ambitious policies like ‘Make in India’ ‘Digital India’ and recent Start up India, the world is looking at India as a potential talent pool. As the expectations from the industry have risen, experts feel that, Management education in India should raise its quality and standard to face the global challenges. Emerging fields like e-Commerce, IT, healthcare Management, retailing and corporate communications have become part of curriculum, along with traditional disciplines like Human Resource Management, Financial Management, Insurance Management and Administration. However Management experts insist on incorporation of demographic and local features in Management along with going global. In a vast and diverse and developing country like India, agriculture and rural industries Management should be covered by the Management courses in India. Even 2016 Union Budget of the Indian government has increased allocation for rural development.

The Nielsen Campus Track Business School survey has ranked e-Commerce as the most popular career option. The students across 35 top B Schools voted it as the most preferred sector for employment. According to the survey, about 30 percent of the students from the 2016 graduating batch, preferred e-Commerce as their top choice for employment which was 2 percent higher than the previous year. Banking Financial Services and Insurance (BFSI) also reflected increase of the order of 25 percent which was four percent higher as compared to the earlier year. Even in case of IT sector there was increase of the order of 25 percent as compared to 17 percent last year.

According to academic experts, a selection of a right Management programme is more important than having a Management degree from any college. A right Management programme is one that includes a right business school, competent faculty, stronger industry academics interface, field work and better employment prospects by way of developing right type of required skills. Experts believe that Indian Management education is undergoing transition through accommodating global trends and Indian insights. As the knowledge of Management discipline tends to become obsolete at a faster rate on account of globalization, dynamic environment and revolution in various fields. Hence it becomes necessary to modify not only curriculum of Management education but also the methods of interaction with the students and use of improved techniques of teaching. Management education has to play a key role in developing future leaders who can have impact on the society. It has been observed that Indian Management education has been dominated by the western Management theories; hence in the era of globalization we have to acquire an art of providing education catering not only to the local needy but also global trends.

Indian Management education in majority of Management Institution has been dominated by teaching theoretical aspects of Management and 14 applications in practice are left to the students. In order to survive and grow under modern dynamic environment it is necessary to shift from mere model teaching to a thorough thinking approach where future managers learn how to achieve the goals and focus on challenges and develop strategies and models based on them. In order to overcome challenges, international exposure, talented faculty, handling corporate projects and developing soft skills need to be integrated in the core activity of B-Schools especially Management education.

Nitin Putcha CEO, ITM Group of Institutions said that “B Schools should be the seedbeds of entrepreneurship and innovation and educators should be encouraging and training aspiring entrepreneurs.

There should be programmes nurturing and supporting students as budding businessmen B-schools can setup an infrastructural ecosystem to float startups. Entrepreneurship is the solution for India's economic and social challenges. It alone can make startup India and Make in India a success"

According to Rajan Saxena, "Management education has to be Contextual, Socio cultural and economic environment of the country define this context with campaigns like Make in India emerging new inputs into curriculum should be incorporated. A new mindset of global quality, customer care and responsible global citizenship has to be developed quality and excellence, which include quality of output, quality of faculty, quality of infrastructure which includes both knowledge infrastructure and the governance of the institution, Institutions interface with the industry and creation of new knowledge and innovations.^{xxi} Thus these five vital connects help in improving and maintaining higher level of quality relevance and excellence of Management education.

6.10.7 Research and Organizational Studies

Another important aspect of Management education in India is inadequate attention is given to the research and organizational studies, which has resulted in western bias being dominant in educational programs without even testing the validity of what is being taught from available books. According Sinha JBP (1990) "If Management education in India has an identity of its own, it must contain its own views, values and ways of thinking about proper development, responsibility, authority, commitment etc. to reflect the values and priorities of India. Although some such steps were taken by every institution builders of Management education in India to integrate them to the priorities of the country, this process could not make significant progress and whenever it made was not effective.^{xxii} The National Policy on Education (1986) also emphasized need for of serious enquiry into the impact of the socio cultural ethos of India could not be ignored given the circumstances leading to growth of Management Institutions in India. Few faculty members had taken interest in incorporating such aspects in the process of their teaching and writings.

U R Rao Committee (2004), in this context has recommended that, "AICTE should establish National Faculty Development in association with overseas Universities for development of our faculty in teaching curriculum development and research. To encourage Post Doctoral Research overseas Student Exchange programs with leading Institutions so that they develop as world class professional Institutions of learning and that AICTE must seriously work towards making 2012 as the "Year of India" by which time India should become the world leader in professional education".

6.10.8 Collaboration of B-Schools and Industry

The collaboration of B-Schools and industry ranges from excellent to poor or full or partial in India, except a few leading B-Schools interaction with industry has continued to remain at the minimum or nil level except for the period during placement season or occasional lectures of experts. The industries mostly treat Management Institutions as recruiting agencies rather than as a source of valuable and relevant expertise. As a result of absence of collaborative partnerships, both tend to remain isolated, on account of only academic background of most of the faculty members. However top B- Schools in India who are closely collaborated with industries complete their placement within a week's time through various activates such as:

- i) Summer internships for students
- ii) Top or senior industrial managers in the Governing Council of B-School
- iii) Frequent visits of visiting faculty from industry
- iv) Team teaching through functional experts and a few academicians focusing on integrated approach to specializations.
- v) Inputs and insights from corporate experts and academicians
- vi) Senior faculty of B-Schools offering training and consultancy for industry.
- vii) Industry sponsoring executives to Executive MBA program conducted by B- Schools
- viii) Financial assistance for infrastructure fund.

6.10.8 Lack of Effective Leadership

The main reason for slow progress of Management Institutions is the lack of effective institutional leadership to direct and implement necessary changes in curriculum, instructions and academic organization. As Hollinger and Snidvongs (2008) have painted out, to bring about necessary changes there is a need to have a cadre of business leaders who possess a broader set of both, leadership and Management capacities.^{xxiii}

The main task of effective leadership includes managerial capability in binding the faculty together into a productive team. The leader has to inspire with charismatic qualities and the vision. The challenges for B-Schools to identify maintain and promote such efficient leaders. Because in the absence of good leadership. B-Schools cannot produce talented future leaders for the industry or society. A good faculty or researchers with PhD qualifications is selected for the post of Dean or Director. But most of such persons are not willing to accept such posts on account of increasing pressure of accountability, administrative complexity, fiscal constraints instructional confusion and social chaos". They are not ready to accept leadership positions in educational fields on account of imbalance between responsibility and salary, stress and unreasonable time demands. Most of Deans / Directors are conservative in nature while exercising their leadership. Hammer has suggested that, leaders should be self-reflective, understand one self and have the competencies of leading others and also an Institution. "Traditional leadership should shift its style to one of more empowerment for everyone to take the lead and educational Institutions are flatter organizations with the demographic shift".

6.11 FOUR CORNERS OF SQUARE – "PI – FC"

Srinivasa Rao (2010)^{xxiv} has suggested that the B Schools have to focus on four aspects, PI – FC in which two of each are inter linked. Hence in order to improve the quality and to be effective in the competition B Schools have to pay proper attention. For B Schools, placements have become a major activity and industry interface as a supporting activity for placing their students in better position. On the other hand efficient and committed Faculty is the backbone to a B – School and updated curriculum is the means or instrument that can be used for training Management students.

A) Placements

On account growing number of Management Institutions there is excess of supply over demand for MBA candidates, which resulted into dictating recruiters their terms by offering lower salaries, making them to work for longer hours, job insecurity and exploiting the candidates. There are two types of candidates offering their services, namely the fresher's seeking first break and the job hoppers who are dissatisfied with the exiting job and are in search of better opportunity. At present the percentage of job hoppers is higher than that of first job seekers. As employers prefer experienced candidates fresher find it very difficult to get any job.

B) Industrial Interface

As creative talent is in short supply, industrial organizations have to recruit Management students with theoretical knowledge, lacking in practical competencies in communication, interpersonal skills etc. There is no linkage between industry and Management Institutes. In order to train right type of Management students Institute industry tie up need to promoted on priority basis.

C) Faculty

As lot of development and value addition takes place for Management students in the class rooms, a "Critical mass of competent faculty" is necessary for conducting effective and successful Management programmes." A team of dedicated and committed core faculty enables the head of Management institution to effectively run evaluate, improve and monitor the Management programme" At present in II and III grade Management Institutions the situation in this respect, in not satisfactory. In order to survive and grow the Management Institutions should realize the role of ideal faculty and try to develop and maintain such team of faculty members on priority basis.

Attempts are made by some Institutions to invite experts from industry and senior academics from Management Institutions to bring real life situation to the classrooms. It was thought that it will help in building image of the Institute in industry, promote industry academic interface, helping in final placement of students etc. However it has been observed that, the most of the Management Institution find it

uneconomical to invite experienced personnel and several experts are so busy that they cannot accept such responsibilities. As a result the purpose of inviting visiting faculty has not become successful mostly on account of easy availability of such type of faculty.

D) Curriculum Revision

Under the forces of globalization global economic environment has become dynamic and the change in every field of economy has become the order of the day. Development of Internet, Information revolution, rising expectations of consumers and employees from the organization and rapid technological progress etc. calls for continuous revision in the syllabus of Management courses. Institutes have to upgrade themselves on continuous basis by comparing with their counterparts in the other parts of the world.

6.12 LIMITATIONS OF MANAGEMENT EDUCATION IN INDIA

Management education in India suffers from several drawbacks/limitations which may be stated as follows:

- 1) Insufficient availability of specialized experts and qualified faculty.
- 2) Lack of industry based specialization.
- 3) Poor infrastructure
- 4) Lack of effective guidance to the Management students
- 5) Lack of up-to-date industry oriented syllabus.
- 6) Lack of emphasis on Management research.
- 7) Lack of interdisciplinary approach.
- 8) Lack of funds required for research
- 9) Management courses are more theoretical which fails to equip students with right attitudes, skills and knowledge (ASK) required for the students to make them employable.
- 10) Students are not properly educated/ trained either to fit the industrial needs or to become ready to undertake entrepreneurial activities for contributing towards the development of small and medium industrial units.
- 11) Management Institutions and their students are not clear about what kind of specification is achieved at the end of the two years of study especially in respect of quality of students produced and their ASK skills.
- 12) More than 85% of the students who complete their MBA/PGDBM courses are not acceptable to industries.

6.13 REORIENTATION OF MANAGEMENT EDUCATION

Business schools have to reorient Management education taking in to consideration the need of it for the business industry and society as a whole and create a well defined value proposition for students. There is a need to teach leadership, entrepreneurship and importance of creativity.

The six sigma philosophy which has worked wonders in the industrial environment could be introduced in the higher educational sector for improving the quality of graduates.

In the context of curriculum revision Srinivas Rao (2010) has given following suggestions which include inputs to be included for strengthening MBA programme.

- 1) Human Resource Development should no more be a specialization but made compulsory.
- 2) Public Enterprise Management , Business Environment, Legal Environment of Business, Entrepreneurship Development etc. will be made as reading courses.
- 3) Elementary courses on Management Principles, Financial Accounting and Computers are to be dropped as these can be covered in orientation course as a part of remedial classes.
- 4) Linking to the marketing conditions will strengthen the courses in the area of Finance, HRM, MIS and Computers.

- 5) Workshops on Time Management, Business Ethics, Stress Management, Value System and Indian Culture are to be arranged.
- 6) Quality Management, Global marketing, International Financial Engineering and a course on foreign language to be introduced.
- 7) In addition to analytical skills, problem solving skills, skills in planning and Operations, Presentation Skills, Stress Management Skills etc. be developed through programmes.
- 8) Institutions should continuously upgrade themselves by comparing with their counterparts in other parts of the world.¹²

6.14 MEASURES TO IMPROVE QUALITY OF MANAGEMENT EDUCATION

High quality Management education is the need of the hour under dynamic socio economic environment of India; because industry has certain expectations and educational Institutes are unable to match because of absence of effective industry academic interface. In this context it is desirable to adopt certain tools and techniques given below, need to be adopted for ensuring quality Management education to students.

1. Make Management education student centric and not faculty centric.
2. Interact frequently with industry to find out its needs and expectations and draft Management curriculum accordingly.
3. Provide practical education to students and encourage them to interact with industry regularly to get adjusted and mould as per the needs of industry. Placement cell of the Institute should take a lead in creating such interest among the students.
4. Take care to see that each and every Management student gets minimum industry experience to help him to understand and acquire knowledge in the classroom, in order to improve his academic and industrial knowledge.
5. Faculty should have diversified experience including industry, teaching training research and consultancy.
6. Provide team teaching in classrooms where to education one from industry and the other from teaching to help students to connect theory with practice quickly.
7. Encourage innovation and creativity in education and avoid memory based Management education to the students.
8. Avoid outdated courses and streams. Introduce those courses which are in great demand now and in future which will help students to get employment along with enlightenment.^{xxv}

6.15 FUTURE OF MANAGEMENT EDUCATION IN INDIA

India has huge and ever growing middle class base has become a potential market for national and international community. This emerging trend has raised the need of professional managers to manage these organizations by way of facing competition efficiently and effectively to survive and grow. In short the future of Indian Management education is very bright as our strengths are many and our potentials are limitless. What is needed is to develop this potential to the best of our capabilities. It is not difficult for Indian Management Institutions to face the present and future challenges posed by local and global players and achieve better performance level and succeed only if they are able to remove the duality in the system and bridging the gap between quality Management Institutions operating at the national level and regional level, for which regional level Management Institutions have to reorient themselves operationally and strategically and be smart proactive to change and adopt.^{xxvi}

6.16 CONCLUSION

Management Institutions in India should adopt dynamism in the Management and its strength, the faculty should go for knowledge enhancement, have industry oriented training for adopting innovative teaching and developing effective training methods and modulus. Research activities are undertaken and quality education and training need to be given priority. As society is dynamic and environment also has been continuously changing competition is increasing as a result only those will survive who are fit. Good quality faculty can attract better students towards their Institutions and for the programmes.

In order to have best intake affordable course fees should be offered by the Management Institutes. Monitoring system of these Institutions should be free from red-tapism and irrelevant formalities.

What worked in the past will not work in the future. So create new courses as per requirements and expectations of the industry and the student. If Indian Management education has to survive and grow, it has to successfully face the challenges and reinvent with the rapid changing times and technologies. It has to be in tune with dynamic global business environment. Industry should take a lead to support and guide Management education. The government should provide sufficient funds to carry out research activities. In order to streamline Management education in India all the stakeholders like industry educators, students, educational Institutions, government and social leaders must support it sincerely and whole heartedly.

ⁱ Balaji, R. (2013). Trends Issues and Challenges in Management Education. *International Journal of Innovative Research in Science Engineering and Technology*, 2(4), 1237-1262.

ⁱⁱ Pylee, M. V. (2009). Management Education in Other parts of the world. *University News*, 47(39), 23-24.

ⁱⁱⁱ Shetty, P. (2012). Management Education in India-Some Reflections. *Journal of Commerce and Management Thought*, 3(1), 7-32.

^{iv} L, K. (1976). Moral Stapes and Moralization the Cognitive Developmental Approach. *Lickona T(ed) Moral Development and Behaviour: Theory, Research and Social Issues*.

^v BR, M., & BJ, W. (1980). Corporate Codes of Conduct. *California management review*, 80-87.

^{vi} K, S. P., Agarwal, A., & Agarwal, B. (2012). Management Education: Trends and Recommendation. *International Journal of Social Science and Interdisciplinary Research*, 1 (8), 198-210.

^{vii} Kasetwar, R. B. (2013). Governance, Quality and Employability of Indian Higher Education Institutions. *University News*, 51 (39), 88-90.

^{viii} Garg, R. (2013). Time for an MBA RENAISSANCE Business Administration programmes in India: an insight. *Indian Management*, 52 (12), 18-29.

^{ix} Pazhani, R. V. (2011). Need for Instantaneous Concentration on Boosting world class standards for Management Education in India. *University News*, 49 (50), 167-173.

^x Patil, M. R., & Arolkar, D. B. (2011). Industry-Academia Interface : An Effective Tool towards Skill Development. *University News*, 49 (17), 9-18.

^{xi} Agrawal, S. (2010). Talent management model for Business Schools: Factor Analysis. *The Indian Journal of Industrial Relations*, 45(3), 481-491.

^{xii} Srinivasa, R. (2010). Is there a place for Indian B-Schools in the Global Village? A review. *Journal of Commerce and management Thought*, 1(1), 7-24.

^{xiii} Sharma, P. B. (2011). Panchtatva of Higher Technical Education: The Final Vital Connects for Quality and Excellence. *University News*, 49(50), 98-100.

^{xiv} Rao, U. R. (2004). Report of the Board on Faculty Development. *AICTE*.

^{xv} Bennis, W. G. (2005, May). How Business Schools lost their way. *Harvard Business Review*.

^{xvi} Pandiyan, A. V. (2011). Employers Perspective of MBA curriculum in meeting Requirements of the Industry. *Management and Labour Studies*, 36 (2), 143-154.

^{xvii} Panwar, K., Agarwal, A., & Agarwal, B. (2012). Management Education: Trends and Recommendations. *International Journal of Social Science and Interdisciplinary Research*, 1 (8), 198-210.

^{xviii} Wexley, K. N., & Baldwin, T. T. (1986). Competency Movement, Management Development. *Journal of Management*, 12 (2), 278.

^{xix} Pfeffes, J. (1977). Effects of an MBA and Socio economic origins on business school graduates salaries. *Journal of Applied Psychology*, 62, 698-705.

^{xx} Gogate, K. (2016, April 27 Wednesday). Managing it in Right Context. *The Economic Times Pune* .

^{xxi} Sharma , P. B. (2011). Panchtatva of Higher Technical Education: The Final Vital Connects for Quality and Excellence. *University News*, 49(50), 98-100.

^{xxii} Sinha, J. B. (1990). The Salient Indian Values and their Socio-economical Roots. *Indian Journal of Social Science*, 3.

^{xxiii} Hollinger , p., & Snidvongs, K. (2008). Education Leaders: Is there Anything to learn from Business Management. *Journal on Educational Management Administration and Leadership*, 36(1), 11-12.

^{xxiv} Srinivasa , R. (2010). Is there a place for Indian B-Schools in the Global Village? A review. *Journal of Commerce and management Thought*, 1(1), 7-24.

^{xxv} <http://www.indiaeducationreview.com/articles/changingscenario.managementeducation.india>. (n.d.).

^{xxvi} Panwar, K. S., Agarwal, A., & Agarwal, B. (2012). Management Education:Trends and Recommendations. *International Journal of Social Science and Interdisciplinary Research* , 2 (8), 198-210.

CHAPTER - VII

**ANALYSIS AND
INTERPRETATION OF DATA**

7.1 INTRODUCTION

The present study deals with organizational commitment and Job Satisfaction of faculty members of Management Institutions affiliated to Pune University.

In this chapter researcher has processed the data. The collected primary data through questionnaire and personal interview have been classified, analyzed, tabulated and interpreted with the help of statistical tools such as percentage, average, Chi-squared test depending upon the need of the analysis. The observations are been considered and conclusion have been drawn strictly adhering to the objectives and hypotheses have been tested. Statistical Analysis is carried out using SPSS 17.0 Software.

7.1) Personal Information about the Respondent

(Table 7.1.1) Gender wise classification of the Respondents.

Gender/City	Pune	Ahmednagar	Nashik	Total
Male	180	23	14	217
%	(48.00)	(68.00)	(50.00)	(49%)
Female	194	11	14	219
%	(52.00)	(32.00)	(50.00)	(51%)
Total	374	34	28	436
%	(100.00)	(100.00)	(100.00)	(100.00)

(Source: Primary Data)

Interpretation

From table (7.1.1) it can be noted that the total number of the respondent, was 436 out of which male and female respondents were near about equal in numbers. However in case of the management Institutions of Pune district the number of Female respondents was relatively higher at 194 out of 374 (52%) than that of the male respondents which was at (48 %). In case of the Institutions of Ahmednagar district male respondents accounted for 68% which indicates that there is a scope for employing more female faculty members in order to maintain balance between male and female respondents. In case of the Institutions of Nashik district the number of male and female faculty members was equal.

Conclusion

From the above table the researcher concludes that from the area of study three districts, the majority of management institutions have equal number of male and female faculty members. This means that there is gender equality in the teaching fraternity of management Institutions.

Table (7.1.2) Marital Status of the Respondents.

Status/City	Pune	Ahmednagar	Nashik	Total
Married	321	30	24	375
%	(86%)	(88%)	(86%)	(86.00)
Unmarried	53	04	04	61
%	(14%)	(12%)	(14%)	(14.00)
Total	374	34	28	436
%	(100.00)	(100.00)	(100.00)	(100.00)

Source: Primary Data

Interpretation

Regarding Marital Status 375 out of 436 (86%) respondents were married persons and the rest 14% were unmarried respondents.

Conclusion

From the above table maximum respondents are married. The Researcher concludes that married persons provide stable level of employment. Because they find it rather difficult to change their jobs especially when they receive an offer at other cities as compared to those who are unmarried persons who tend to accept other jobs when the prospects of changing the job is desirable. Thus while appointing the faculty it is better to appoint married persons than unmarried persons.

Table (7.1.3) Age wise Classification of the Respondent.

Age/City	Pune	Ahmednagar	Nashik	Total
Upto 29	83	08	06	97
%	(22.00)	(23.00)	(22.00)	(22.00)
29-39	200	18	14	232
%	(53.00)	(53.00)	(50.00)	(53.00)
39-49	66	06	06	78
%	(18.00)	(18.00)	(21.00)	(18.00)
49-59	18	02	02	22
%	(5.00)	(6.00)	(7.00)	(5.00)
More than 59	07	-	-	07
%	(2.00)	-	-	(2.00)
Total	374	34	28	436
%	(100.00)	(100.00)	(100.00)	(100.00)

(Source: Primary Data)

Interpretation: (Table 7.1.3) shows that, when the total number of respondents is considered 329 out of 436 (75.45%) respondents were from the relatively younger age group of up to 39 years of age. This percentage ranges between 72% in case of Nashik district Institutions to 76% in case of the respondents from Ahmednagar district Institutions.

Conclusion

From the above table maximum respondents are from the relatively younger age group of up to 39 years of age. The researcher has observed that the younger age of a respondent tends to affect the level of Job Satisfaction to a greater extent; as such individuals tend to be more ambitious and have higher career expectations. Hence if their jobs fail to satisfy their career expectations, they tend to become dissatisfied with their jobs. Thus, it is desirable to have at least equal number of younger and elderly faculty members to get the advantage as experience of senior members of the faculty.

Table (7.1.4) Educational Qualifications of the Respondents.

Qualifications/City	Pune	Ahmednagar	Nashik	Total
Master's Degree	312	28	24	364
%	(83.00)	(82.00)	(86.00)	(83.00)
Ph. D	62	06	04	72
%	(17.00)	(18.00)	(14.00)	(17.00)
Total	374	34	28	436
%	(100.00)	(100.00)	(100.00)	(100.00)

(Source: Primary Data)

Interpretation

Regarding academic qualifications of the faculty members of the Management Institutions affiliated to Pune University, 364 out of 436 (83%) of the respondents have only master's degrees and the rest (17%) of them have Ph.D. degrees.

Conclusion

From the above table the researcher observes that the maximum respondents have only master's degrees. As academic and research performance of the staff depends on the qualifications. It is necessary to motivate the staff members to acquire higher degrees and undertake research activities relating to the emerging trends in business environment and psychological or behavioural aspects of employees and consumers, as well as about the impact of the management and government policies, which is necessary to take proper decisions.

Table (7.1.5) Designation of the Respondents.

Designation/City	Pune	Ahmednagar	Nashik	Total
Asst. Professors	301	28	22	351
%	(81.00)	(82.00)	(79.00)	(81.00)

Associate Professors	48	04	04	56
%	(13.00)	(12.00)	(14.00)	(13.00)
Professors	16	02	02	20
%	(4.00)	(6.00)	(7.00)	(4.00)
Directors	09	-	-	09
%	(2.00)	-	-	(2.00)
Total	374	34	28	436
%	(100.00)	(100.00)	(100.00)	(100.00)

(Source: Primary Data)

Interpretation

Table 7.1.5 gives the details of the designations of the respondents, which shows that 351 out of 436 (81%) of the respondents were Assistant Professors, 13% Associate Professors and Professors and Directors account for 4% and 2 percent respectively.

Conclusion

From the above table researcher concludes that maximum of the respondents were Assistant Professors. Designation of the staff members depends on the qualification and experience in order to acquire higher designation. The staff should be motivated to undertake more academic and research activities, and those staff members acquire more qualifications they should be properly rewarded to maintain their level of Job Satisfaction and Organizational Commitment at a higher level. They also are provided opportunities to attend workshops, Seminars, Conferences etc. and present their papers and have active participation in their activities.

Table (7.1.6) Experience of Teaching of the Respondents.

Experience/City	Pune	Ahmednagar	Nashik	Total
Up to 3 years	48	04	04	56
%	(13.00)	(12.00)	(14.00)	(13.00)
4-5 Years	74	06	06	86
%	(20.00)	(17.00)	(22.00)	(20.00)
6-10 years	149	14	10	173
%	(40.00)	(42.00)	(36.00)	(40.00)
11-15 years	41	04	04	49
%	(11.00)	(12.00)	(14.00)	(11.00)
More than 15 years	62	06	04	72
%	(16.00)	(17.00)	(14.00)	(16.00)
Total	374	34	28	436
%	(100.00)	(100.00)	(100.00)	(100.00)

(Source: Primary Data)

Interpretation

Table 7.1.6 indicates the average work experience of the teaching faculty in Management Institutions affiliated to Pune University. At the University level 173 out of 436 (40%) of the respondents have the experiences of 6 to 10 years, followed by 20% of them having experience of 4-5 years. According to the AICTE norms and guidelines only those persons having first class in the post-graduate degree and required qualifications are eligible for the post of teaching faculty in MBA Institutions.

Conclusion

The Researcher concludes that most of the respondents have the experiences of 6 to 10 years in teaching Management Institutions.

Table (7.1.7) Annual Salary Income of the Respondents.

Income/City	Pune	Ahmednagar	Nashik	Total
Up to one Lakh	30	02	02	34
%	(8.00)	(5.00)	(7.00)	(8.00)

1-3 Lakhs	99	08	08	115
%	(27.00)	(23.00)	(29.00)	(27.00)
3-5 Lakhs	117	12	08	137
%	(31.00)	(36.00)	(29.00)	(31.00)
5 Lakhs above	128	12	10	150
%	(34.00)	(36.00)	(35.00)	(34.00)
Total	374	34	28	436
%	(100.00)	(100.00)	(100.00)	(100.00)

(Source: Primary Data)

Interpretation: From the table (7.1.7) it can be observed that, at the University level 150 out of 436 (34%) percentage the respondents earn above Rs. 5 lakhs and 137 out of 436 (31%) Percentage the respondents earn in the range of Rs. 3 to 5 lakhs Rs.

Conclusion

It has been observed that in India pay level is one of the important variable affecting Job Satisfaction and Organizational Commitment of the employees, where management faculty is no exception. The Management Institutions affiliated to the University and approved by the AICTE has to follow norms of the payment laid down by them. The Researcher concludes that Salaries are paid to the Management Faculty members according to their academic qualifications and designations.

Table (7.1.8) Type of Family of the Respondents.

Family/City	Pune	Ahmednagar	Nashik	Total
Nuclear	229	22	18	269
%	(61.00)	(65.00)	(64.00)	(62.00)
Joint	145	12	10	167
%	(39.00)	(35.00)	(36.00)	(38.00)
Total	374	34	28	436
%	(100.00)	(100.00)	(100.00)	(100.00)

(Source: Primary Data)

Interpretation

Table (7.1.8) deals with the type of family of the respondents. At the level of Pune University 269 out of 436 (62%) of the respondents were having nuclear families. In the case of Nashik and Ahmednagar management faculties this percentage was relatively higher at 64 % and 65% respectively. The joint families accounted for 36% in case of Nashik Institutions to 39% in case of Pune, although at the University level the Management faculty from joint families accounted for 38% percentage.

Conclusion: Researcher concludes that maximum Respondents were having nuclear families.

Objective No. 1

To find out the level of Job Satisfaction of the Faculty members of the Management Institutes in Maharashtra with special reference to Institutes affiliated to University of Pune.

(7.2) Job Satisfaction

Job Satisfaction is defined as the feelings of individuals about their jobs. It relates to an employee general attitude toward the job as some dimensions of it. Job satisfaction is an important aspect that has several consequences. Job Satisfaction leads to higher productivity, better quality of care and intent to remain in the organization. On the other hand Job dissatisfaction was found to result in increase in absenteeism turn over and high level of stress and grievance. According to Meyeretal (2002) Job Satisfaction is the determinative of organizational Commitment.

Table (7.2.1) Responses of the Respondents to the statement “I am satisfied with my Job”

			City			Total
			Pune	Nagar	Nashik	
I am Satisfied with	Strongly Agree	Count	91	3	0	94

my job.		%	24.3%	8.8%	.0%	21.6%
	Agree	Count	202	21	28	251
		%	54.0%	61.8%	100.0%	57.6%
	Neutral	Count	53	7	0	60
		%	14.2%	20.6%	.0%	13.8%
	Disagree	Count	20	0	0	20
		%	5.3%	.0%	.0%	4.6%
	Strongly Disagree	Count	8	3	0	11
		%	2.1%	8.8%	.0%	2.5%
	Total		Count	374	34	28
%			100.0%	100.0%	100.0%	100.0%

(Figures in the brackets indicate percentages) (Source: Primary Data)

Interpretation

Above table deals with Job Satisfaction of the respondents, from the table it can be observed that 345 (79.2%) out of 436 of the respondents covered by the study resounded that they are satisfied with their jobs. This percentage varies from 21% in case of the respondents of Management Institutions in Ahmednagar district to 54% and in case of those from Management Institutes from Pune district.

Conclusion

Majority of the respondent covered under the study are satisfied with their job as they have good salary, working in a good atmosphere, they are being appreciated by the Management.

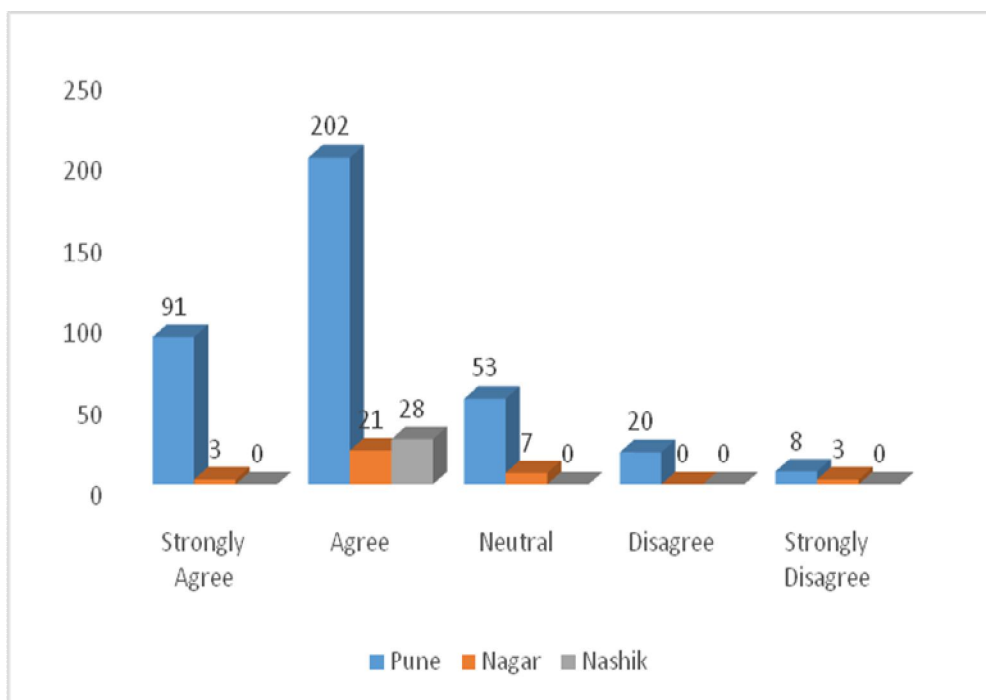


Figure (7.2.1) "I am satisfied with my Job"

	Value	DF	P-Value
Pearson Chi-Square	34.251 ^a	8	0.000
Likelihood Ratio	44.511	8	0.000
Linear-by-Linear Association	.254	1	0.614
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction response.

Table (7.2.2) Working Conditions in our Institute are Satisfactory.

			City			Total
			Pune	Nagar	Nashik	
Working conditions of Institute are satisfactory.	Strongly Agree	Count	79	6	0	85
		%	21.1%	17.6%	.0%	19.5%
	Agree	Count	190	12	24	226
		%	50.8%	35.3%	85.7%	51.8%
	Neutral	Count	70	13	4	87
		%	18.7%	38.2%	14.3%	20.0%
	Disagree	Count	31	3	0	34
		%	8.3%	8.8%	.0%	7.8%
	Strongly Disagree	Count	4	0	0	4
%		1.1%	.0%	.0%	.9%	
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

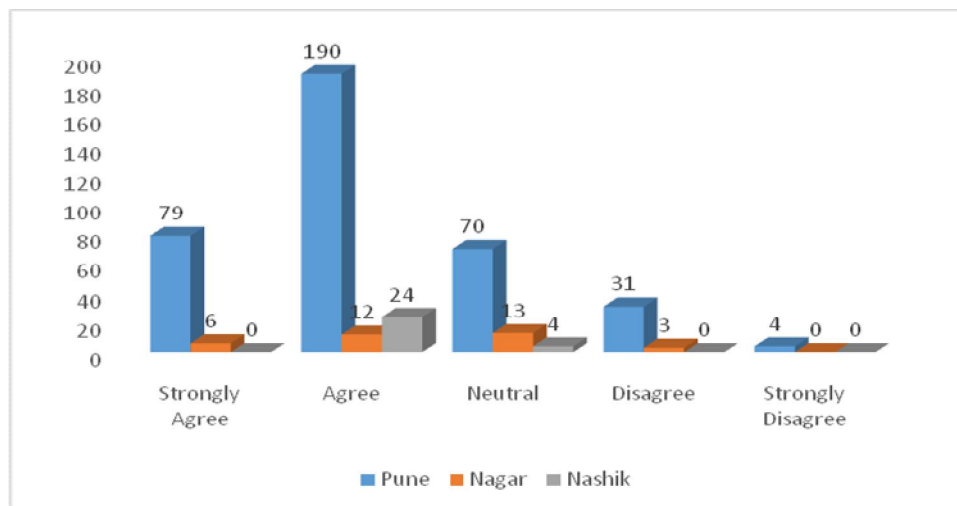
(Source: Primary Data)

Interpretation

Regarding working conditions in the Management Institutes affiliated to Pune University, from above table it can be observed that 311 (71.3%) out of 436 respondents feel that working conditions in their Institute are satisfactory. This percentage varies from 35.3% in case of Management faculty members from Nagar district to 85.7% in case of those from Nashik district.

Conclusion

The Researcher concludes that majority of the respondents covered under the study are satisfied with the working conditions since they feel that the Organization culture is very comfort. They have good relations with their peers. The senior member motivates them all the time and they have flexible working timings.

**Figure (7.2.2) Working Conditions in our Institute are Satisfactory.**

	Value	DF	P-Value
Pearson Chi-Square	23.539 ^a	8	0.003
Likelihood Ratio	29.766	8	0.000
Linear-by-Linear Association	.172	1	0.678
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction working conditions response.

Table (7.2.3) I am satisfied with the present salary structure of the Institute.

			City			Total
			Pune	Nagar	Nashik	
I am satisfied with the present salary structure of the Institute.	Strongly Agree	Count	54	3	0	57
		%	14.4%	8.8%	.0%	13.1%
	Agree	Count	133	3	24	160
		%	35.6%	8.8%	85.7%	36.7%
	Neutral	Count	68	12	4	84
		%	18.2%	35.3%	14.3%	19.3%
	Disagree	Count	91	10	0	101
		%	24.3%	29.4%	.0%	23.2%
Strongly Disagree	Count	28	6	0	34	
	%	7.5%	17.6%	.0%	7.8%	
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

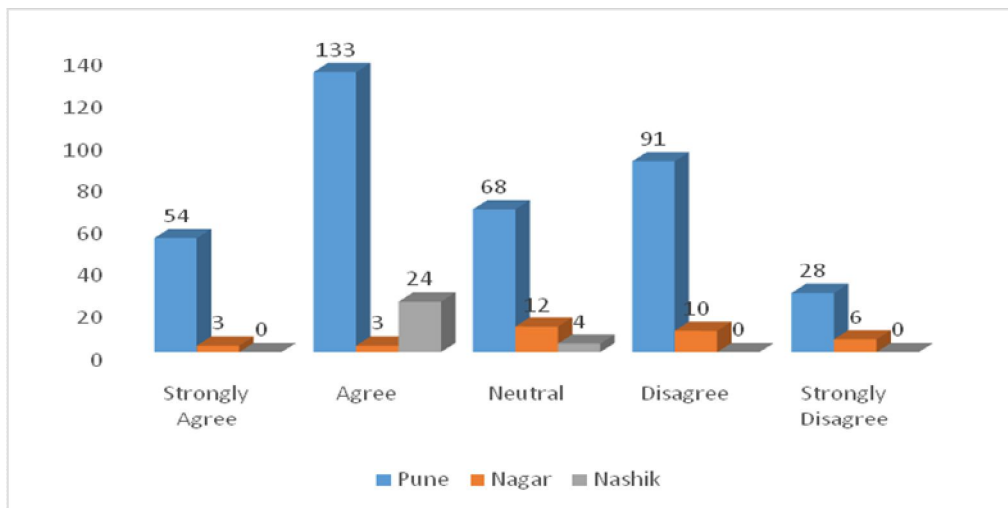
(Source: Primary Data)

Interpretation

Regarding respondents satisfaction with present salary structure, 217 (49.8%) out of 436 respondents stated that they were satisfied with the present salary structure of faculty members of the management Institutions affiliated to Pune University. This percentage stood at 8.8% in case of Ahmednagar respondents, 85.7% in case of Nashik respondents and 35.6% in case of Pune district respondents.

Conclusion

The Researcher concludes that Management faculty members from Ahmednagar district and Pune district are less satisfied with their present salary structure. It is observed that as compared to Nagar and Pune District the faculty members in Nashik district are getting more salary.

**Figure (7.2.3) I am satisfied with the present salary structure of the Institute.**

	Value	DF	P-Value
Pearson Chi-Square	49.186 ^a	8	0.000
Likelihood Ratio	57.664	8	0.000
Linear-by-Linear Association	1.011	1	0.315
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction regarding salary structure response.

Table (7.2.4) I am satisfied with my current position.

			City			Total
			Pune	Nagar	Nashik	
I am satisfied with my current position.	Strongly Agree	Count	68	6	0	74
		%	18.2%	17.6%	.0%	17.0%
	Agree	Count	207	12	24	243
		%	55.3%	35.3%	85.7%	55.7%
	Neutral	Count	57	16	4	77
		%	15.2%	47.1%	14.3%	17.7%
	Disagree	Count	38	0	0	38
		%	10.2%	.0%	.0%	8.7%
	Strongly Disagree	Count	4	0	0	4
%		1.1%	.0%	.0%	.9%	
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

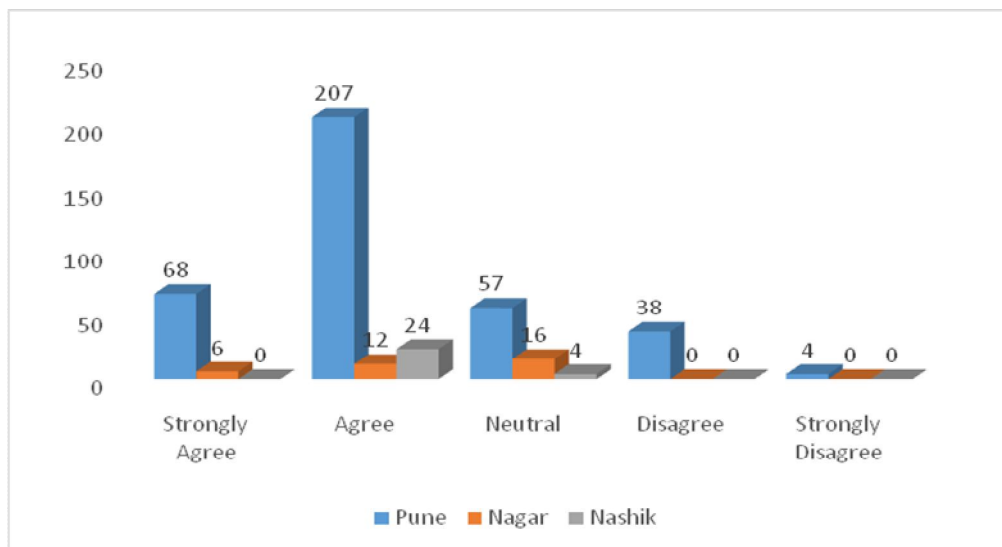
(Source: Primary Data)

Interpretation

Above Table (7.2.4) deals with Satisfaction of the respondents with their current position. At the University level 317 (72.7%) out of 436 of the respondents were satisfied with their current position. This percentage varied from 35.3% in case of the faculty from Nagar district to 85.7% in case of those from Nashik district.

Conclusion

The Researcher concludes that majority of the respondents covered under the study are satisfied with their current position. The faculty members are appointed as per the norms of AICTE and they are promoted accordingly to the higher designation.

**Figure (7.2.4) I am satisfied with my current position**

	Value	DF	P-Value
Pearson Chi-Square	37.180 ^a	8	0.000
Likelihood Ratio	42.394	8	0.000
Linear-by-Linear Association	.007	1	0.935
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction about current position.

Table (7.2.5) Facilities provided by the Institute are satisfactory.

			City			Total
			Pune	Nagar	Nashik	
Facilities provided by the Institute are good.	Strongly Agree	Count	64	6	0	70
		%	17.1%	17.6%	.0%	16.1%
	Agree	Count	183	15	28	226
		%	48.9%	44.1%	100.0%	51.8%
	Neutral	Count	76	10	0	86
		%	20.3%	29.4%	.0%	19.7%
	Disagree	Count	31	0	0	31
		%	8.3%	.0%	.0%	7.1%
Strongly Disagree	Count	20	3	0	23	
	%	5.3%	8.8%	.0%	5.3%	
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

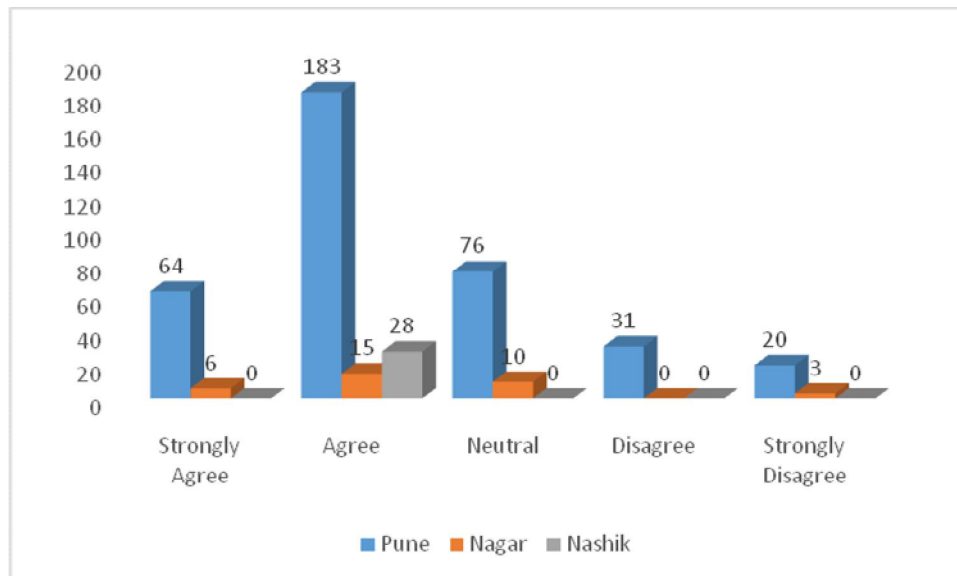
(Source: Primary Data)

Interpretation

Above Table deals with facilities provided by the Management Institutes for which satisfaction of faculty members has been studied. It can be observed that 296 (67.9%) out of 436 respondents responded that they were satisfied with the facilities provided. However this percentage varied from 44.1% in case of the respondents of Nagar district to 100% in case of those from Nashik district.

Conclusion

Majority of the respondents especially those from Nashik district were satisfied with the facilities provided by their Management Institutes. As the Institute provides the faculty members excellent library, computer and sophisticated instrumentation facilities for research and teaching. Many Institutes has developed many international linkages with universities and industries to facilitate collaborative projects and sponsored projects for its faculty members. Hence majority of the faculty members are satisfactory.

**Figure (7.2.5) Facilities provided by the Institute are satisfactory**

	Value	DF	P-Value
Pearson Chi-Square	32.979 ^a	8	0.000
Likelihood Ratio	45.812	8	0.000
Linear-by-Linear Association	2.348	1	0.125
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction about facilities provided.

Table (7.2.6) My Colleagues are cooperative.

		City				Total
			Pune	Nagar	Nashik	
My colleagues are co-operative.	Strongly Agree	Count	112	10	0	122
		%	29.9%	29.4%	.0%	28.0%
	Agree	Count	199	15	24	238
		%	53.2%	44.1%	85.7%	54.6%
	Neutral	Count	47	9	4	60
		%	12.6%	26.5%	14.3%	13.8%
	Disagree	Count	8	0	0	8
		%	2.1%	.0%	.0%	1.8%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Table 7.2.6 deals with the cooperativeness of the colleagues of the faculty members of the management Institutions affiliated to Pune University. It can be noticed that 160 out of 194 (82.47%) with mean value 4.03 agreed to the statement that their colleagues are cooperative. This percentage and mean values varied from 64.71% and 3.82 to 84.66% and 4.07 for the respondents from Nashik district and Pune district.

Conclusion

The Researcher concludes that majority of the respondents covered under the study were satisfied about cooperation from colleagues as their senior member motivates them all the time.

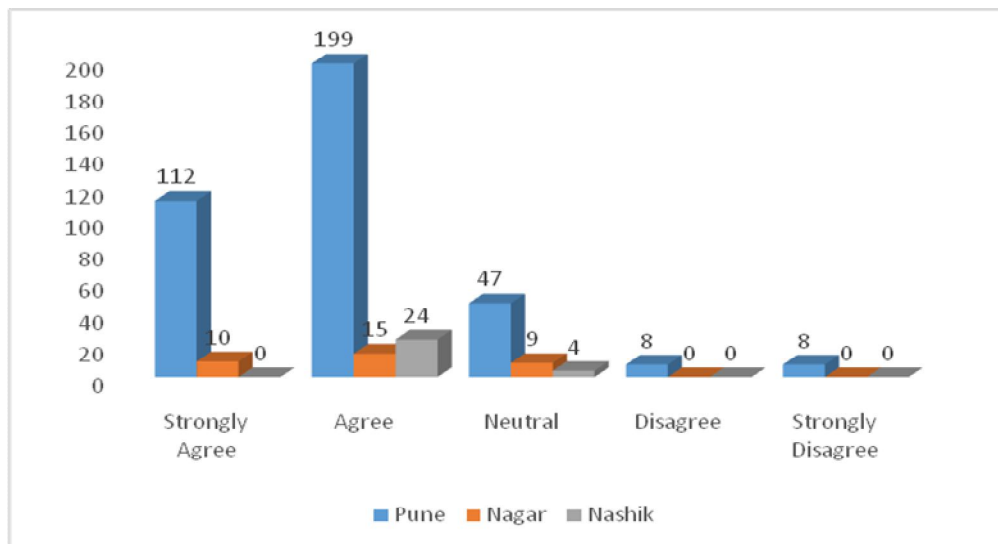


Figure (7.2.6) My Colleagues are cooperative

	Value	DF	P-Value
Pearson Chi-Square	21.195 ^a	8	0.007
Likelihood Ratio	29.735	8	0.000
Linear-by-Linear Association	1.596	1	0.206
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction with co-operation from colleagues.

Table (7.2.7) Objectives and Policies of Promotion are clearly defined.

			City			Total
			Pune	Nagar	Nashik	
Objectives and policies of promotion are clearly defined.	Strongly Agree	Count	49	3	0	52
		%	13.1%	8.8%	.0%	11.9%
	Agree	Count	157	13	28	198
		%	42.0%	38.2%	100.0%	45.4%
	Neutral	Count	77	3	0	80
		%	20.6%	8.8%	.0%	18.3%
	Disagree	Count	48	12	0	60
		%	12.8%	35.3%	.0%	13.8%
	Strongly Disagree	Count	43	3	0	46
%		11.5%	8.8%	.0%	10.6%	
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

From the above table it can be observed that, 250 (57.3%) out of 436 responded that the objectives and policies of promotion of their Institutes were clearly defined. This percentage varied from 38.2% in case of respondents from Nagar district to 100% in case of those from Nashik district.

Conclusion

The researcher concludes that majority of the respondents agreed with the statement that Objectives and policies of promotion are clearly explained to the employees. The policies are framed for the overall development and the enhancement of the Institute.

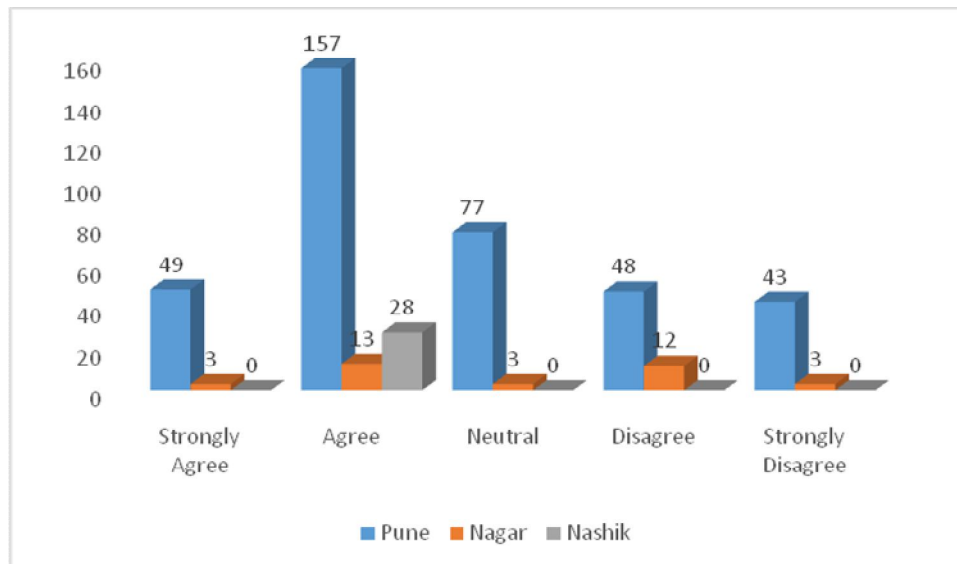


Figure (7.2.7) Objectives and Policies of Promotion are clearly defined

	Value	DF	P-Value
Pearson Chi-Square	50.528 ^a	8	0.000
Likelihood Ratio	58.010	8	0.000
Linear-by-Linear Association	3.867	1	0.049
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction with policies of promotions.

Table (7.2.8) My Job is Challenging and Interesting.

			City			Total
			Pune	Nagar	Nashik	
My job is challenging and Interesting.	Strongly Agree	Count	121	3	0	124
		%	32.4%	8.8%	.0%	28.4%
	Agree	Count	181	16	24	221
		%	48.4%	47.1%	85.7%	50.7%
	Neutral	Count	38	12	4	54
		%	10.2%	35.3%	14.3%	12.4%
	Disagree	Count	22	3	0	25
		%	5.9%	8.8%	.0%	5.7%
	Strongly Disagree	Count	12	0	0	12
		%	3.2%	.0%	.0%	2.8%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding challengeness of the job, 345 (79.1%) out of 436 respondents stated that their jobs were challenging. In case of the respondents from Pune, this percentage was 48.4% in case of respondents from Nashik district, it was 85.7% in case of Ahmednagar district it was 47.1%. Thus majority of the respondents agreed that their jobs were challenging.

Conclusion

The Researcher concludes that maximum respondents are agreed that their job is Challenging and interesting. The students are from varied background due to which it becomes challenging to bring the students under one roof of teaching and moulding them in Management studies. Since the co-curriculum is related to business and the business is always changing due to change in the environment and economic condition it becomes more interesting to understand the techniques and implement in the class room.

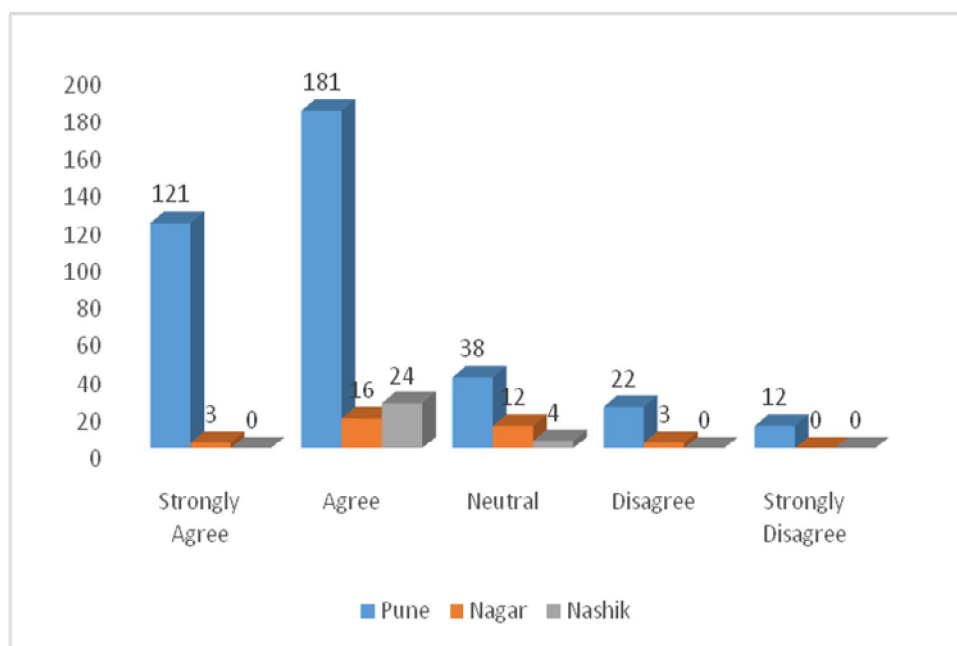


Figure (7.2.8) My Job is Challenging and Interesting

	Value	DF	P-Value
Pearson Chi-Square	50.528 ^a	8	0.000
Likelihood Ratio	58.010	8	0.000
Linear-by-Linear Association	3.867	1	0.049
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction with challenging and interesting work.

Table (7.2.9) Job security is provided by the Institute

			City			Total
			Pune	Nagar	Nashik	
Job security is provided by the Institute.	Strongly Agree	Count	61	3	0	64
		%	16.3%	8.8%	.0%	14.7%
	Agree	Count	108	13	24	145
		%	28.9%	38.2%	85.7%	33.3%
	Neutral	Count	97	9	4	110
		%	25.9%	26.5%	14.3%	25.2%
	Disagree	Count	73	3	0	76
		%	19.5%	8.8%	.0%	17.4%
	Strongly Disagree	Count	35	6	0	41
		%	9.4%	17.6%	.0%	9.4%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Above table deals with the responses of the respondents covered by the study, to the statement that “Job security is provided by the Institute”. When the total responses are taken into consideration, it is observed that 209 (48%) out of 436 agree that Job security is provided by the Institute. This percentage varies between 28.9% in case of Pune district to 85.7% in case of Nashik district.

Conclusion

The Researcher concludes that majority of the respondents (55.15%) at the University level either prefer to be neutral or disagree with the statement.

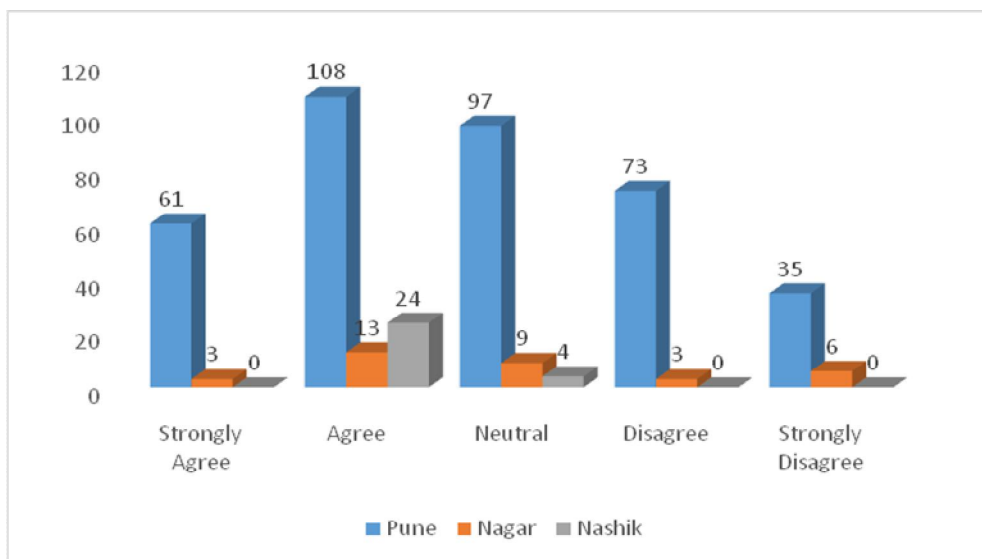


Figure (7.2.9) Job security is provided by the Institute

	Value	DF	P-Value
Pearson Chi-Square	44.937 ^a	8	0.000
Likelihood Ratio	49.687	8	0.000
Linear-by-Linear Association	4.465	1	0.035
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction with job security provided.

Table (7.2.10) Extra work is recognized.

			City			Total
			Pune	Nagar	Nashik	
Extra Work is recognized.	Strongly Agree	Count	64	0	4	68
		%	17.1%	.0%	14.3%	15.6%
	Agree	Count	152	19	24	195
		%	40.6%	55.9%	85.7%	44.7%
	Neutral	Count	78	9	0	87
		%	20.9%	26.5%	.0%	20.0%
	Disagree	Count	56	3	0	59
		%	15.0%	8.8%	.0%	13.5%
	Strongly Disagree	Count	24	3	0	27
		%	6.4%	8.8%	.0%	6.2%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Table above shows the responses of the respondents to the statement that “Extra work is recognized”. It can be observed that 263 (60.3%) out of 436 agreed that their extra work is recognized. This percentage varied from 40.6% in case of the faculty members of management Institutes in Pune district to 85.7% in the case of Nashik district.

Conclusion

The Researcher concludes that the majority of the respondents agree with the statement “Extra Work is recognized. The employees who are working more than the work scheduled are recognized by word of appreciation and even they are been given incentives in the form of gift vouchers etc.

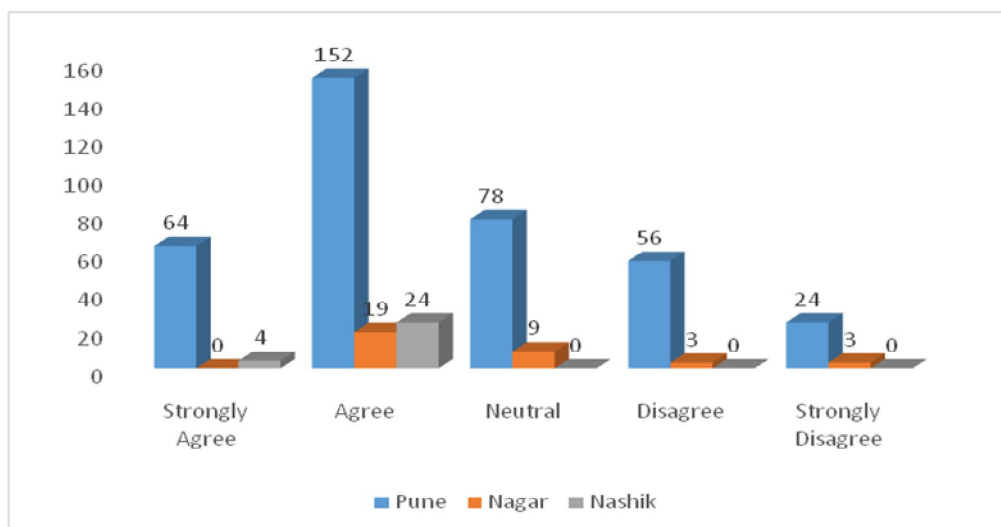


Figure (7.2.10) Extra work is recognized

	Value	DF	P-Value
Pearson Chi-Square	32.271 ^a	8	0.000
Likelihood Ratio	46.338	8	0.000
Linear-by-Linear Association	5.469	1	0.019
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction as per recognition of extra work.

Table (7.2.11) Teaching activities are satisfactory.

			City			Total
			Pune	Nagar	Nashik	
Teaching activities are satisfactory.	Strongly Agree	Count	79	7	4	90
		%	21.1%	20.6%	14.3%	20.6%
	Agree	Count	218	18	24	260
		%	58.3%	52.9%	85.7%	59.6%
	Neutral	Count	58	6	0	64
		%	15.5%	17.6%	.0%	14.7%
	Disagree	Count	15	3	0	18
		%	4.0%	8.8%	.0%	4.1%
	Strongly Disagree	Count	4	0	0	4
		%	1.1%	.0%	.0%	.9%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding teaching activities in the Management Institutions, 350 (80.2%) out of 436 of the respondents agree with the statement that “Teaching activities are satisfactory”. This percentage varies from 52.9% in case Nagar district respondents to 85.7% in case of those from Nashik district.

Conclusion

The Researcher concludes that majority of the respondents covered by the study stated that they are satisfied with the teaching activities held in their Management Institutions. The teaching activity includes workshops, seminar, guest lectures, field visit, industrial visit etc., which are satisfactory as the co-curriculum of the course.

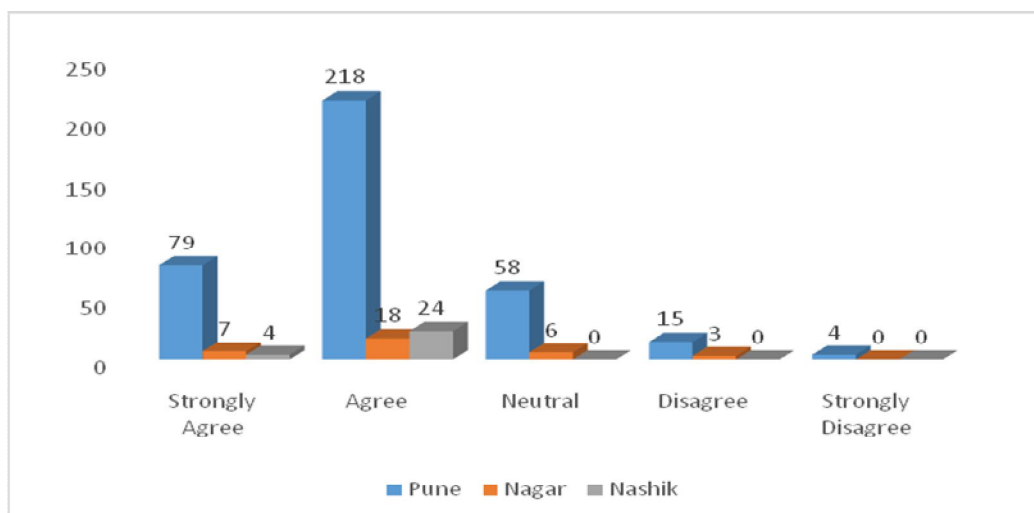


Figure (7.2.11) Teaching activities are satisfactory

	Value	DF	P-Value
Pearson Chi-Square	12.289 ^a	8	0.139
Likelihood Ratio	17.345	8	0.027
Linear-by-Linear Association	.744	1	0.388
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is greater than 0.05 hence we conclude that there is no significant association between City and Job satisfaction regarding teaching activity.

Table (7.2.12) Interactions with the students is present. Work is recognized.

Table (XV12): Interactions with the students is present when is recognized.						
			City			Total
			Pune	Nagar	Nashik	
Interaction with the students is present	Strongly Agree	Count	158	10	0	168
		%	42.2%	29.4%	.0%	38.5%
	Agree	Count	178	18	28	224
		%	47.6%	52.9%	100.0%	51.4%
	Neutral	Count	19	6	0	25
		%	5.1%	17.6%	.0%	5.7%
	Disagree	Count	15	0	0	15
		%	4.0%	.0%	.0%	3.4%
	Strongly Disagree	Count	4	0	0	4
		%	1.1%	.0%	.0%	.9%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Table above show the details of the responses of the faculty members of the management Institutes affiliated to Pune University, where 392 (89.9%) out of 436 of the respondents agree with the statement that “Interaction with the students is present” in their Institutions. This percentage varies from 47.6% in case of the respondents from Pune district to 100% in case of those from Nashik district.

Conclusion

The Researcher concludes that the majority of the respondents are agreed with the statement. Researcher has observed that at University level Avishkar is taken. This activity has generated a lot of enthusiasm amongst students and the participation is ever increasing. Students are motivated to participate in events organized by other institutes at University level, State level and National Level. Faculties take efforts to motivate the students to involve in these extracurricular activities.

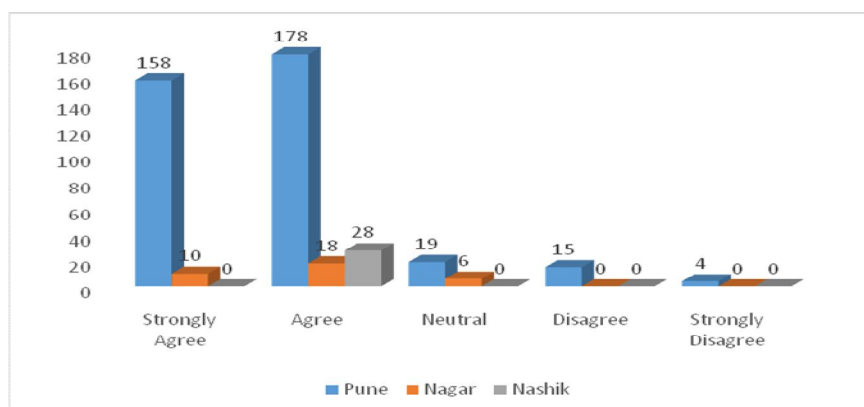


Figure (7.2.12) Interactions with the students is present. Work is recognized

	Value	DF	P-Value
Pearson Chi-Square	40.254 ^a	8	0.000
Likelihood Ratio	49.545	8	0.000
Linear-by-Linear Association	3.649	1	0.056
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction regarding interaction with students.

Table (7.2.13) My Institute provides for Faculty Development Programmes.

Table (7.11b) 12. Institute provides for Faculty Development Programmes.						
			City			Total
			Pune	Nagar	Nashik	
Institute provides for Faculty Development Programmers.	Strongly Agree	Count	77	0	0	77
		%	20.6%	.0%	.0%	17.7%
	Agree	Count	170	25	24	219
		%	45.5%	73.5%	85.7%	50.2%
	Neutral	Count	68	6	4	78
		%	18.2%	17.6%	14.3%	17.9%
	Disagree	Count	35	3	0	38
		%	9.4%	8.8%	.0%	8.7%
	Strongly Disagree	Count	24	0	0	24
		%	6.4%	.0%	.0%	5.5%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding faculty development programmes, 296 (67.9%) out of 436 respondents agree with the statement that “My Institute provides for faculty Development Programmes”. However this percentage varies from 45.5% in case of the respondents from Pune district Institution to 85.71% in case of Nashik district respondents.

Conclusion

The Researcher concludes that majority of the respondents are agreed with the statement “My Institute provides for Faculty Development Programmes”. Faculty Development Program is important to upgrade the knowledge with the current scenario. The Institute promotes the faculty to attend the Faculty Development Programme once in a year related to the subject.

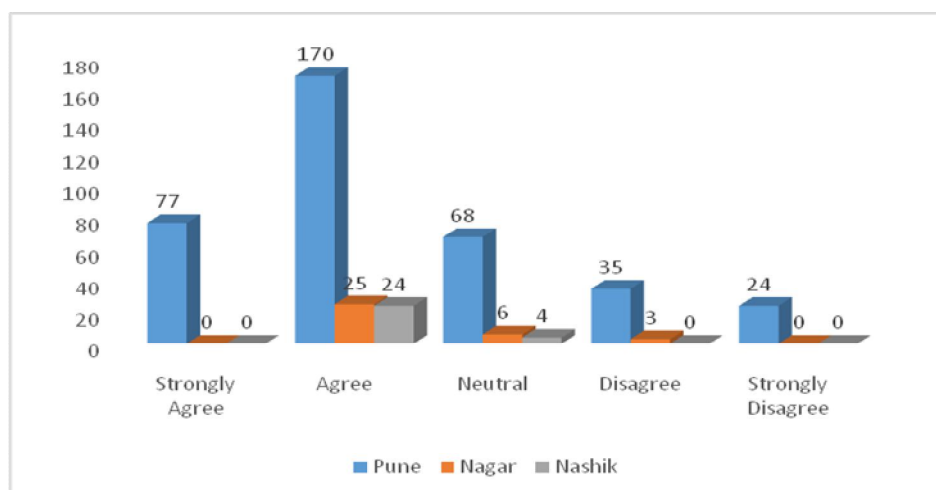


Figure (7.2.13) My Institute provides for Faculty Development Programmes

	Value	DF	P-Value
Pearson Chi-Square	31.975 ^a	8	0.000
Likelihood Ratio	47.021	8	0.000
Linear-by-Linear Association	.837	1	0.360
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction regarding faculty development program.

Table (7.2.14) I have reasonable responsibility.

			City			Total
			Pune	Nagar	Nashik	
I have reasonable responsibility.	Strongly Agree	Count	102	0	0	102
		%	27.3%	.0%	.0%	23.4%
	Agree	Count	207	25	28	260
		%	55.3%	73.5%	100.0%	59.6%
	Neutral	Count	47	9	0	56
		%	12.6%	26.5%	.0%	12.8%
	Disagree	Count	7	0	0	7
		%	1.9%	.0%	.0%	1.6%
	Strongly Disagree	Count	11	0	0	11
		%	2.9%	.0%	.0%	2.5%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding the extent of the responsibility, 362 (83%) out of 436 of the respondents agreed with the statement that “I have reasonable responsibility”. This percentage varied from 55.3% in case of Pune district respondents to 100% in case of the respondents from Pune.

Conclusion

The Researcher concludes that majority of the respondents agreed that they have reasonable responsibility in their Institution.

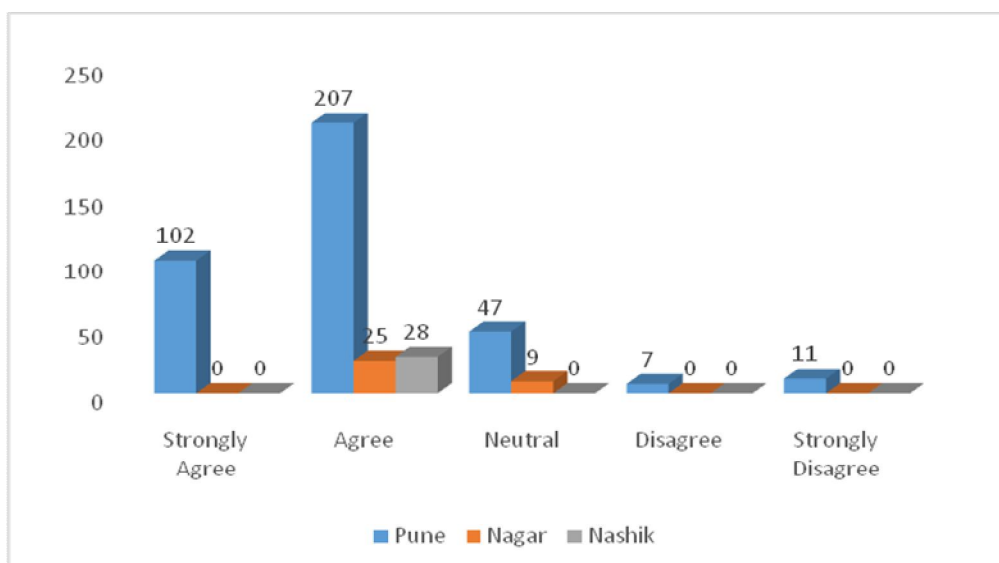


Figure (7.2.14) I have reasonable responsibility

	Value	DF	P-Value
Pearson Chi-Square	38.331 ^a	8	0.000
Likelihood Ratio	56.328	8	0.000
Linear-by-Linear Association	.926	1	0.336
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction regarding responsibility.

Table (7.2.15) Career development opportunities are provided by our Institute.

			City			Total
			Pune	Nagar	Nashik	
Career development opportunities are provided.	Strongly Agree	Count	73	3	0	76
		%	19.5%	8.8%	.0%	17.4%
	Agree	Count	157	16	28	201
		%	42.0%	47.1%	100.0%	46.1%
	Neutral	Count	82	15	0	97
		%	21.9%	44.1%	.0%	22.2%
	Disagree	Count	38	0	0	38
		%	10.2%	.0%	.0%	8.7%
	Strongly Disagree	Count	24	0	0	24
		%	6.4%	.0%	.0%	5.5%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Above Table deals with the responses of the faculty members of the Management Institutions affiliated to Pune University. 277 (63.5%) out of 436 respondents agreed with the statement that, "Career Development opportunities are provided by our Institute". This percentage varied from 42% in case of Pune district respondents to 100% in case of Nashik district.

Conclusion

The researcher concludes that majority of the respondents covered under the study are satisfied. The Institute motivates the faculty to upgrade their educational qualification for promotion to higher position. That is Assistant Professor to Associate Professor and Associate Professor to Professor. The Institute allows pursuing Ph.D. while working. There are some Institutes in Pune who increases the salary once the faculty is awarded by Ph.D.

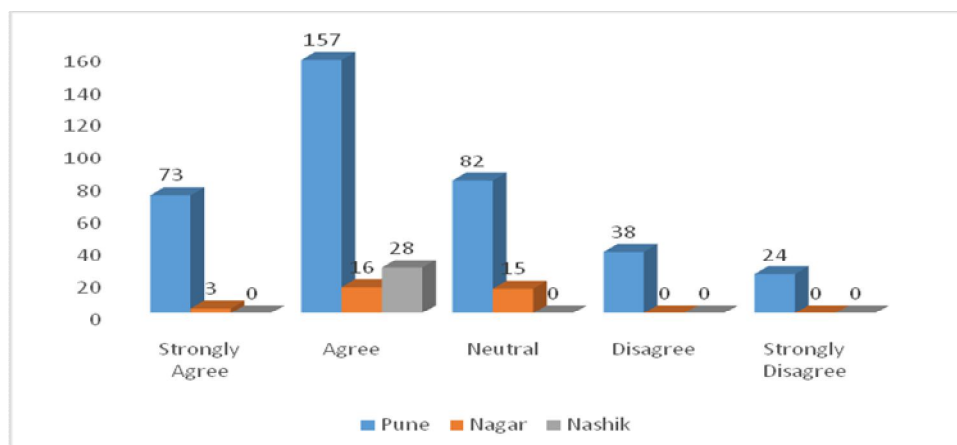


Figure (7.2.15) Career development opportunities are provided by our Institute.

	Value	DF	P-Value
Pearson Chi-Square	50.125 ^a	8	0.000
Likelihood Ratio	64.200	8	0.000
Linear-by-Linear Association	3.760	1	0.052
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction regarding career development opportunity.

Table (7.2.16) Participation in decision making is allowed in our Institute.

			City			Total
			Pune	Nagar	Nashik	
Participation in decision making is allowed.	Strongly Agree	Count	45	0	0	45
		%	12.0%	.0%	.0%	10.3%
	Agree	Count	161	25	24	210
		%	43.0%	73.5%	85.7%	48.2%
	Neutral	Count	87	9	4	100
		%	23.3%	26.5%	14.3%	22.9%
	Disagree	Count	57	0	0	57
		%	15.2%	.0%	.0%	13.1%
	Strongly Disagree	Count	24	0	0	24
		%	6.4%	.0%	.0%	5.5%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

From above table it can be observed that 255(58.5%) out of 436 respondents from Management Institutions affiliated to Pune University agreed with the statement that, “Participation in decision making is allowed in our Institute”. This percentage varied from 43% in case of the respondents from Pune district Institution faculties to 85.71% in case of faculty from Nashik district.

Conclusion

The Researcher concludes that majority of the teachers are involved in decision making regarding the various activities that are essential for curriculum they are also given privilege to undertake the task for overall implementation of the course.

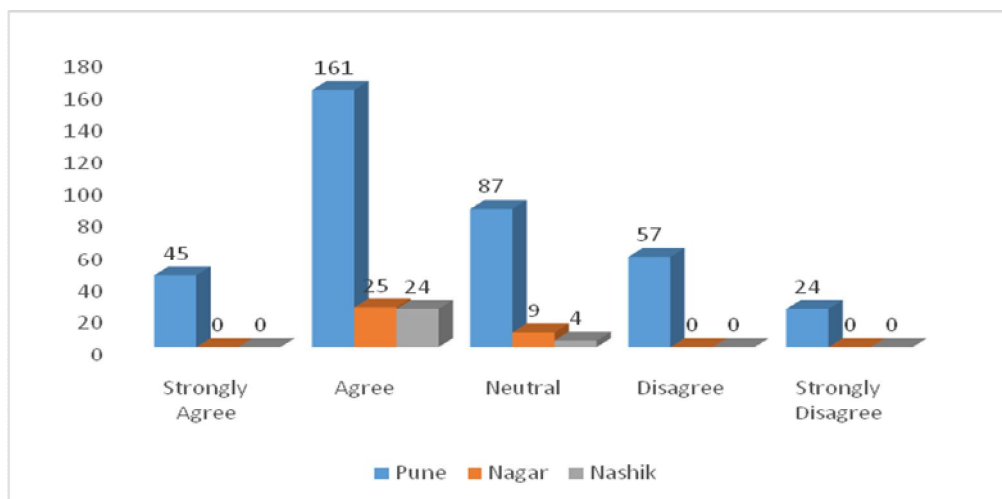


Figure (7.2.16) Participation in decision making is allowed in our Institute

	Value	DF	P-Value
Pearson Chi-Square	36.775 ^a	8	0.000
Likelihood Ratio	52.557	8	0.000
Linear-by-Linear Association	8.032	1	0.005
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction regarding participation in decision making.

Table (7.2.17) My Workload is just and satisfactory.

			City			Total
			Pune	Nagar	Nashik	
My workload is just and satisfactory.	Strongly Agree	Count	64	0	0	64
		%	17.1%	.0%	.0%	14.7%
	Agree	Count	190	19	28	237
		%	50.8%	55.9%	100.0%	54.4%
	Neutral	Count	72	12	0	84
		%	19.3%	35.3%	.0%	19.3%
	Disagree	Count	37	3	0	40
		%	9.9%	8.8%	.0%	9.2%
	Strongly Disagree	Count	11	0	0	11
		%	2.9%	.0%	.0%	2.5%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding the workload of the faculty members covered by the study 301 (69.1%) out of 436 agreed with the statement that “My workload is just and satisfactory”. This percentage varied from 50.8% in case of Pune district respondents to 100% in case of Nashik district respondents.

Conclusion

The Researcher concludes that majority of the respondents agreed with the statement stated above. The faculty members in the Management Institution are given workload as per AICTE norms. The faculties while doing teaching are also involved in research activity. They are satisfied with the workload assigned to them.

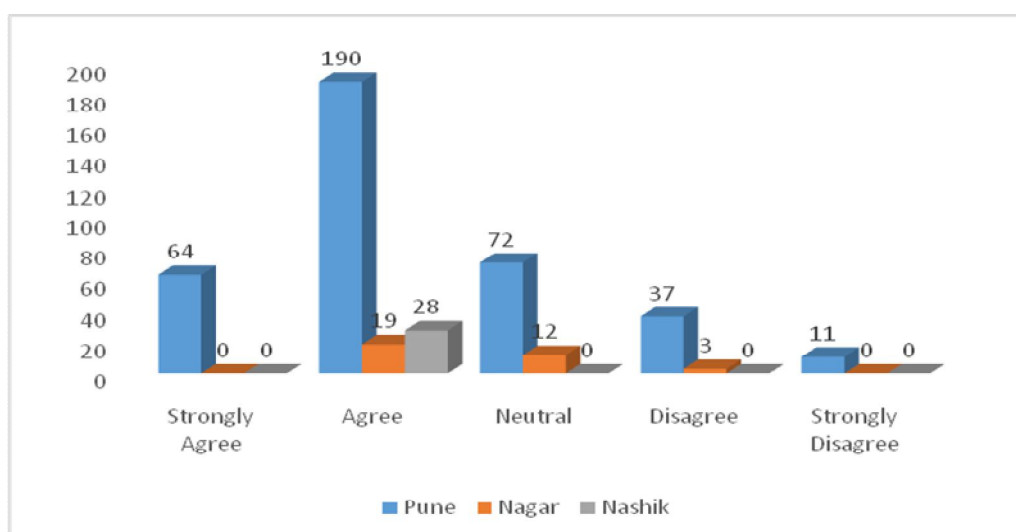


Figure (7.2.17) My Workload is just and satisfactory

	Value	DF	P-Value
Pearson Chi-Square	36.760 ^a	8	0.000
Likelihood Ratio	52.255	8	0.000
Linear-by-Linear Association	.833	1	0.361
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction as per workload.

Table (7.2.18) Vision / Mission of our Institute is ideal.

			City			Total
			Pune	Nagar	Nashik	
Mission / Vision of the Institute is ideal.	Strongly Agree	Count	85	7	4	96
		%	22.7%	20.6%	14.3%	22.0%
	Agree	Count	176	15	24	215
		%	47.1%	44.1%	85.7%	49.3%
	Neutral	Count	73	9	0	82
		%	19.5%	26.5%	.0%	18.8%
	Disagree	Count	24	3	0	27
		%	6.4%	8.8%	.0%	6.2%
	Strongly Disagree	Count	16	0	0	16
		%	4.3%	.0%	.0%	3.7%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

From the table above it can be noted that 311 (71.3%) out of 436 of the total respondents covered by study agreed with the statement that “Vision/Mission of an Institute is ideal”. This percentage varied from 44.1% in case of the respondents from Nagar district to 85.7% in case of Nashik district respondents.

Conclusion

The Researcher Concludes that majority of the respondents stated that the vision- mission of their Institution is ideal. The vision sets out what the organization wants to accomplish, and should inspire members, staff and supporters. The mission typically describes what the organization does to achieve its vision. Because the vision is often expressed as a dream or ideal, the mission helps clarify the practical aspects of what the organization will actually do.

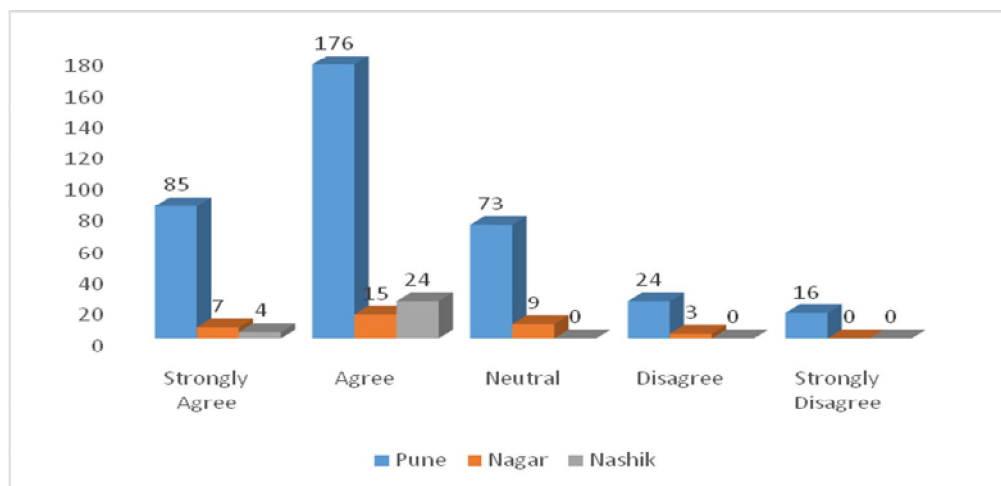


Figure (7.2.18) Vision / Mission of our Institute is ideal

	Value	DF	P-Value
Pearson Chi-Square	20.198 ^a	8	0.010
Likelihood Ratio	28.036	8	0.000
Linear-by-Linear Association	2.733	1	0.098
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction as mission / vision is ideal.

Table (7.2.19) Performance appraisal procedure in our Institute is satisfactory.

			City			Total
			Pune	Nagar	Nashik	
Performance appraisal is satisfactory.	Strongly Agree	Count	58	0	0	58
		%	15.5%	.0%	.0%	13.3%
	Agree	Count	123	16	28	167
		%	32.9%	47.1%	100.0%	38.3%
	Neutral	Count	113	12	0	125
		%	30.2%	35.3%	.0%	28.7%
	Disagree	Count	41	3	0	44
		%	11.0%	8.8%	.0%	10.1%
	Strongly Disagree	Count	39	3	0	42
		%	10.4%	8.8%	.0%	9.6%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding performance appraisal of the faculty members of the management Institution affiliated to Pune University, from table above it can be observed that 225 (51.6%) out of 436 agreed with the statement that “Performance appraisal procedure in our Institute is satisfactory”. This percentage varied from 32.9% in case of the respondents from Pune district Management Institutions to 100% in case of those from Nashik district.

Conclusion

The researcher concludes that majority of the respondents agreed with the statement stated above. Performance appraisal is an essential part of the human resources department's contribution to an organization. An effective appraisal may not only eliminate behaviour and work-quality problems, it motivates faculty members to contribute more.

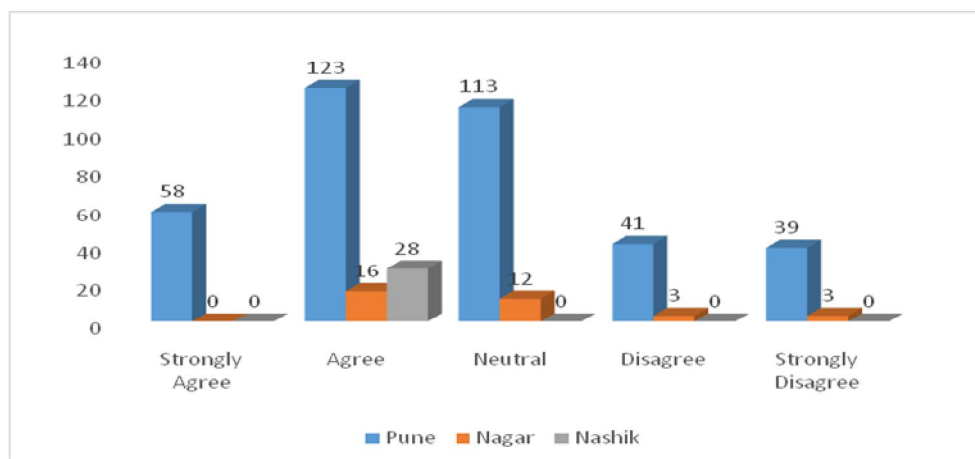


Figure (7.2.19) Performance appraisal procedure in our Institute is satisfactory.

	Value	DF	P-Value
Pearson Chi-Square	55.971 ^a	8	0.000
Likelihood Ratio	69.109	8	0.000
Linear-by-Linear Association	5.903	1	0.015
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction as per performance appraisal.

Table (7.2.20) Organizational culture of our Institute is ideal.

			City			Total
			Pune	Nagar	Nashik	
Organization culture is ideal.	Strongly Agree	Count	77	6	0	83
		%	20.6%	17.6%	.0%	19.0%
	Agree	Count	134	13	28	175
		%	35.8%	38.2%	100.0%	40.1%
	Neutral	Count	93	12	0	105
		%	24.9%	35.3%	.0%	24.1%
	Disagree	Count	47	3	0	50
		%	12.6%	8.8%	.0%	11.5%
	Strongly Disagree	Count	23	0	0	23
		%	6.1%	.0%	.0%	5.3%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding Organizational Culture of the respondents Institute, 158 (59.1%) out of 436 of the respondents agreed with the statement that, “Organizational Culture of our Institute is ideal”. This percentage varied from 35.8% in case of the respondents from Pune district to 100% of those from Nashik district.

Conclusion

The Researcher concludes that most of the respondents stated that Organizational Culture of their Institute is ideal and very comfort. They have good relations with their peers. The senior member motivates them all the time and they have flexible working timings. The atmosphere in the organization is enthusiastic.

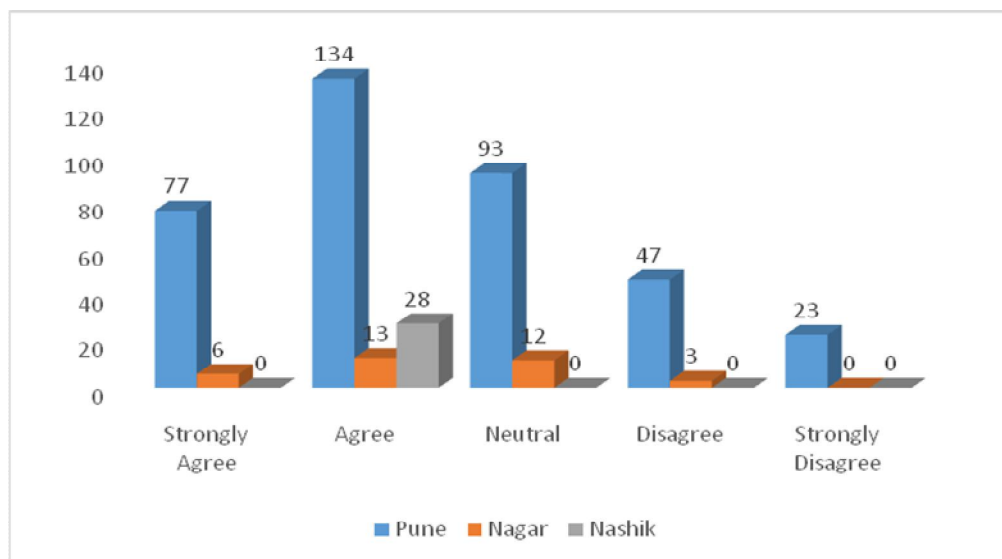


Figure (7.2.20) Organizational culture of our Institute is ideal

	Value	DF	P-Value
Pearson Chi-Square	55.971 ^a	8	0.000
Likelihood Ratio	69.109	8	0.000
Linear-by-Linear Association	5.903	1	0.015
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction as per organisational culture.

Table (7.3.21) Our Institute has good reputation.

			City			Total
			Pune	Nagar	Nashik	
Institute has good reputation.	Strongly Agree	Count	129	22	0	151
		%	34.5%	64.7%	.0%	34.6%
	Agree	Count	150	3	28	181
		%	40.1%	8.8%	100.0%	41.5%
	Neutral	Count	65	6	0	71
		%	17.4%	17.6%	.0%	16.3%
	Disagree	Count	19	3	0	22
		%	5.1%	8.8%	.0%	5.0%
	Strongly Disagree	Count	11	0	0	11
		%	2.9%	.0%	.0%	2.5%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

From the table 7.2.21, it can be observed that 332 (76.1%) out of 436 respondents covered by the study responded as agree and strongly agree to the statement that “Our Institute has good reputation”. This percentage varied from 40.1% in case of Management faculty from Pune district to 100% to those from Nashik district.

Conclusion

The researcher has observed that most of the Institutions are well-known in the city and they have good number of admissions. Hence the researcher concludes that majority of the all the respondents are agreed that their Institute has good reputation.

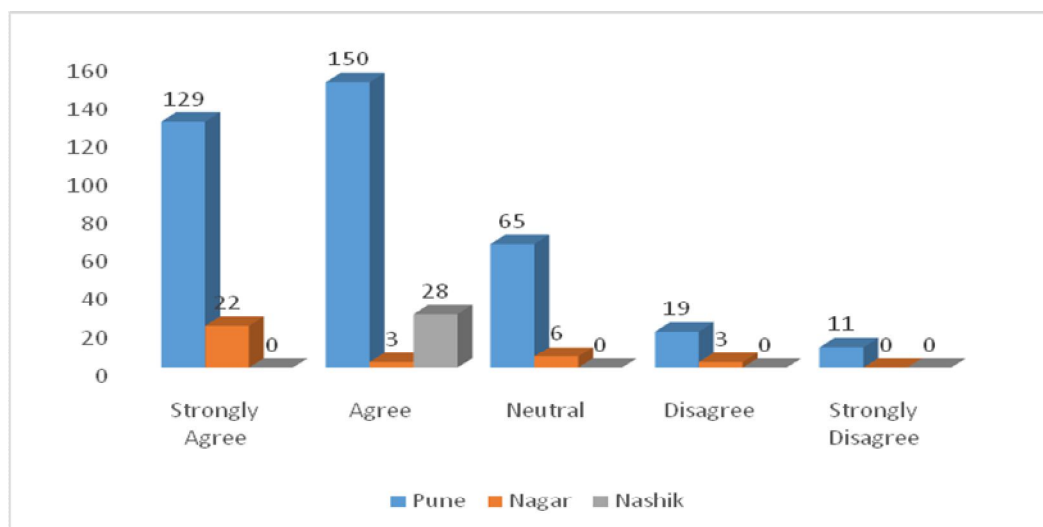


Figure (7.2.21) Our Institute has good reputation

	Value	DF	P-Value
Pearson Chi-Square	48.835 ^a	8	0.000
Likelihood Ratio	59.795	8	0.000
Linear-by-Linear Association	5.022	1	0.025
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction as per reputation of Institute.

Table (7.2.22) Timings of our Institute are satisfactory.

			City			Total
			Pune	Nagar	Nashik	
Institute timings are satisfactory.	Strongly Agree	Count	112	9	0	121
		%	29.9%	26.5%	.0%	27.8%
	Agree	Count	177	13	24	214
		%	47.3%	38.2%	85.7%	49.1%
	Neutral	Count	51	6	4	61
		%	13.6%	17.6%	14.3%	14.0%
	Disagree	Count	26	6	0	32
		%	7.0%	17.6%	.0%	7.3%
	Strongly Disagree	Count	8	0	0	8
		%	2.1%	.0%	.0%	1.8%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding Institutes timings 335 (76.9%) out of 436 respondents covered by the study agreed with the statement that, "Timings from Institute are satisfactory". The percentage varied from 38.2% in case of the respondents from Nagar district to 85.7% in case of those from Nashik district.

Conclusion

The researcher concludes that majority of the respondents who were faculty members of the Management Institutions affiliated to Pune University covering Pune, Nashik and Ahmednagar districts are satisfied with the timings of their Institute.

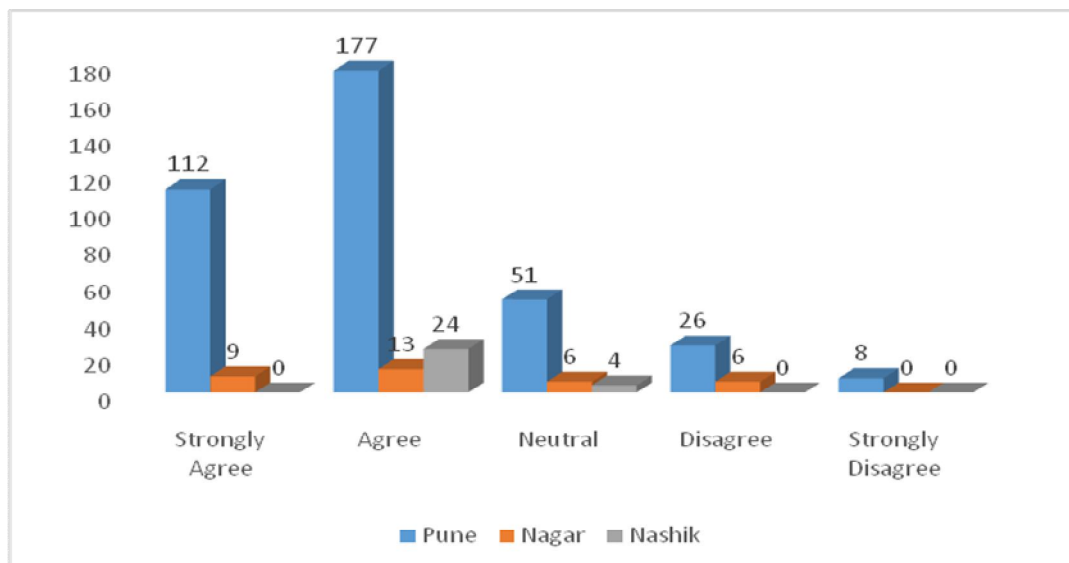


Figure (7.2.22) Timings of our Institute are satisfactory

	Value	df	P-Value
Pearson Chi-Square	59.653 ^a	8	0.000
Likelihood Ratio	72.459	8	0.000
Linear-by-Linear Association	.735	1	0.391
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and Job satisfaction Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Job satisfaction as per Institute timings.

Conclusion

From the above analysis of the factors related to job satisfaction it can be concluded that the faculty members in the Management Institute are satisfied with the job. Maximum faculty members agreed to the current scenario. Less than 10% of faculty members were not in favour of the current conditions. This gives scope for the Institutions for further improvement.

The researcher has observed that faculties belonging to Nashik and Ahmednagar were more satisfied than the faculties from Pune district. The reason may be that the faculty of Nashik and Ahmednagar were nearby to their hometown. This is not the case with most of the faculties from Pune district. The overall analysis states that the faculty members have good job satisfaction in their Institutions.

Hence, the objective to find the level of job satisfaction of faculty members is satisfied.

Objective No.2

To find out the level of Organizational Commitment of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to Savitribai Phule Pune University.

(7.3) Organizational Commitment

Organizational Commitment refers to the feeling and attitudes of employees about the entire organization and commitment related behaviours. It reflects the efforts made by the organizational members for advancing or promoting the organization, its image and also its goals. Thus organizational commitment is an identification of employees with the goals and values of the organization. Their desire to have belongingness to the organization and their willingness to carry out efforts on behalf of the organization.

Table (7.3.1) Recruitment and Selection Policy of the Institute is ideal.

			City			Total
			Pune	Nagar	Nashik	
Recruitment and selection policy of the Institute is ideal.	Strongly Agree	Count	61	3	0	64
		%	16.3%	8.8%	.0%	14.7%
	Agree	Count	170	18	24	212
		%	45.5%	52.9%	85.7%	48.6%
	Neutral	Count	74	10	4	88
		%	19.8%	29.4%	14.3%	20.2%
	Disagree	Count	57	3	0	60
		%	15.2%	8.8%	.0%	13.8%
	Strongly Disagree	Count	12	0	0	12
		%	3.2%	.0%	.0%	2.8%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

The above table indicates responses of the respondents to the statements related to the recruitment policies of their Management Institutions. At the university level the percentage of those respondents agree with the statement that "Recruitment policy of the Institute is ideal" was at 48.6% as 212 out of 436 respondents agreed to the statement that, "Recruitment policy of the Institute is ideal". This percentage varied from 45.5% in case of Pune respondents to 52.9% in case of Ahmednagar, and 85.7% in Nashik.

Conclusion

The researcher concludes the Institutes recruitment and selection policy is according to the AICTE norms and condition. Hence, majority of the faculty members are satisfied with the recruitment and selection policy of the Institute.

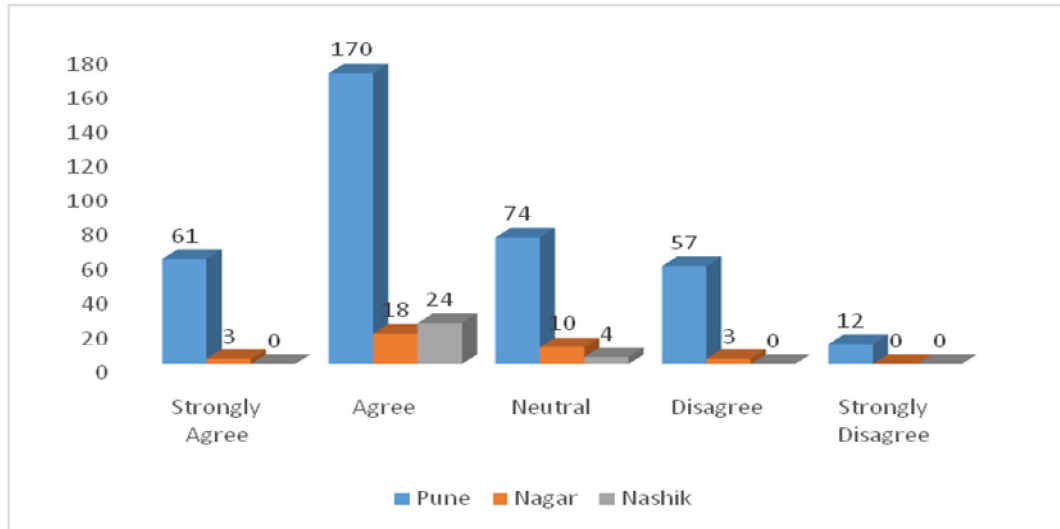


Figure (7.3.1) Recruitment and Selection Policy of the Institute is ideal

	Value	DF	P-Value
Pearson Chi-Square	25.885 ^a	8	0.001
Likelihood Ratio	34.058	8	0.000
Linear-by-Linear Association	1.130	1	0.288
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding recruitment and selection policy.

Table (7.3.2) I am ready to work more than expected to make the Institution Successful.

			City			Total
			Pune	Nagar	Nashik	
I am ready to work more than expected to make the Institution successful.	Strongly Agree	Count	132	6	4	142
		%	35.3%	17.6%	14.3%	32.6%
	Agree	Count	187	22	24	233
		%	50.0%	64.7%	85.7%	53.4%
	Neutral	Count	20	6	0	26
		%	5.3%	17.6%	.0%	6.0%
	Disagree	Count	31	0	0	31
		%	8.3%	.0%	.0%	7.1%
	Strongly Disagree	Count	4	0	0	4
		%	1.1%	.0%	.0%	.9%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding readiness of the respondents to work more than expected to make the Institution successful, 375 (76%) out of 436 respondents at the University level agreed for it and this percentage varied from 50% in case of Pune district to 85.7% in case of Nashik district.

Conclusion

The Researcher has observed that apart from the given workload the faculty members work regarding the admission process the administrative work and any other related work to the development of the Institute. Hence the Researcher concludes that the faculty members are ready to work extra as they are committed to the organization and they are concerned for the success of the Institution.

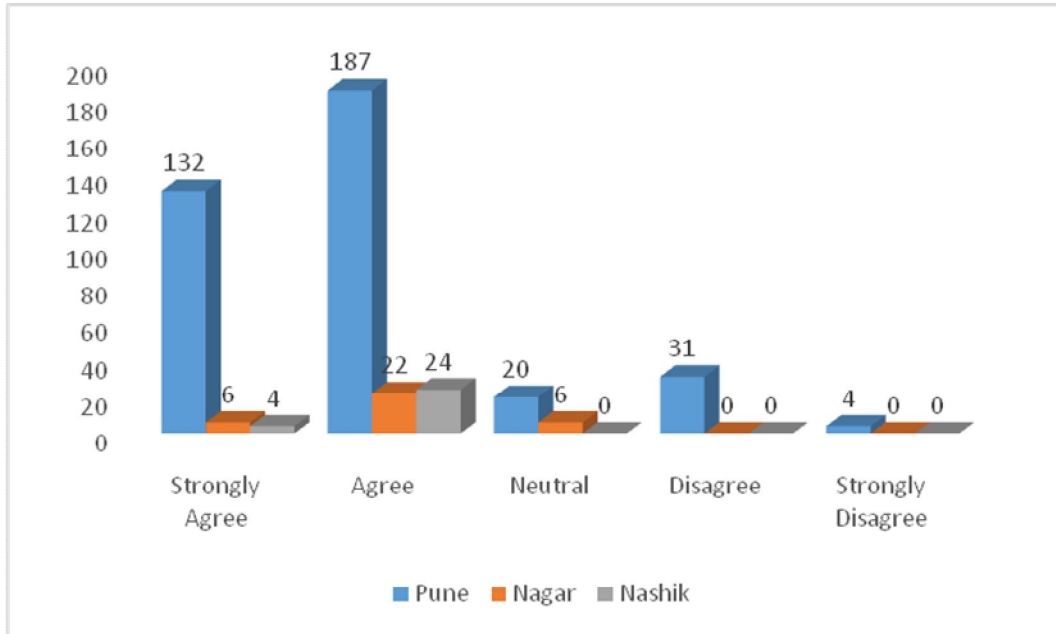


Figure (7.3.2) I am ready to work more than expected to make the Institution Successful.

	Value	DF	P-Value
Pearson Chi-Square	23.393 ^a	8	0.003
Likelihood Ratio	31.635	8	0.000
Linear-by-Linear Association	2.093	1	0.148
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding recruitment and selection policy.

Table (7.3.3) I tell my friends that the Institute is ideal to work for

			City			Total
			Pune	Nagar	Nashik	
I tell my friends the Institute is ideal to work for.	Strongly Agree	Count	93	6	4	103
		%	24.9%	17.6%	14.3%	23.6%
	Agree	Count	170	25	24	219
		%	45.5%	73.5%	85.7%	50.2%
	Neutral	Count	64	3	0	67
		%	17.1%	8.8%	.0%	15.4%
	Disagree	Count	31	0	0	31
		%	8.3%	.0%	.0%	7.1%
	Strongly Disagree	Count	16	0	0	16
		%	4.3%	.0%	.0%	3.7%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Above table, deals with the responses of the respondents to the statement that “I tell my friends that my Institute is ideal for work”. At the University level 322 (73.8%) out of 436 agree with the statement. This percentage varied from 45.5% in case of the Institutions in Pune district to 85.7% in case of the faculty of the Management Institution in Nashik district.

Conclusion

The researcher has observed that majority of the faculty members have affinity towards their Institutions as the Institution is always ready to help the faculty members for their development through providing various opportunities like seminars, workshops, faculty development programme and other career enhancement programme. Due to this the faculties are motivated and they find their Institution as the best place to work and they even suggest their friends about their Institutions.

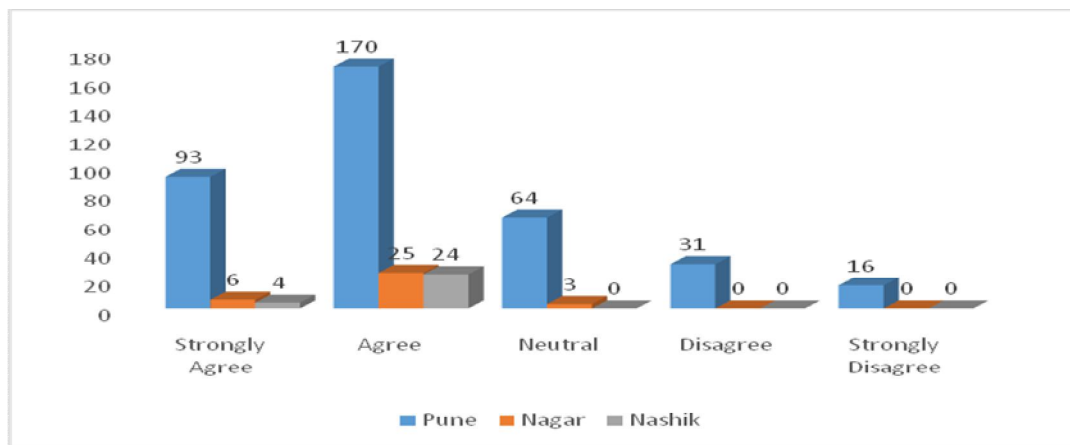


Figure (7.3.3) I tell my friends that the Institute is ideal to work for

	Value	DF	P-Value
Pearson Chi-Square	28.637 ^a	8	0.000
Likelihood Ratio	32.874	8	0.000
Linear-by-Linear Association	.005	1	0.945
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding feedback to public and friends.

Table (7.3.4) I have high loyalty to the Institute

			City			Total
			Pune	Nagar	Nashik	
I have high loyalty to the Institute.	Strongly Agree	Count	136	15	4	155
		%	36.4%	44.1%	14.3%	35.6%
	Agree	Count	191	16	24	231
		%	51.1%	47.1%	85.7%	53.0%
	Neutral	Count	31	3	0	34
		%	8.3%	8.8%	.0%	7.8%
	Disagree	Count	12	0	0	12
		%	3.2%	.0%	.0%	2.8%
	Strongly Disagree	Count	4	0	0	4
		%	1.1%	.0%	.0%	.9%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding high loyalty to the Institute, at the University level 386 (88.6%) out of 436 respondents agree to the statement that “I have high loyalty to the Institute”, and this percentages ranged between 47.1% in case of the respondents of Ahmednagar district to 100% in case of the respondents of Nashik district.

Conclusion

The Researcher concludes that majority of the respondents covered by the study agreed that they had high loyalty to their Management Institutions.

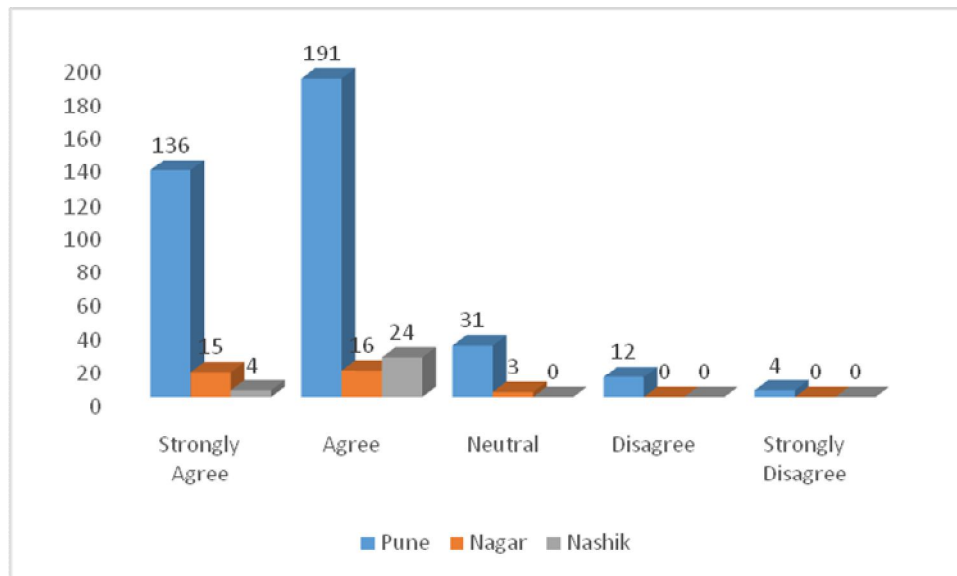


Figure (7.3.4) I have high loyalty to the Institute

	Value	DF	P-Value
Pearson Chi-Square	27.967 ^a	8	0.000
Likelihood Ratio	37.614	8	0.000
Linear-by-Linear Association	5.540	1	0.019
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding loyalty.

Table (7.3.5) I am ready to accept any job assigned to me to satisfy the need of the Institute.

			City			Total
			Pune	Nagar	Nashik	
I am ready to accept any job assigned to me to satisfy the need of the Institute.	Strongly Agree	Count	144	13	0	157
		%	38.5%	38.2%	.0%	36.0%
	Agree	Count	190	15	28	233
		%	50.8%	44.1%	100.0%	53.4%
	Neutral	Count	21	6	0	27
		%	5.6%	17.6%	.0%	6.2%
	Disagree	Count	15	0	0	15
		%	4.0%	.0%	.0%	3.4%
	Strongly Disagree	Count	4	0	0	4
		%	1.1%	.0%	.0%	.9%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

It was observed from above table that at the University level 390 (89.4%) out of 436 respondents agreed with the statement. In case of Pune, Nashik and Ahmednagar districts this percentage varies from 44.1% in case of the faculty of Management Institutes in Nagar district to 100% in case of Nashik district.

Conclusion

The Researcher concludes that most of the respondents are agreed and stated that they are ready to accept any job assigned to them to satisfy the need of the Institutes. The researcher has observed that apart from teaching the faculties are involved in the work of administration admission and counselling of the students. This shows the faculty members are committed to the Institute.

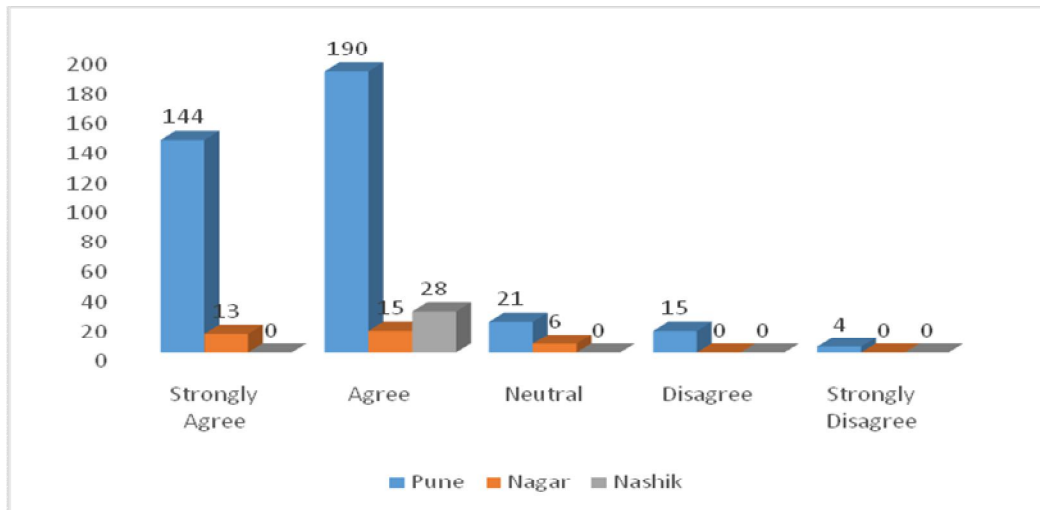


Figure (7.3.5) I am ready to accept any job assigned to me to satisfy the need of the Institute.

	Value	DF	P-Value
Pearson Chi-Square	15.476 ^a	8	0.051
Likelihood Ratio	20.024	8	0.010
Linear-by-Linear Association	.080	1	0.777
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding acceptance of any job assignment.

Table (7.3.6) I find that my values and Institutes values are similar.

			City			Total
			Pune	Nagar	Nashik	
I find that my values and Institutes values are similar.	Strongly Agree	Count	90	9	0	99
		%	24.1%	26.5%	.0%	22.7%
	Agree	Count	114	10	28	152
		%	30.5%	29.4%	100.0%	34.9%
	Neutral	Count	111	12	0	123
		%	29.7%	35.3%	.0%	28.2%
	Disagree	Count	43	3	0	46
		%	11.5%	8.8%	.0%	10.6%
	Strongly Disagree	Count	16	0	0	16
		%	4.3%	.0%	.0%	3.7%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Above table, deals with similarity between the values of the Institutions and respondents. From the table it can be observed that, at the aggregate level 251 (57.6%) out of 436, in case of Pune district 30.5%, Nashik district 100% and Ahmednagar 29.4% respondents agreed with the statement that “I find that my values and Institutes values are similar”.

Conclusion

The researcher concludes that majority of the respondent's states that their values and Institutes values are similar.

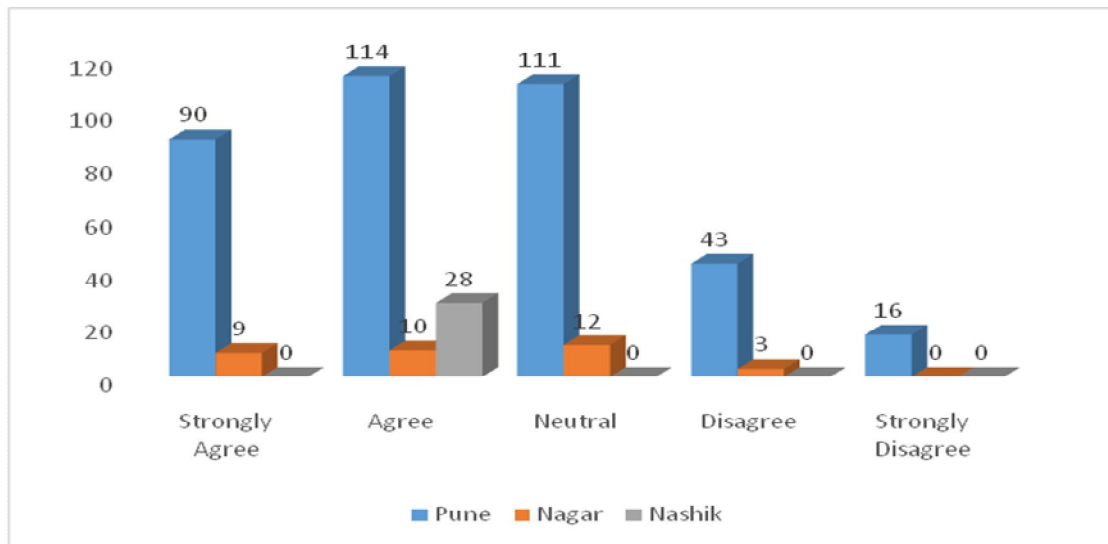


Figure 7.3.6 I find that my values and Institutes values are similar

	Value	DF	P-Value
Pearson Chi-Square	35.462 ^a	8	0.000
Likelihood Ratio	45.225	8	0.000
Linear-by-Linear Association	1.623	1	0.203
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding values similarities between employee and Institute.

Table (7.3.7) I feel proud of telling others that, “I am a part of my Institute”.

Table (A5.7) Feel proud of telling others that, I am a part of my Institute.						
			City			Total
			Pune	Nagar	Nashik	
I feel proud of telling others that, I am a part of this Institute.	Strongly Agree	Count	118	16	0	134
		%	31.6%	47.1%	.0%	30.7%
	Agree	Count	170	15	28	213
		%	45.5%	44.1%	100.0%	48.9%
	Neutral	Count	55	3	0	58
		%	14.7%	8.8%	.0%	13.3%
	Disagree	Count	15	0	0	15
		%	4.0%	.0%	.0%	3.4%
	Strongly Disagree	Count	16	0	0	16
		%	4.3%	.0%	.0%	3.7%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

When the responses, of all the faculty members of the Management Institutions affiliated to Pune University are considered, it is observed from above table no. (7.3.7), that out of 436 respondents 347 (79.6%) agreed to the statement that “I feel proud of telling others that I am a part of the Institute” and this percentage ranges between 44.1% in case of the respondents from Nagar district to 100% in case of those in Nashik district.

Conclusion

The Researcher concludes that majority of the respondents agreed to the above statement. It is observed that most of the Institutions are well-known in the city and is always ready to help the faculty members for their development through providing various opportunities like seminars, workshops, faculty development programme and other career enhancement programme. Due to this the faculties are motivated. Hence they are satisfied and feel proud to be part of the Institution.

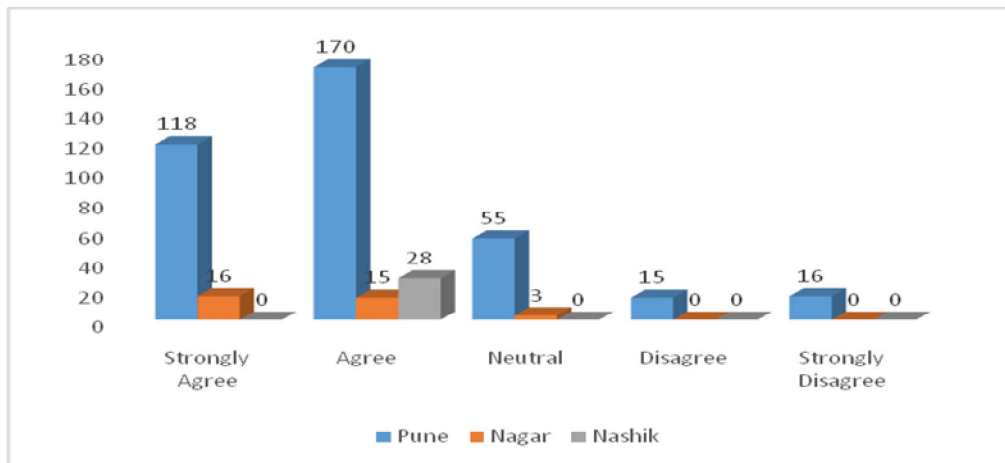


Figure 7.3.7 I feel proud of telling others that, “I am a part of my Institute”.

	Value	DF	P-Value
Pearson Chi-Square	58.110 ^a	8	0.000
Likelihood Ratio	66.071	8	0.000
Linear-by-Linear Association	4.318	1	0.038
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding feeling proud to be a part of Institute.

Table (7.3.8) The Institute motivates me to improve my job performance.

			City			Total
			Pune	Nagar	Nashik	
The Institute motivates me to improve my job performance.	Strongly Agree	Count	78	0	0	78
		%	20.9%	.0%	.0%	17.9%
	Agree	Count	187	22	28	237
		%	50.0%	64.7%	100.0%	54.4%
	Neutral	Count	70	12	0	82
		%	18.7%	35.3%	.0%	18.8%
	Disagree	Count	15	0	0	15
		%	4.0%	.0%	.0%	3.4%
	Strongly Disagree	Count	24	0	0	24
		%	6.4%	.0%	.0%	5.5%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

From the above table it is observed that, at the University level 315 (72.3%) out of 436 agree with the statement, and this percentage ranges between 50% in case of the respondents from Pune district to 100% in case of those in Nashik district.

Conclusion

The researcher concludes that majority of the faculty members of the Management Institution affiliated to Pune University agreed and states that the Institute motivates them to improve their job performance.

In most of the Institutes if faculty member fails to show his performance in teaching, then that faculty member is not removed from the Institution. The Institute gives opportunity to the faculty member to improve his job performance by giving additional trainings.

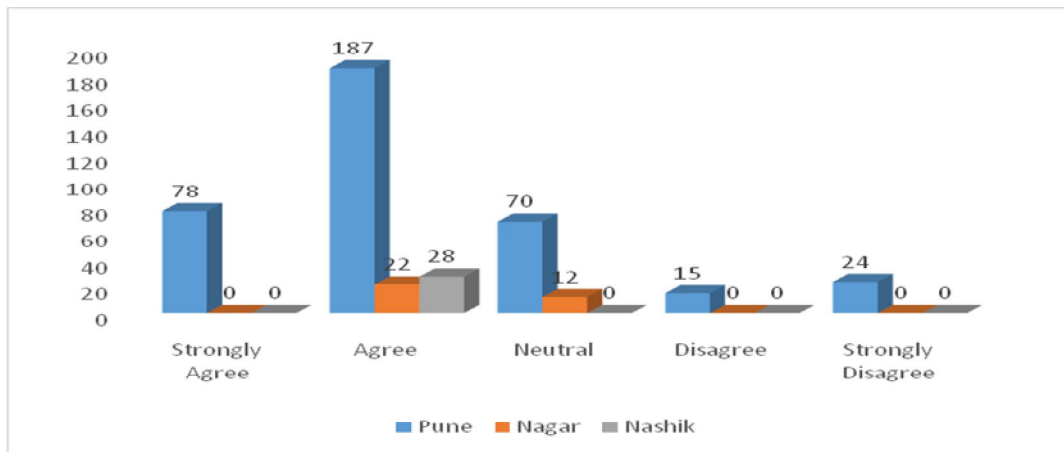


Figure 7.3.8 The Institute motivates me to improve my job performance

	Value	DF	P-Value
Pearson Chi-Square	37.599 ^a	8	0.000
Likelihood Ratio	50.441	8	0.000
Linear-by-Linear Association	1.551	1	0.213
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding motivation from Institute to improve values.

Table (7.3.9) I am glad that I got the right Institution to work for.

			City			Total
			Pune	Nagar	Nashik	
I am glad that I got the right Institution to work for.	Strongly Agree	Count	90	9	0	99
		%	24.1%	26.5%	.0%	22.7%
	Agree	Count	170	16	24	210
		%	45.5%	47.1%	85.7%	48.2%
	Neutral	Count	75	6	4	85
		%	20.1%	17.6%	14.3%	19.5%
	Disagree	Count	23	3	0	26
		%	6.1%	8.8%	.0%	6.0%
	Strongly Disagree	Count	16	0	0	16
		%	4.3%	.0%	.0%	3.7%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Table above deals with the responses of the Management faculty members covered by the study, which indicates that 309 (70.9%) out of 436 respondents agree with the statement that, I am glad that I get the right Institute to work for". However this percentage ranged between 45.5% in case of Pune respondents to 85.7% in case of the respondents from Nashik district.

Conclusion

The Researcher concludes that the majority of the respondents from all the districts agree that they got the right Institute to work for, because the Institute is having a good working conditions, enthusiastic organizational culture, cooperative peers and motivating senior members. The management also looks after the betterment of the faculties through various career development programmes so the faculties are glad to work in this Institute.

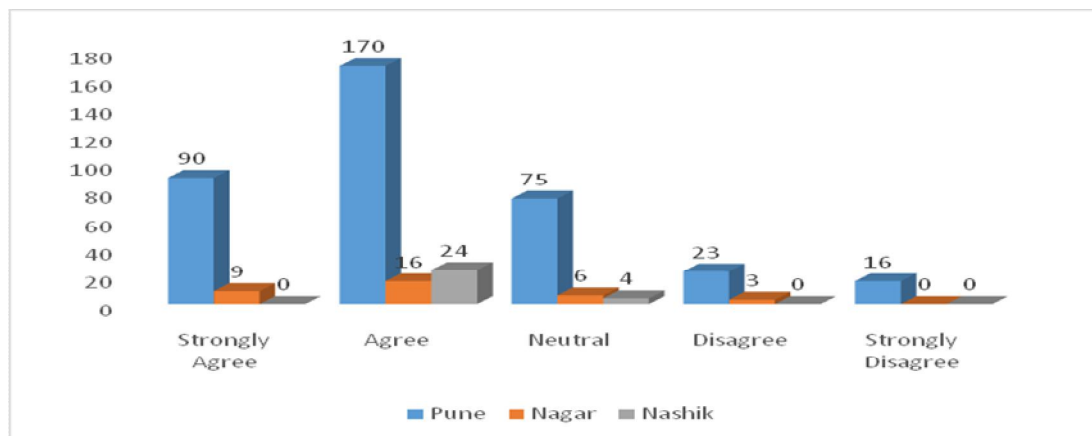


Figure 7.3.9 I am glad that I got the right Institution to work for

	Value	DF	P-Value
Pearson Chi-Square	42.284 ^a	8	0.000
Likelihood Ratio	60.873	8	0.000
Linear-by-Linear Association	.812	1	0.367
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding glad to be employee of Institute.

Table (7.3.10) I am sure that I shall gain a lot by working in this Institute.

			City			Total
			Pune	Nagar	Nashik	
I am sure that I Shall gains a lot by working in this Institute.	Strongly Agree	Count	72	6	0	78
		%	19.3%	17.6%	.0%	17.9%
	Agree	Count	178	16	24	218
		%	47.6%	47.1%	85.7%	50.0%
	Neutral	Count	78	3	4	85
		%	20.9%	8.8%	14.3%	19.5%
	Disagree	Count	34	9	0	43
		%	9.1%	26.5%	.0%	9.9%
	Strongly Disagree	Count	12	0	0	12
		%	3.2%	.0%	.0%	2.8%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Above table deals with the responses of 296 (67.9%) out of 436 respondents agreed with the statement. This percentage was 47.1% in case of the respondents from the management Institution from Pune district, 85.7% in case of Nashik district.

Conclusion

The researcher has observed that the faculty members are given responsibilities so he/she can prove themselves. Many Institutes has developed many international linkages with universities and industries to facilitate collaborative projects and sponsored projects for its faculty. Hence the Researcher concludes that the majority of the respondents are satisfied and they feel that they will gain a lot by working in their Management Institution.

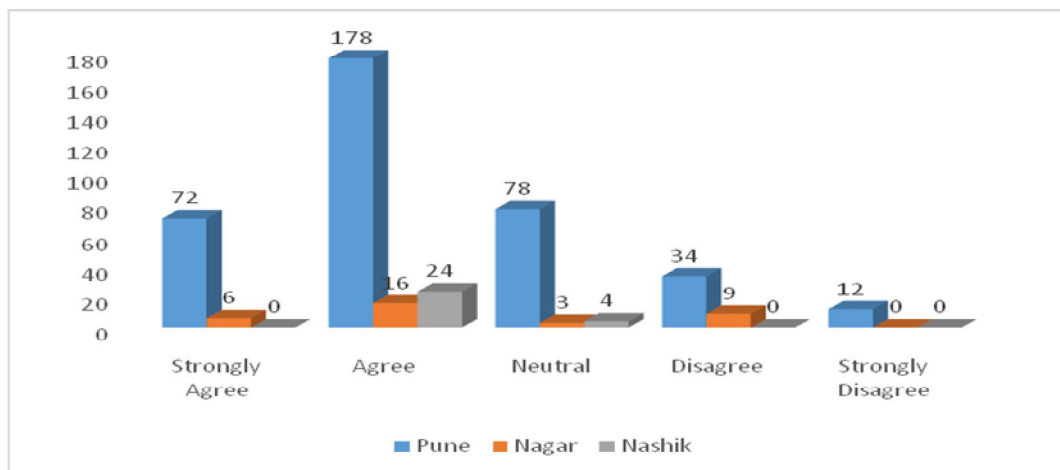


Figure (7.3.10) I am sure that I shall gain a lot by working in this Institute

	Value	DF	P-Value
Pearson Chi-Square	20.969 ^a	8	0.007
Likelihood Ratio	29.670	8	0.000
Linear-by-Linear Association	.375	1	0.540
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding gain in working with Institute.

Table (7.3.11) I like My Institutions policies on important matters relating to the employees.

			City			Total
			Pune	Nagar	Nashik	
I Like the Institution's policies on important matters relating to employees.	Strongly Agree	Count	57	3	0	60
		%	15.2%	8.8%	.0%	13.8%
	Agree	Count	156	6	28	190
		%	41.7%	17.6%	100.0%	43.6%
	Neutral	Count	99	16	0	115
		%	26.5%	47.1%	.0%	26.4%
	Disagree	Count	34	6	0	40
		%	9.1%	17.6%	.0%	9.2%
	Strongly Disagree	Count	28	3	0	31
		%	7.5%	8.8%	.0%	7.1%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Regarding the policies relating to the employees, from above table, it can be observed that 250 (57.4%) out of 436 respondents agreed with the statement that they like the policies of the Institutions relating to the employees. This percentage varies from 17.6% in case of Nagar district respondents to 100% of the respondents from Nashik district.

Conclusion

The researcher has observed that there is a wide variation in the responses of the management faculty of the Institution affiliated to Pune University.

Most of the Respondents are agreed with the statement that they like the policies of the Institutions relating to the employees.

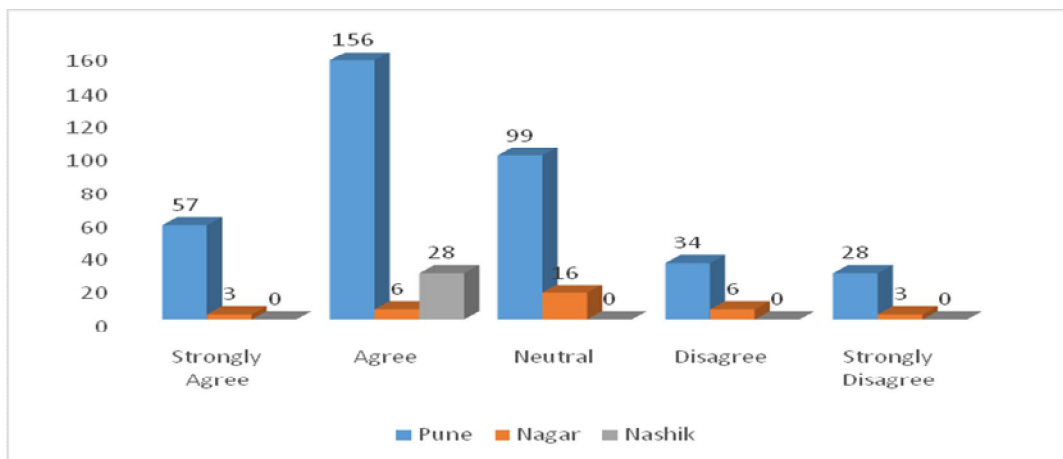


Figure (7.3.11) I like My Institutions policies on important matters relating to the employees.

	Value	DF	P-Value
Pearson Chi-Square	30.249 ^a	8	0.000
Likelihood Ratio	35.961	8	0.000
Linear-by-Linear Association	.111	1	0.739
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding Institutes policies.

Table (7.3.12) I really care about the future of my Institute.

			City			Total
			Pune	Nagar	Nashik	
I really care about the future of Institute.	Strongly Agree	Count	137	12	4	153
		%	36.6%	35.3%	14.3%	35.1%
	Agree	Count	180	16	24	220
		%	48.1%	47.1%	85.7%	50.5%
	Neutral	Count	46	0	0	46
		%	12.3%	.0%	.0%	10.6%
	Disagree	Count	0	3	0	3
		%	.0%	8.8%	.0%	.7%
	Strongly Disagree	Count	11	3	0	14
		%	2.9%	8.8%	.0%	3.2%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Table above deals with the responses of the respondents relating to the statement that “I really care about the future of my Institute”. At the University level 85.6% of the respondents agreed with the statement and this percentage varied from 47.1 percent in case of Management faculty members of Nagar district to 85.7 percent of those of Nashik district.

Conclusion

The researcher has observed that the faculty members maintain quality through proper educational methodologies imparting to the students. They promote the Institute through various marketing techniques. Hence the Researcher concludes that the majority of the faculty members are agreed that they really care about the future of their Management Institutions.

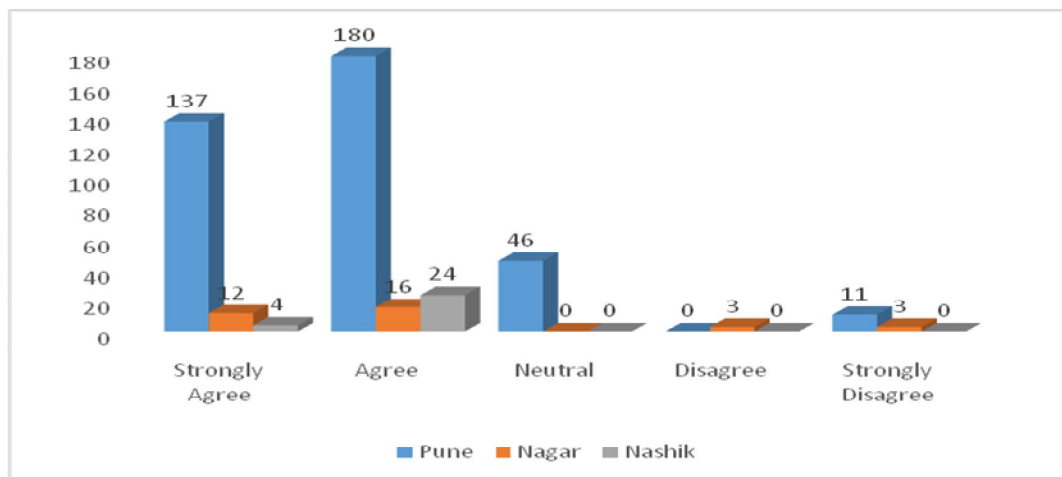


Figure (7.3.12) I really care about the future of my Institute

	Value	DF	P-Value
Pearson Chi-Square	51.389 ^a	8	0.000
Likelihood Ratio	61.627	8	0.000
Linear-by-Linear Association	1.178	1	0.278
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding being care about future of Institute.

Table (7.3.13) My Institute is the best one to work for.

Table (Movie) 12: Institute is the best one to work for.						
			City			Total
			Pune	Nagar	Nashik	
According to me the Institute where I am working is the best one to work for.	Strongly Agree	Count	81	9	0	90
		%	21.7%	26.5%	.0%	20.6%
	Agree	Count	156	16	28	200
		%	41.7%	47.1%	100.0%	45.9%
	Neutral	Count	94	3	0	97
		%	25.1%	8.8%	.0%	22.2%
	Disagree	Count	27	3	0	30
		%	7.2%	8.8%	.0%	6.9%
	Strongly Disagree	Count	16	3	0	19
		%	4.3%	8.8%	.0%	4.4%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

Above table deals with the responses of the faculty members of the Management Institutions affiliated to Pune University. The management Institutions located in Pune, Nashik (and Ahmednagar districts are affiliated to Pune University) at the level of University 290 out of 436 agreed with the statement, and this percentage varied from 41.7% in case of respondents of Pune district to 100% in case of those from Nashik district.

Conclusion

The Researcher concludes that the majority of the respondents agree with the statement that “My Institute is the best one to work for”.

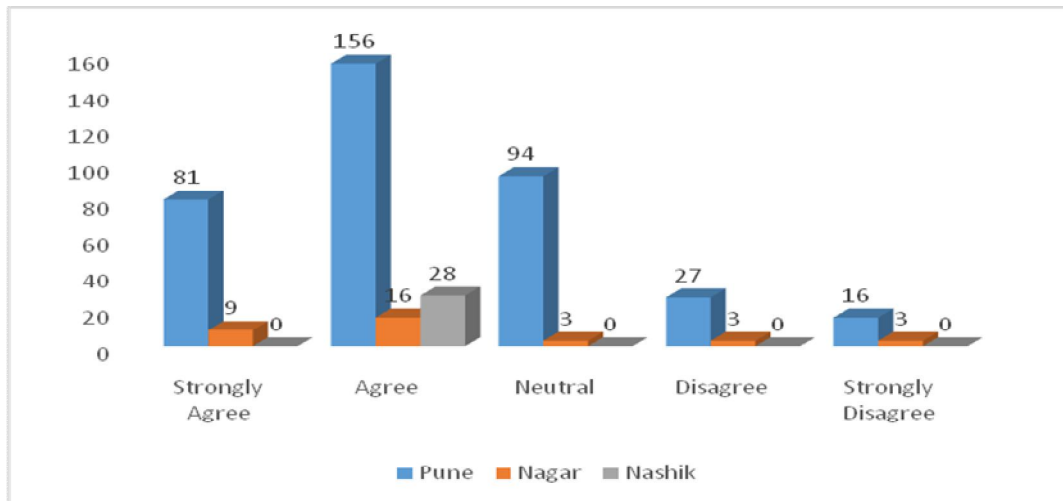


Figure (7.3.13) My Institute is the best one to work for.

	Value	DF	P-Value
Pearson Chi-Square	58.500 ^a	8	0.000
Likelihood Ratio	44.443	8	0.000
Linear-by-Linear Association	.535	1	0.465
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding best Institute.

Table (7.3.14) I feel myself as a part and parcel of my Institute.

			City			Total
			Pune	Nagar	Nashik	
I feel myself as a part of and parcel of the Institute.	Strongly Agree	Count	103	3	0	106
		%	27.5%	8.8%	.0%	24.3%
	Agree	Count	201	25	28	254
		%	53.7%	73.5%	100.0%	58.3%
	Neutral	Count	54	3	0	57
		%	14.4%	8.8%	.0%	13.1%
	Disagree	Count	8	3	0	11
		%	2.1%	8.8%	.0%	2.5%
	Strongly Disagree	Count	8	0	0	8
		%	2.1%	.0%	.0%	1.8%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

When the responses of the respondents to the statement that “I feel myself as a part and parcel of my Institute”, covered by above table are considered, the 360 (82.6%) out of 436 agreed with the statement, and this percentage varies from 53.7% in case of Pune district respondents to 100% of respondents from Nashik district.

Conclusion

The researcher concludes that the majority of the respondents agreed and stated that they feel themselves as a part and parcel of the Institute.

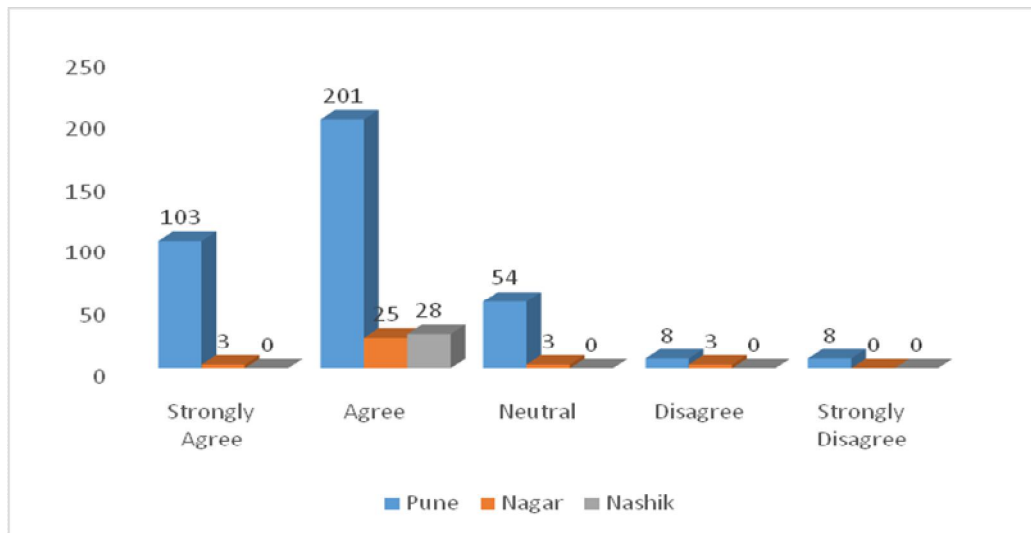


Figure (7.3.14) I feel myself as a part and parcel of my Institute

	Value	DF	P-Value
Pearson Chi-Square	41.172 ^a	8	0.000
Likelihood Ratio	52.162	8	0.000
Linear-by-Linear Association	2.124	1	0.145
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and organizational commitment response regarding best Institute.

Table (7.3.15) My decision to join the Institute was a right decision.

			City			Total
			Pune	Nagar	Nashik	
My decision to join the Institute was a right decision.	Strongly Agree	Count	86	6	0	92
		%	23.0%	17.6%	.0%	21.1%
	Agree	Count	187	22	28	237
		%	50.0%	64.7%	100.0%	54.4%
	Neutral	Count	73	0	0	73
		%	19.5%	.0%	.0%	16.7%
	Disagree	Count	8	3	0	11
		%	2.1%	8.8%	.0%	2.5%
	Strongly Disagree	Count	20	3	0	23
		%	5.3%	8.8%	.0%	5.3%
Total		Count	374	34	28	436
		%	100.0%	100.0%	100.0%	100.0%

(Source: Primary Data)

Interpretation

When the responses to the statement that "my decision to join the Institute was a right decision" were considered it was observed that 327 (75.7%) out of 436 respondents agreed to the statement and this percentage varied from 50% in case of the respondents from Pune district to 100% in case of Nashik district.

Conclusion

The researcher concludes that the majority of the faculty members of the management Institutions affiliated to Pune University stated that their decision to join their Institutions were right decisions.

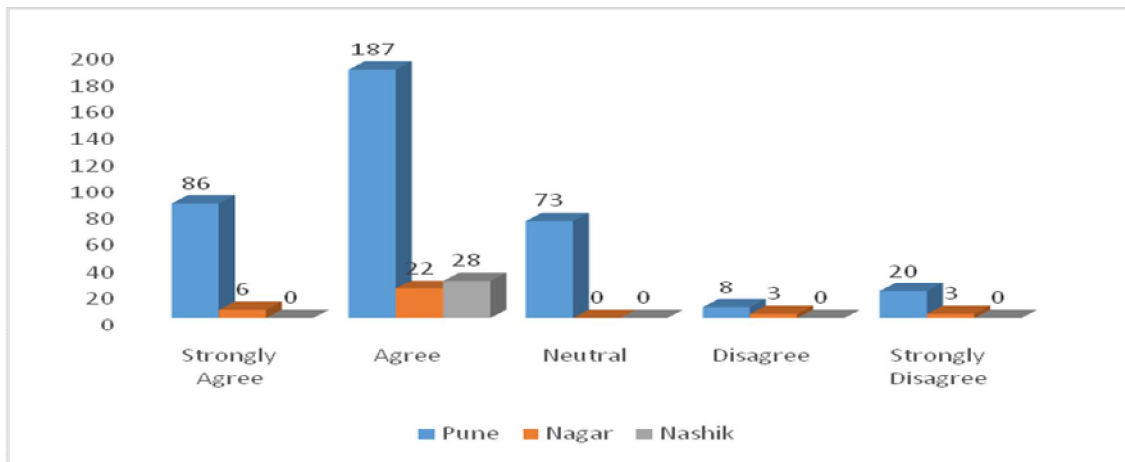


Figure (7.3.15) My decision to join the Institute was a right decision

	Value	DF	P-Value
Pearson Chi-Square	35.074 ^a	8	0.000
Likelihood Ratio	44.775	8	0.000
Linear-by-Linear Association	.536	1	0.464
N of Valid Cases	436		

Since observations are on nominal scale, we have used Chi-square test the association between City and organizational commitment Responses. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between City and Organizational Commitment response regarding best Institute.

Conclusion

From the above analysis of the factors related to Organizational commitment it can be concluded that the faculty members in the Management Institute are committed to their job. Maximum faculty members are committed towards the organization as they are satisfied with the recruitment and selection policy and the job assigned to them. Less than 10% of faculty members were not feeling committed due to some unfavourable conditions. This gives scope for the Institutions for further improvement.

The researcher has observed that faculties belonging to Nashik and Ahmednagar were more committed than the faculties from Pune district. The reason may be that the faculty of Nashik and Ahmednagar were nearby to their hometown. Some of the faculty members in Nagar and Nashik have their farms due to which they feel comfortable to work in their home town and simultaneously look after their farm. This is not the case with most of the faculties from Pune district. The overall analysis states that the faculty members have good commitment towards the organization because of the recruitment in selection policy, goal congruence of the Institution and individual goals and benefits from the organization to the employees.

Hence, the objective to find the level of Organizational Commitment of faculty members is highly satisfied.

7.4 Factor Analysis

If there are less than 30 variables and communalities after extraction are greater than 0.7 or if the sample size exceeds 250 and the average communality is greater than 0.6 then retain all factors with Eigen values above 1 (Kaiser's criterion).

Objective No. 3

To study the factors influencing Job Satisfaction of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.

Table 7.4.1 Factor Analysis of Job Satisfaction

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.844	44.746	44.746	9.844	44.746	44.746
2	1.470	6.680	51.425	1.470	6.680	51.425
3	1.308	5.947	57.373	1.308	5.947	57.373
4	1.190	5.408	62.781	1.190	5.408	62.781
5	.968	4.400	67.181			
6	.878	3.990	71.171			
7	.817	3.714	74.885			
8	.713	3.240	78.125			
9	.624	2.835	80.960			
10	.555	2.523	83.483			
11	.508	2.308	85.791			
12	.455	2.067	87.858			
13	.396	1.801	89.659			
14	.354	1.608	91.267			
15	.353	1.606	92.872			
16	.314	1.429	94.302			
17	.282	1.280	95.582			
18	.247	1.123	96.705			
19	.239	1.088	97.793			
20	.200	.911	98.704			
21	.161	.733	99.437			
22	.124	.563	100.000			

Above table lists the eigenvalues associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, we have identified 22 linear components within the data set (we know that there should be as many eigenvectors as there are variables and so there will be as many factors as variables). The eigenvalues associated with each factor represent the variance explained by that particular linear component and table also displays the eigenvalue in terms of the percentage of variance explained (so, factor 1 explains 44.7% of total variance). It should be clear that the first few factors explain relatively large amounts of variance (especially factor 1) whereas subsequent factors explain only small amounts of variance. Then we have extracted all factors with eigenvalues greater than 1, which leaves us with four factors. The eigenvalues associated with these factors are again displayed (and the percentage of variance explained) in the columns labelled Extraction Sums of Squared Loadings. The values in this part of the table are the same as the values before extraction, except that the values for the discarded factors are ignored (hence, the table is blank after the fourth factor).

Table (7.4.2) Component Matrix of Job Satisfaction

	Component			
	1	2	3	4
I am Satisfied with my job.	0.753	0.212	0.335	0.103
Working conditions of Institute are satisfactory.	0.728	0.160	0.168	-0.159
I am satisfied with the present salary structure of the Institute.	0.661	-0.146	0.328	0.020
I am satisfied with my current position.	0.477	0.238	0.562	-0.240
Facilities provided by the Institute are good.	0.759	-0.106	0.100	-0.268
My colleagues are co-operative.	0.535	-0.232	-0.011	-0.276

Objectives and policies of promotion are clearly defined.	0.704	-0.327	-0.187	0.028
My job is challenging and Interesting.	0.590	-0.172	0.279	0.129
Job security is provided by the Institute.	0.709	-0.396	-0.087	0.251
Extra Work is recognized.	0.684	-0.102	-0.002	0.450
Teaching activities are satisfactory.	0.643	0.433	-0.220	0.271
Interaction with the students is present	0.492	0.547	-0.090	0.468
Institute provides for Faculty Development Programmers.	0.689	-0.003	-0.216	-0.124
I have reasonable responsibility.	0.613	0.328	0.288	-0.123
Career development opportunities are provided.	0.783	0.007	-0.099	0.055
Participation in decision making is allowed.	0.636	-0.072	0.008	0.286
My workload is just and satisfactory.	0.472	-0.360	0.302	0.142
Mission / Vision of the Institute is ideal.	0.758	-0.087	-0.182	-0.292
Performance appraisal is satisfactory.	0.804	-0.208	-0.165	0.041
Organization culture is ideal.	0.786	-0.096	-0.301	-0.146
Institute has good reputation.	0.652	0.311	-0.417	-0.246
Institute timings are satisfactory.	0.629	0.260	-0.052	-0.261

This table also shows the component matrix before rotation. This matrix contains the loadings of each variable onto each factor. By default SPSS displays all loadings; however, we requested that all loadings less than 0.4 be suppressed in the output and so there are blank spaces for many of the loadings. This matrix is not particularly important for interpretation.

At this stage we have extracted four factors. One important decision is the number of factors to extract. By Kaiser's criterion we have extracted four factors. However, this criterion is accurate when there are less than 30 variables and communalities after extraction are greater than 0.7 or when the sample size exceeds 250 and the average communality is greater than 0.6. The communalities are shown in SPSS Output 4, and none exceed 0.7.

Scree Plot

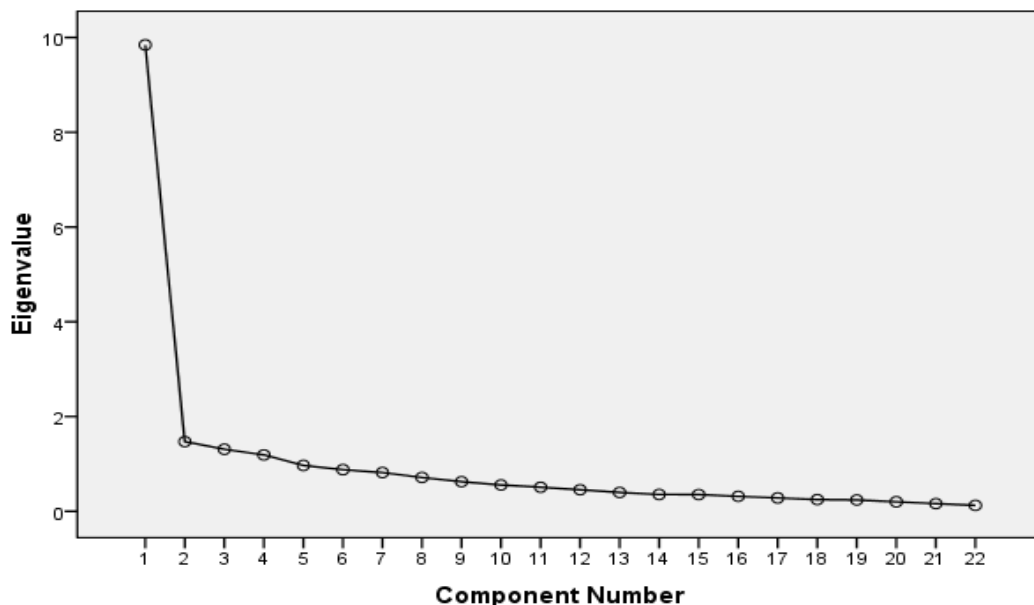


Figure 7.4.1 Screen Plot of Job Satisfaction

This curve is difficult to interpret because the curve begins to tail off after three factors, but there is another drop after four factors before a stable plateau is reached. Therefore, we could probably justify retaining either two or four factors. Given the large sample, it is probably safe to assume Kaiser's criterion; however, you could rerun the analysis specifying that SPSS extract only two factors and compare the results.

Conclusion

From the above Factor analysis of Job Satisfaction the researcher has observed the following important four factors of Job Satisfaction.

a) I am Satisfied with my job.

The Faculty members in Pune, Nashik and Ahmednagar are satisfied with their job in their Institutions.

b) Working conditions in on Institute are satisfactory

The environment, working conditions, organizational culture is good which makes the employees to work satisfactorily.

c) I am satisfied with the present salary structure of the Institute.

The Management Institute in Pune, Nashik and Ahmednagar are paying the salary as per the norms given by AICTE. The salary is one of the important factors for satisfactions of the job since the Institution is paying good salary the faculty members are satisfied.

d) I am satisfied with my current Position.

Designation to the Management teachers is according to the norms of AICTE. The teachers who are working in the Institution of Pune, Nashik and Ahmednagar are promoted to the proper designation time to time. Hence the faculties are satisfied with their current position.

Objective No. 4

To study the factors influencing Organizational Commitment of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.

b) Organizational Commitment

If there are less than 30 variables and communalities after extraction are greater than 0.7 or if the sample size exceeds 250 and the average communality is greater than 0.6 then retain all factors with Eigen values above 1 (Kaiser's criterion).

Table (7.4.3) Factor Analysis of Organizational Commitment

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.884	59.228	59.228	8.884	59.228	59.228
2	1.159	7.727	66.955	1.159	7.727	66.955
3	.789	5.259	72.214			
4	.664	4.426	76.640			
5	.616	4.109	80.749			
6	.494	3.292	84.040			
7	.442	2.949	86.990			
8	.425	2.833	89.822			
9	.312	2.081	91.904			
10	.285	1.900	93.804			
11	.262	1.747	95.551			
12	.231	1.539	97.089			
13	.164	1.091	98.181			
14	.137	.915	99.096			
15	.136	.904	100.000			

Above table lists the eigenvalues associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, we have identified 15 linear components within the data set (we know that there should be as many eigenvectors as there are variables and so there will be as many factors as variables). The eigenvalues associated with each factor represent the variance explained by that

particular linear component and table also displays the eigenvalue in terms of the percentage of variance explained (so, factor 1 explains 59.22% of total variance). It should be clear that the only first factor explain relatively large amounts of variance (especially factor 1) whereas subsequent factors explain only small amounts of variance. Then we have extracted all factors with eigenvalues greater than 1, which leaves us with two factors. The eigenvalues associated with these factors are again displayed (and the percentage of variance explained) in the columns labelled Extraction Sums of Squared Loadings. The values in this part of the table are the same as the values before extraction, except that the values for the discarded factors are ignored (hence, the table is blank after the second factor).

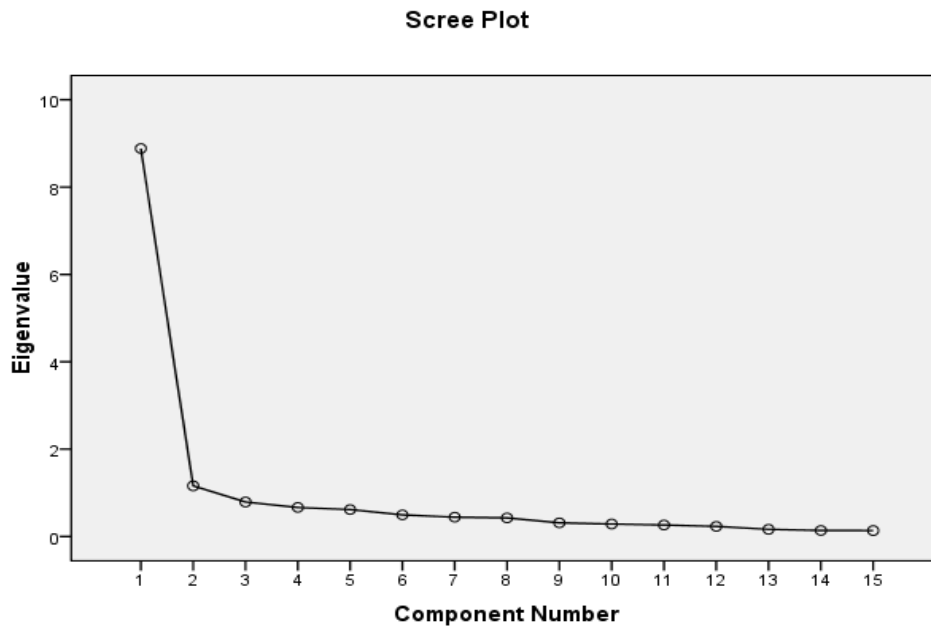


Figure (7.4.2) Scree Plot of Organizational Commitment

This curve is difficult to interpret because the curve begins to tail off after second factors, but there is another drop after fifth factors before a stable plateau is reached. Therefore, we could probably justify retaining only two factors. Given the large sample, it is probably safe to assume Kaiser's criterion; however, you could rerun the analysis specifying that SPSS extract only two factors and compare the results.

Table (7.4.5) Component Matrix of Organizational Commitment

	Component	
	1	2
Recruitment and selection policy of the Institute is ideal.	0.680	-0.172
I am ready to work more than expected to make the Institution successful.	0.627	0.523
I tell my friends the Institute is ideal to work for.	0.836	-0.009
I have high loyalty to the Institute.	0.791	0.302
I am ready to accept any job assigned to me to satisfy the need of the Institute.	0.515	0.594
I find that my values and Institutes values are similar.	0.751	-0.037
I feel proud of telling others that, I am a part of this Institute.	0.853	0.082
The Institute motivates me to improve my job performance.	0.871	-0.194
I am glad that I got the right Institution to work for.	0.860	-0.205
I am sure that I Shall gain a lot by working in this Institute	0.828	-0.184
I Like the Institution's policies on important matters relating to employees.	0.744	-0.348
I really care about the future of Institute.	0.616	0.319
According to me the Institute where I am working is the best one to work for.	0.849	-0.195
I feel myself as a part of and parcel of the Institute.	0.803	0.074
My decision to join the Institute was a right decision.	0.815	-0.153

Conclusion

From the above Factor analysis of Organizational Commitment the researcher has observed the following important two factors for organizational Commitment.

a) Requirement and selection policy of the Institute is ideal.

The Management Faculty in Pune, Nashik and Ahmednagar feels that the recruitment and selection policy of their Institute is ideal. This means that the Institute is following the norms laid by AICTE and the affiliated University that is Pune University. Since the policy is smooth so the employees are committed towards the Organization.

b) I am ready to work more than expected to make the Institution successful.

The Management Faculty in Pune, Nashik and Ahmednagar are loyal to the Institute. The Institute takes care of the overall development of the faculty. They motivates them to attend FDP, Seminars, Workshops time to time which helps the faculty members to improve themselves in their career. This increases the belongingness towards the Organization. Thus the faculty members are ready to work more than expected to make the Institutions successful.

Objective No. 5

To study the relationship between Organizational commitment and Job Satisfaction of Faculty members of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.

To test association between Job Satisfaction and Organizational Commitment.

			Organizational commitment					Total
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Job Satisfaction	Strongly Agree	Count	38	3	0	0	0	41
		% within Job Satisfaction	92.7%	7.3%	.0%	.0%	.0%	100.0%
		% within Organizational commitment	42.7%	1.2%	.0%	.0%	.0%	9.4%
	Agree	Count	51	202	19	0	0	272
		% within Job Satisfaction	18.8%	74.3%	7.0%	.0%	.0%	100.0%
		% within Organizational commitment	57.3%	83.5%	23.5%	.0%	.0%	62.4%
	Neutral	Count	0	33	51	8	0	92
		% within Job Satisfaction	.0%	35.9%	55.4%	8.7%	.0%	100.0%
		% within Organizational commitment	.0%	13.6%	63.0%	50.0%	.0%	21.1%
	Disagree	Count	0	4	11	8	0	23
		% within Job Satisfaction	.0%	17.4%	47.8%	34.8%	.0%	100.0%
		% within Organizational commitment	.0%	1.7%	13.6%	50.0%	.0%	5.3%
	Strongly Disagree	Count	0	0	0	0	8	8
		% within Job Satisfaction	.0%	.0%	.0%	.0%	100.0%	100.0%
		% within Organizational commitment	.0%	.0%	.0%	.0%	100.0%	1.8%

Total	Count	89	242	81	16	8	436
	% within Job Satisfaction	20.4%	55.5%	18.6%	3.7%	1.8%	100.0%
	% within Organizational commitment	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table (7.5.1) Test association between Job Satisfaction and Organizational Commitment

Spearman's Rank Correlation Coefficient

			Job Satisfaction	Organizational commitment
Spearman's rho	Job Satisfaction	Correlation Coefficient	1.000	.729**
		P-Value	.	.000
		N	436	436
	Organizational commitment	Correlation Coefficient	.729**	1.000
		P-Value	.000	.
		N	436	436

Table (7.5.2) Spearman's Rank Correlation Coefficient

The researcher has calculated Spearman's Correlation between two variables. From above table we can observe that correlation coefficient is 0.729 that shows strong positive correlation between Job Satisfaction and Organizational Commitment.

Thus the objective to study the relationship between Organizational commitment and Job Satisfaction of Faculty members of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune is satisfied.

Objective 6

To suggest measures to maintain Organizational Commitment and Job Satisfaction of Faculty members at the higher level of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.

7.6 HYPOTHESIS TESTING**Hypothesis – 1**

H0: There is not equal level of job satisfaction of the faculty members of the management Institutions affiliated to Pune University.

H1: There is equal level of job satisfaction of the faculty members of the management Institutions affiliated to Pune University.

	Value	DF	P-Value
Pearson Chi-Square	35.074 ^a	4	0.000
Likelihood Ratio	44.775	4	0.000
Linear-by-Linear Association	.536	1	0.464
N of Valid Cases	436		

Table (7.6.1) Pearson Chi- Square Test for hypothesis1

Researcher has applied Pearson chi square test. Since P-Value is less than 0.05 hence we reject the null hypothesis (H0) at 5% level of significance. Hence alternative hypothesis (H1) is accepted. The researcher concludes that there is equal level of job satisfaction of the faculty members of the management Institutions affiliated to Pune University.

Hypothesis – 2

H0: Variation in the level of Job satisfaction of the faculty members of the management Institutions affiliated to Pune University covering Pune, Nashik and Ahmednagar districts is not significant.

H1: Variation in the level of Job satisfaction of the faculty members of the management Institutions affiliated to Pune University covering Pune, Nashik and Ahmednagar districts is significant.

	Value	DF	P-Value
Pearson Chi-Square	40.112 ^a	4	0.000
Likelihood Ratio	54.085	4	0.000
Linear-by-Linear Association	.290	1	0.590
N of Valid Cases	436		

Table (7.6.2) Pearson Chi- Square Test for hypothesis2

Researcher has applied Pearson chi square test. The researcher has observed that P-Value is less than 0.05 hence we reject the null hypothesis (H0) at 5% level of significance. Hence we can conclude that variation in the level of Job satisfaction of the faculty members of the Management Institutions affiliated to Pune University covering Pune, Nashik and Ahmednagar districts is significant.

Hypothesis – 3

H0: The level of organizational commitment of the faculty members of the Management Institutes affiliated to Pune University does not differ significantly.

H1: The level of organizational commitment of the faculty members of the Management Institutes affiliated to Pune University differ significantly.

	Value	DF	P-Value
Pearson Chi-Square	3.539 ^a	4	0.073
Likelihood Ratio	9.766	4	0.042
Linear-by-Linear Association	.172	1	0.078
N of Valid Cases	436		

Table (7.6.3) Pearson Chi- Square Test for hypothesis3

Researcher has applied Pearson chi square test. The researcher has observed that P-Value is greater than 0.05 hence we cannot reject the null hypothesis (H0) at 5% level of significance. The level of organizational commitment of the faculty members of the Management Institutes affiliated to Pune University does not differ significantly.

Hypothesis – 4

H0: There is no variation in the organizational commitment of the faculty members of the Management Institutions from Pune, Nashik and Ahmednagar district.

H1: There is significant variation in the organizational commitment of the faculty members of the Management Institutions from Pune, Nashik and Ahmednagar district.

	Value	DF	P-Value
Pearson Chi-Square	34.251 ^a	4	0.000
Likelihood Ratio	44.511	4	0.000
Linear-by-Linear Association	.254	1	0.614
N of Valid Cases	436		

Table (7.6.4) Pearson Chi- Square Test for hypothesis4

Researcher has applied Pearson chi square test. The researcher has observed that P-Value is less than 0.05 hence we reject the null hypothesis (H0) at 5% level of significance. There is significant variation in the organizational commitment of the faculty members of the Management Institutions from Pune, Nashik and Ahmednagar district.

Hypothesis – 5

H0: The relationship between job satisfaction and organizational commitment of the faculty members of the Management Institutions affiliated to Pune University is not positive and significant.

H1: The relationship between job satisfaction and organizational commitment of the faculty members of the Management Institutions affiliated to Pune University is positive and significant.

	Value	DF	P-Value
Pearson Chi-Square	795.054 ^a	16	.000
Likelihood Ratio	382.600	16	.000
Linear-by-Linear Association	260.206	1	.000
N of Valid Cases	436		

Table (7.6.5) Pearson Chi- Square Test for hypothesis5

To test the association between Job satisfaction and organizational Commitment the researcher has used Pearson Chi-Square test of association. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between Job Satisfaction and Organizational Commitment.

7.7 SUMMARY

No.	Objective	Result
1.	To find out the level of Job Satisfaction of the Faculty members of the Management Institutes in Maharashtra with special reference to Institutes affiliated to University of Pune.	Satisfied
2.	To find out the level of Organizational Commitment of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.	Satisfied
3.	To study the factors influencing Job Satisfaction of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.	Satisfied
4.	To study the factors influencing Organizational Commitment of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.	Satisfied
5.	To study the relationship between Organizational commitment and Job Satisfaction of Faculty members of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.	Satisfied
6.	To suggest measures to maintain Organizational Commitment and Job Satisfaction of Faculty members at the higher level of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.	Satisfied

No.	Hypothesis	Remark
H1	There is not equal level of job satisfaction of the faculty members of the management Institutions affiliated to Pune University	Accepted
H2	Variation in the level of Job satisfaction of the faculty members of the management Institutions affiliated to Pune University covering Pune, Nashik and Ahmednagar districts is not significant.	Accepted
H3	The level of organizational commitment of the faculty members of the Management Institutes affiliated to Pune University does not differ significantly.	Rejected
H4	There is no variation in the organizational commitment of the faculty members of the Management Institutions from Pune, Nashik and Ahmednagar district.	Accepted
H5	The relationship between job satisfaction and organizational commitment of the faculty members of the Management Institutions affiliated to Pune University is not positive and significant.	Accepted

CHAPTER - VIII

FINDINGS AND SUGGESTIONS

After a thorough analysis of the information collected associated with the help of structured questionnaire in the outline of statements and application of statistical tools, an effort to highlight the major findings of the study is made in this chapter.

Though there are a number of possible objectives to understand the opinions of the respondents, here the responses that are appropriate from the viewpoint of the objectives and the hypotheses developed for the study are only measured.

8.1 FINDINGS

Following are the findings of demographic variables:

- 1) Maximum numbers of faculty members in Management Institutes are female.
- 2) Most of the faculty member's marital status is married. This brings stability in the Job of the faculty members, which is a good sign of committed to the Organization.
- 3) The Management Institutions have eligible members and they fulfill the norms of AICTE, to maintain higher quality of academic and research performance.
- 4) The Management Institutions have experienced faculty members which reflect the quality of the education. At the same time it can be said that the experienced faculty members are associated with the Institution because of Job Satisfaction.
- 5) All the Management Institutions are paying fair salary to the faculty members.

Results regarding the fulfillment of the objectives:

OBJECTIVE NO. 1

To find out the level of Job Satisfaction of the Faculty members of the Management Institutes in Maharashtra with special reference to Institutes affiliated to University of Pune.

Form the factors related to Job Satisfaction it can be concluded that the faculty members in the Management Institute are satisfied with the job. Maximum faculty members agreed to the current scenario. Less than 10% of faculty members were not in favor of the current conditions. This gives scope for the Institutions for further improvement.

The researcher has observed that faculties belonging to Nashik and Ahmednagar were more satisfied than the faculties from Pune district. The reason may be that the faculty of Nashik and Ahmednagar were nearby to their hometown. This is not the case with most of the faculties from Pune district. The overall analysis states that the faculty members have good job satisfaction in their Institutions.

Hence, the objective to find the level of job satisfaction of faculty members is satisfied.

OBJECTIVE NO.2

To find out the level of Organizational Commitment of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.

From the factors related to Organizational commitment it can be concluded that the faculty members in the Management Institute are committed to their job. Maximum faculty members are committed towards the organization as they are satisfied with the recruitment and selection policy and the job assigned to them. Less than 10% of faculty members were not feeling committed due to some unfavorable conditions. This gives scope for the Institutions for further improvement.

The researcher has observed that faculties belonging to Nashik and Ahmednagar were more committed than the faculties from Pune district. The reason may be that the faculty of Nashik and Ahmednagar were nearby to their hometown. Some of the faculty members in Nagar and Nashik have their farms due to which they feel comfortable to work in their home town and simultaneously look after their farm. This is not the case with most of the faculties from Pune district. The overall analysis states that the faculty members have good commitment towards the organization because of the recruitment in selection policy, goal congruence of the institution and individual goals and benefits from the organization to the employees.

Hence, the objective to find the level of Organizational Commitment of faculty members is highly satisfied.

OBJECTIVE NO. 3

To study the factors influencing Job Satisfaction of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.

From the Factor analysis of Job Satisfaction the researcher has observed the following important four factors of Job Satisfaction.

a) I am Satisfied with my job.

The Faculty members in Pune, Nashik and Ahmednagar are satisfied with their job in their Institutions.

b) Working conditions in on Institutes are satisfactory.

The environment, working conditions, organizational cultures are good which makes the employees to work satisfactorily.

c) I am satisfied with the present salary structure of the Institute.

The Management Institute in Pune, Nashik and Ahmednagar are paying the salary as per the norms given by AICTE. The salary is one of the important factors for satisfactions of the job since the Institution is paying good salary the faculty members are satisfied.

d) I am satisfied with my current Position.

Designation to the Management teachers is according to the norms of AICTE. The teachers who are working in the Institution of Pune, Nashik and Ahmednagar are promoted to the proper designation time to time. Hence the faculties are satisfied with their current position.

OBJECTIVE NO. 4

To study the factors influencing Organizational Commitment of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.

From the Factor analysis of Organizational Commitment the researcher has observed the following important two factors for organizational Commitment.

c) Requirement and selection policy of the institute is ideal.

The Management Faculty in Pune, Nashik and Ahmednagar feels that the recruitment and selection policy of their Institute is ideal. This means that the Institute is following the norms laid by AICTE and the affiliated University that is Pune University. Since the policy is smooth so the employees are committed towards the Organization.

d) I am ready to work more than expected to make the institution successful.

The Management Faculty in Pune, Nashik and Ahmednagar are loyal to the institute. The Institute takes care of the overall development of the faculty. They motivate them to attend FDP, Seminars, and Workshops time to time which help the faculty members to improve themselves in their career. This increases the belongingness towards the Organization. Thus the faculty members are ready to work more than expected to make the Institutions successful.

OBJECTIVE NO. 5

To study the relationship between Organizational commitment and Job Satisfaction of Faculty members of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.

The researcher has calculated Speraman's Correlation between two variables. From above table we can observe that correlation coefficient is 0.729 that shows strong positive correlation between Job Satisfaction and Organizational Commitment.

Thus the objective to study the relationship between Organizational commitment and Job Satisfaction of Faculty members of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune is satisfied.

OBJECTIVE 6

To suggest measures to maintain Organizational Commitment and Job Satisfaction of Faculty members at the higher level of the Faculty members Management Institutions in Maharashtra with special reference to Institutes affiliated to University of Pune.

The researcher wants to recommend following measures after the study

1. The Institutions should get better upon present motivational strategies to make certain about job satisfaction of academic staff. They must provide for improved conditions of service, better working conditions, improved earned allowances, recognition and advancement. When the assistant professors are well motivated, they feel joyful and excited and show more commitment to their job and the institution.
2. The Institutions should extend a system for recognizing and satisfying outstanding and outstanding performance of Assistant professors. This will engender high confidence, competition among academic staff and improve their organizational commitment. When morale is high personnel contributes more than estimated to the attainment of organizational goals and objectives.
3. The job safety of academic staff must be taken critically. Salary should be made regularly and should be according to the norms as regulated by AICTE for better career advancement opportunities should be provided for academic staff. This would motivate them to stay on the job and be committed to their responsibilities. Thus educational staff turnover or brain drain would be very much reduced.
4. The Institution administrators want to run their institutions proficiently, they need to know what educational staff wants and what factor would inspire them. This would help them to expand strategies to improve their job safety for better organizational commitment.

HYPOTHESIS TESTING

H1: There is not equal level of job satisfaction of the faculty members of the management institutions affiliated to Savitribai Phule Pune University.

Researcher has applied Pearson chi square test. Since P-Value is less than 0.05 hence we reject the null hypothesis (H0) at 5% level of significance. Hence alternative hypothesis (H1) is accepted. The researcher concludes that there is equal level of job satisfaction of the faculty members of the management institutions affiliated to Pune University.

H2: Variation in the level of Job satisfaction of the faculty members of the management institutions affiliated to Savitribai Phule Pune University covering Pune, Nashik and Ahmednagar districts is not significant.

Researcher has applied Pearson chi square test. The researcher has observed that P-Value is less than 0.05 hence we reject the null hypothesis (H0) at 5% level of significance. Hence we can conclude that variation in the level of Job satisfaction of the faculty members of the management institutions affiliated to Pune University covering Pune, Nashik and Ahmednagar districts is significant.

H3: The level of organizational commitment of the faculty members of the Management Institutes affiliated to Savitribai Phule Pune University does not differ significantly.

Researcher has applied Pearson chi square test. The researcher has observed that P-Value is greater than 0.05 hence we cannot reject the null hypothesis (H0) at 5% level of significance. The level of organizational commitment of the faculty members of the Management Institutes affiliated to Pune University does not differ significantly.

H4: There is no variation in the organizational commitment of the faculty members of the Management Institutions from Pune, Nashik and Ahmednagar district.

Researcher has applied Pearson chi square test. The researcher has observed that P-Value is less than 0.05 hence we reject the null hypothesis (H0) at 5% level of significance. There is significant variation in the organizational commitment of the faculty members of the Management Institutions from Pune, Nashik and Ahmednagar district.

H5: The relationship between job satisfaction and organizational commitment of the faculty members of the Management Institutions affiliated to Savitribai Phule Pune University is not positive and significant.

To test the association between Job satisfaction and organizational Commitment the researcher has used Pearson Chi-Square test of association. From above table we can observe that P-Value is less than 0.05 hence we conclude that there is significant association between Job Satisfaction and Organizational Commitment. Hence the hypothesis is accepted.

8.2 RECOMMENDATIONS AND SUGGESTIONS

The researcher wants to recommend following measures after the study:

1. The Institutions should get better upon present motivational strategies to make certain about job satisfaction of academic staff. They must provide for improved conditions of service, better working conditions, improved earned allowances, recognition and advancement. When the assistant professors are well motivated, they feel joyful and excited and show more commitment to their job and the institution.
2. The Institutions should extend a system for recognizing and satisfying outstanding and outstanding performance of Assistant professors. This will engender high confidence, competition among academic staff and improve their organizational commitment. When morale is high personnel contributes more than estimated to the attainment of organizational goals and objectives.
3. The job safety of academic staff must be taken critically. Keeping the faculty members satisfied is one of the important factors of maintaining quality in the education. Salary should be made regularly and should be according to the norms as regulated by AICTE for better career advancement opportunities should be provided for academic staff, which will effect on the satisfaction level of the faculty members. This would motivate them to stay on the job and be committed to their responsibilities. Thus educational staff turnover or brain drain would be very much reduced.
4. The Institution administrators want to run their institutions proficiently, they need to know what educational staff wants and what factor would inspire them. This would help them to expand strategies to improve their job safety for better organizational commitment.

5. To provide a positive working environment

A Positive work environment creates job Satisfaction to the Faculty members. Positive work environment is the suitable working conditions where the colleagues, senior faculty members are helpful and the faculty members are motivated for their work. This is the mainly important feature in the process. Motivating working surroundings requires going over and ahead of the call of duty and given that for the needs of the worker.

6. To give Reward and Recognition

Personal recognition is an influential tool in building self-confidence and motivation. A pat on the back, a personal note from a colleagues or the Director does wonders. Small, informal celebrations are many times more helpful than a once in three months or once a year formal event.

In the teaching profession it is very much essential to reward the teacher who is best in her profession. This reward increases the morale of the faculty member and also motivates other faculty members to achieve the success. The most important factor of job is salary but apart from that a small recognition in builds a commitment of the employee towards the organization

7. To involve and engage the faculty members

The faculty members are involved in the teaching process. The continuous process of teaching can bring fatigue in them. Apart from teaching the faculty should be involved in the process of self development through various activities. This may involve administrative work, student's activities, recreational moments and a leaves. This process creates a healthy climate of innovation and engages all those who participate.

8. To Develop Faculty Members Skills and Potential

Training and education motivates teachers and makes them more dynamic and innovative. Learning never stops and testing continues throughout their employment tenure.

The faculty must be motivated to attend the seminars, conference and workshops related to the topic they are dealing with. This will help them to upgrade their knowledge and they will be at par with the current trends in the market. The faculties must be dedicatedly involved in research work by writing research papers in Journals and magazines. The faculties in Management area are known to be the good consultant for the industries and the organization must motivate them to continue their consultancy. All this leads to better management-employee relationships.

9. To assess and measure Job Satisfaction

Assessment is a continuous activity that includes a particular cycle of steps. The primary principle of assessment is to measure progress and determine what needs improving. Continuous assessment includes, but is not restricted to, the measurement of attitudes, self-confidence, and motivation of the faculty members. Good organizations conduct a job satisfaction survey at least once a year.

10. To plan and develop new strategies

The Management Institution should develop the strategy to enhance the organizational commitment of the faculty members. This may become one of the instrument and direction for further actions. This is significant to keep the continued existence of the organization in the global era whereby these days it is not easy to make faculty members to feel thankful and become committed to the organization. So, new strategies must be planned from time to time and it depends on the result of this kind of study.

11. Role of Director

The role of Director is very important in the Management Institute as he is the leader of Faculty members. The Director is the influence the perception of Organizational Climate its relationship to trends such as job satisfaction. The positive relationship of Job satisfaction tends towards Organizational Commitment. Organizations should give necessary consideration to its whole organizational climate, as it is a significant variable contributing to the job satisfaction of faculty members, which will improve their loyalty and belonging. With the beginning of the meaning of leadership and performance assessment as two of the most significant organizational climate to achieve job satisfaction dimensions.

CONCLUSION

The study of human behavior within the organizational environment has highlighted critical variables that are supportive or detrimental to the performance of the workforce. Organizational commitment and job satisfaction are widely studied in management literature to study employee performance. The present study is about Job satisfaction and Organizational commitment of the faculty members of the Management Institutes affiliated to Pune University. Organizational commitment is positively correlated with Job Satisfaction. Organizational commitment and job satisfaction are widely studied in management literature to study employee performance. These factors are more relevant for studying aspects related to academic institutions especially Universities and affiliated colleges and technical institutions affiliated to the university because these are the main sources of human resources and also responsible for educating intellect of Nations. In the educational system teacher or teaching faculty member is the central element holding various important responsibilities. The overall performance of Universities depends upon their teachers and ultimately their level of commitment and job satisfaction. Thus understanding their behavior and attitudes needs more attention in organization.

For hypothesis testing Pearson Chi-square test and factor analysis was used. The results show that there is equal level of Job satisfaction that is Faculty members working in different district like Pune, Ahmednagar and Nashik have equal level of Job satisfaction in their Institutes. Further hypothesis result is variation in the level of Job satisfaction of the faculty members of the management institutions affiliated to Pune University covering Pune, Nashik and Ahmednagar districts is significant. Hypothesis 1, 2, 4, 5 are accepted and hypothesis 3 is rejected.

The researcher concludes recommending that The Management Institution should develop the strategy to enhance the organizational commitment of the faculty members. This may become one of the instrument and direction for further actions. This is significant to keep the continued existence of the organization in the global era whereby these days it is not easy to make faculty members to feel thankful and become committed to the organization. So, new strategies must be planned from time to time and it depends on the result of this kind of study.

BIBLIOGRAPHY

1. Agrawal, S. (2010). Talent management model for Business Schools: Factor Analysis. *The Indian Journal of Industrial Relations*, 45(3), 481-491.
2. Allen N & Meyer J (1990) : Organizational socialization tactics :A longitudinal analysis of links to new comers commitment & role orientation. *The academy of management journal* Vol33 No4 pp 847-58.
3. Allen N and Meyer J (1990) - "The Measurement and antecedents of affective continuance and normative Commitment to the Organization," in 'Journal of Occupation Psychology' Vol 63 pp. 1 – 8
4. Allen N J (2003) – "Examining Organizational Commitment in China " in ' Journal of Vocational Behavior" Vol 62 pp 511 - 515
5. Allen, N., & Meyer, J. The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the organization. *Journal of Occupational Psychology* , 63, 1-18.
6. Balaji, R. (2013). Trends Issues and Challenges in Management Education. *InternationalJournal of Innovative Research in Science Engineering and Technology*, 2(4), 1237-1262.
7. Becker H S (1960) – "Notes on the concept of Commitment " ' American Journal of Sociology' Vol 66 No 32 – 42
8. Beckers (1960) Side bet Theory
9. Bennis, W. G. (2005, May). How Business Schools lost their way. *Harward Business Review* .
10. Berry B (1995) – "Keeping Talented Teaching : Lessons from the North carlong Teaching Tellows" Raleigh NC, The Public School Forum of North Carolina.
11. Bloch D D (2001) : Retaining knowledge workers :Connecting individual well being & organizational performance a poper presented to the international career development conference(2000).
12. BR, M., & BJ, W. (1980). Corporate Codes of Conduct. *California management review* , 80-87.
13. Brenner V, Carmack C and Weinstein M (1971) – An Empirical Test if the Motivation – Hygiene Theory in "Journal of Accounting Research" Val 9 No 2 pp 359 – 366
14. Busch T, Fallant & pettersen A (1998) : Disciplinary differences in job satisfaction self efficacy, goal, commitment & organizational commitment among faculty members of Norwegian colleges: An empirical assessment of indicators of performance in quality in higher education vol4 No2 pp137-157
15. Chan D S (2009) : Relationship between generation responsive leadership behaviors & job satisfaction of generations x & Y professionals DM dissertation university of Phoenix ,US
16. Choong, Y. O., & Yong, K. L. (2011). Intrinsic Motivation and Orgnizational Commitment in the Malaysian Private Higher Education Institutions: An Empirical Study. *Journal of Arts Science and Commerce* , 2 (4), 91-100.
17. Coates T J and Thoresen C E (1976) – "Teacher Anxiety: A review with recommendations," in *Review of Educational Research*, Val 46 No 2 pp 159 – 184.
18. Cohen A (1993): "Organizational, Commitment and Turnover. A Meta Analysis in *Academy of Management Journal* ' Vol 36, Pp. 1140-57
19. Colquilt J A Lepine J A, & Wesson M J (2010): "Organizational Behavior: Essentials for improving performance and commitment" New York NY ; McGraw Hill Irwin.
20. Cranny CJ, Smith PC & Stone EF (1992) :Job satisfaction : How people feel about their jobs & how it affects their performance. New York, Lexington books
21. Daft R L (Ed) (2003):*Management* (6th ed) London Thomson Learning
22. Daneshfard, C., & Ekvaniyan , K. E. (2012). Organizational Commitment and Job Satisfaction in Islamic Azad University. *Inter-disciplinary Journal of Contemporary Research in Business*, 3(9), 168-181.

23. Darolia C R, Kumari P & Darolia S (2010) – “ Perceived Organizational Support, work motivation, and Organisational Commitment as determinants of Job Performance,” in ‘ Journal of Indian Academy of Applied Psychology’ Vol 36 No 1 pp 69-78.
24. Dave, N., & Rawal , D. (2014). A Research on the Factors influencing Job Satisfaction of MBA faculty members in Gujarat State. *International journal of Advance Research in Computer Science and Management Studies*, 2(2), 218-223.
25. David J. Cherrington (1989) – *Organizational Behavior* Allyn and Bacon.
26. Dehorah A Mohr, James A Riedel and Kent S Crawford, (1986) : A Group wage incentive system can boost performance and cut costs”, in *Defense Management Journal* Second Querten 1986 pp 13 – 17
27. Dworkin A G (1985) – “When Teachers give up: Teachers burnout, teacher to on over and their impact on children” Houston, TX, University of Texas, University Park (ERIC Document Reproduction Service No E D 273575)
28. Eberhard J. Reinhardt – Mondragon P 8 Stottle myer B (2000) – “Strategies for new teachers reterntion : Creating a climate of authentic professional development for teachers with three or less years of experience” Corpus Christi, TX, South Texas Research and Development Center.
29. Ehrenberg R, Kasper H & Rees D (1990): Faculty turnover at American colleges & universities : Analysis of AAUP data Washington Dc .Working paper from the national bureau of economic research.
30. Eisner SP (2005) : Managing generation Y SAM *Advanced Management Journal* Vol 70 No 4 pp 4-15.
31. English B., Morrison D & Chalon C (2010) : “ Moderator effects of organizational tenure on the relationship between psychological climate and affective commitment” in ‘ Journal of Management Development “ Vol 29, pp. 394 – 408.
32. Eslami, J., & Gharakhani, D. (2012). *Organizational Commitment and Job Satisfaction*. *ARPN Journal of Science and Technology*, 2, 85-91.
33. Farber B A (1991) – *Crisis in Education : Stress and burnout in the American teache*” San Eraneisco : Jassey Boss.
34. Finegan (2000)
35. Fred Luthars (2000) – “ *Organizational Behavior*” Mc Graw Hill New York p. 154
36. French W L (2003) – “*Human Resource Management*” (5thed) New York, Houghton Mifflin Publications
37. Freund A (2005) : commitment & job satisfaction as predictors of forever intentions among welfare workers in Administral in social work vol29 No2 pp.5-21.
38. Gangaik, N., & Agarwal, R. (2015). Job Satisfaction and Organizational Commitment : is it important for Employee Performance? *International Journal of Management Business Research*, 5(4), 269-278.
39. Garg, R. (2013). Time for an MBA RENAISSANCE Business Administration programmes in India: an insight. *Indian Management* , 52 (12), 18-29.
40. Gibson, Jane Whitney, Greenwood, Regina, Murphy & Edwards (2009) : Generational differences in a work place personal values behaviors & popular beliefs in *journal of diversity management* vol4 No.3 pp 2-3
41. Gogate, K. (2016, April 27 Wednesday). *Managing it in Right Context*. *The Economic Times* Pune .
42. Grace DH & Khalsa SA (2003) : Recruiting faculty & staff: The attitude to today’s high attrition. *Independent school* Vol 62 No3 pp20-27

43. Greenberg J & Baron R A (Eds) (1995) – “Behavior in organizations : understanding a managing human side of Work (5th ed) Trenton, Prentice Hall, International Inc
44. Gruneberg M M (1979) - “Understanding Job Satisfaction” New York Macmillan
45. Hellriegel, D. Slocum Jw, & woodman R W (1989) “Organizational Behavior” (5th ed) New York, West Publishing Company.
46. Henne D and Locke E (1985) –Job dissatisfaction: “What one the consequences?” International Journal of Psychology Vol. 20 No. 2 p. 221
47. Herzberg F Mausner B & Snyderman B (1959) :The Motivation to work” (2nd ed) New York Wiley
48. Hollinger , p., & Snidvongs, K. (2008). Education Leaders: Is there Anything to learn from Business Management. Journal on Educational Management Administration and Leadership, 36(1), 11-12.
49. Hoppock R (1935):Job satisfaction New York Harper & Brothers
50. [http://en.wikipedia.org/wiki/Sampling_\(statistics\)](http://en.wikipedia.org/wiki/Sampling_(statistics))
51. <http://www.indiaeducationreview.com/articles/changingscenario.managementeducation.india>. (n.d.).
52. https://en.wikipedia.org/wiki/organizational_commitment
53. https://en.wikipedia.org/wiki/Likert_scale
54. Hunt S H and R M Morgan (1994): “Organizational Commitment: One of Many Commitments or key Mediating Construct”, Academy of Management Journal, Vol 37 Pp 1568-87
55. Ibid.
56. Ijosvold, Sasaki and Moy (1998)
57. J. Staey Adarms (1963) – “Towards the understanding of Inequity” in “Journal of Abnormal and Social Psychology, October pp 422 – 436
58. Johns G (1996) – “Organizational Behavior” New York : Harper Collins Luthans F (Ed) (1989) - “Organizational Behavior” 5thed. New York, Mc Graw Hill.
59. Joseph S T (2010); “A study of Job Satisfaction and Factors that influence it”, ‘Management and Labour Studies’ vol 35 No. 4 pp. 407-417.
60. Judge T A and Church A H (2000) – “ Job Satisfaction : Research and Practice” in Coopen C L and Locke E A (Eds) “ Industrial and Organisational Psychology : Linking Theory with practice Oxford Uk Blackwell.
61. Judge T A and Klinga R (20087) – Job satisfaction : subjective well being at work in M.Eid and R. Larsen (Eds) : “The Science of subjective well being pp 393 – 413 New York, N Y Gillford Publications.
62. K, S. P., Agarwal, A., & Agarwal, B. (2012). Management Education: Trends and Recommendation. Internaltional Journal of Social Science and Interdisciplinary Research , 1 (8), 198-210.
63. K.Aswathappa(2005):”Organizational behavior –Himalaya
64. Kanter R M (1968) : Commitment & social organization study of commitment mechanisms in utopian communities American sociological review vol33 No4 pp499-517
65. Kasetwar, R. B. (2013). Governance, Quality and Employability of Indian Higher Education Institutions. University News , 51 (39), 88-90.
66. Kirsch, J. C. (1990). Staff Development opportunity and Nurse Job Satisfaction, Organizational Commitment and intent to remain in the Organization. Journal for Nurses in Professional Development, 6(6), 279-282.

67. Knoop R (1995) : Relationships among job involvement job satisfaction & organizational commitment for nurses. *The Journal of psychology* vol129 No6 pp643-649.
68. Kovach. (1977). *Organization Size, Job Satisfaction Absentism and Turnover*. Washington DC, Univesity Press of America.
69. Kreis k & Brockopp D y (1986) : Autonomy :A component of teacher job satisfaction, *Human resource management review* vol 7 no.4 pp 425-47
70. Kreis K & Brockopp Dy (1986) :Autonomy A component of teacher job satisfaction.
71. L, K. (1976). *Moral Stapes and Moralization the Cognitive Developmental Approach* . Lickona T(ed) *Moral Development and Behaviour: Theory, Researchand Social Issues* .
72. L.V. Redman and A.V.H. Mory, *The Romance of Research*, 1923, p.10.
73. Landy F J (1978) – “An opponent process theory of Job Satisfaction” *Journal of Applied Psychology* vol 63 No 5 pp. 533 – 547
74. Locke E A (1969) :What is job satisfaction in organizational behavior & human performance vol4 No1 pp 309-36.
75. Locke EA & L athan G D (1976) : *Theory of goal setting & task performance* Englewood Cliffs NJ prentice Hall.
76. Lorfie D (1975) :*School teacher* Chicago university of Chicago press
77. Lrum, S. (2011). *Majoring the Job Satisfaction level of the Academics Staff in Bahawalpur Colleges*. *International Journal of Academic Research in Business and Social Sciences*, 1(1).
78. Luthans F (2002) – *The Need for and meaning of positive organizational behavior* Val 23 No. 6 pp 695-706
79. M.Namana(1999):*Job satisfaction* ,http://www.managementhelp.org/prsn_wll/job_stfy.htm.
80. Maagzine, S. L., Williams, L. J., & Williams, M. L. A Confirmatory Factor Analysis Examination of Reverse Coding Effectts in Meyer and Allens Affective and continuance Commitment scales. *Educational and Psychological Measurement* , 56, 241-250.
81. Malik, M. E., Nawab , S., Naeem, B., & Danish, R. Q. (2010). *Job Satisfaction and Organizational Commitment of Univestiy Teachers in Public Sector of Pakistan*. *International Journal of Business and Management*, 5(6), 17-26.
82. Malti, N., Tiwari , P., & Jain, S. (2012). *An Empirical Study of Faculty Satisfaction and its impact on Retention*. *Abhigyan*, 30(3), 45-56.
83. Mannheim B, Baruch y & Tal J (1997) : *Alternative models for antecedents & outcomes of work centrality & job satisfaction of high take personnel*. *Human relations* vol50 No2.pp1537-1562.
84. Maserk (1997) : *Commitment is organisation psychologies* vol41 no.4 pp.160-170
85. Mathier J E & Zajar D M (1990) – “A Review and Meta – Analysis of the Antecedents, correlates and consequences or organizational commitment” “*Psychological Bulletin*” Vol 108 No 2 pp 171 – 194.
86. Mc neese – Smith D (1996) *ibid*
87. McNamara(1999):*Job Satisfaction* http://www.managementhelp.org/brsn_wll/job_stfy.htm
88. Mcneese-smith D (1996) : *Increasing Employee productivity job satisfaction & organizational commitment in Hospital & health services administratin* vol41,No2,pp 160-175
89. Meyer J P and Allen N J (1991) – “ A three – component conceptualization of Organizational Commitment” in “ *Human Resource Management Review*” Vol 1, No 1 pp. 61-89

90. Meyer J P & Allen N J (1997) - "Commitment in the workplace "Thousand Oaks. C A: Sage Publications.
91. Meyer J P & Parfyonova N M (2010) – "Normative commitment in the workplace : A theoretical analysis and re-conceptualization," in " Human Resource Management Review" Vol 20 pp. 283 – 294
92. Meyer J P and Allen N J (1991)
93. Meyer J P, Allen N J, C A Smith (1993) – "Commitment to Organizations and Occupations : Extension and Test of a Three – Component Conceptualization " in ' Journal of Applied Psychology" Vol 78 No. 4 pp 538 – 551
94. Meyer j P, Stanley D J, Herscovitch L and L Topoinytsky (200): Affective, Continuance and Normative Commitment to the Organization: A Meta-analysis of Atecedents, Correlates and Consequences" in 'Journal of Vocational Behavior' Vol 61 pp. 20-52
95. Minh, Q. D. (2013). Job Satisfaction among Academic members of higher Education in Vietnam. International Jornal of Academic Research, 5(5), 346-350.
96. Mohamed , M. S., Kader, M. M., & Anisa, H. (2012). Relationship among Organizational Commitment, Trust and Job Satisfaction. Research Journal of Management Sciences, 1(2), 1-7.
97. Morris, J., & Sherman, J. Generability of an organization commitment models. Academy of Management Journals , 24 (3), 512-526.
98. Morrow P C (1983): "Concept Redundancy in Organizational Research: The ease of work commitment", Academy of Management Review Vol 8 No.3, Pp486-500
99. Morrow PC (1993) - "The Theory and Measurement of Work Commitment", JAI Press, Greenwich
100. Mowday R,Porter 2,Steers R (1982):Employee organisatin linkage in p.wars(ed) "Organizational & occupational psychology Newyork Academic press
101. Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The Measurement of Organizational Commitement. Journal of Vocational Behavior , 14, 224-247.
102. Mueller C W and Kin, S. W. (2008) – The contented female worker stilla paradox in KA Hegtvedt & J. Clay warner (Eds) Justice : Advances in group processes" Vol 25, Bingley UK : Emergld Group Publishing Limited, retaired form <http://books.google.com/books?id=rynls6z YRKC>.
103. Mullins LJ (ED) (2005) : Management & organizational behavior (7th ed) FT prentice Hall.
104. Munirah, S., Kamarudin, H., & Abdulkadir, M. B. (2008). Factors affecting in higher educational Institutions in Malaysia. Journal of Applied Psychology , 71.
105. Munshi N M (2005) ;" A Comparative Analysis of Job Satisfaction level of Management teachers of MBA Colleges in Gujarat State ", A Thesis Submitted to the Saurashtra University for Ph.D degree in Management.
106. Nel Ps, Van Dyk PS, Haasbroek H D Schultz HB, Sonot & Werner A (2004) : "Human Resources Management" (6thed) Cape Town Oxford University Press
107. Nienbuis R W(1994) : Satisfied faculty & involved chairpersons: Keys to faculty retention. Paper presented at an annual meeting of the association for study of higher education. Tucson Az p1-5-42.
108. Pandiyan, A. V. (2011). Employers Perspective of MBA curriculum in meeting Requirements of the Industry. Management and Labour Studies , 36 (2), 143-154.
109. Panwar, K. S., Agarwal, A., & Agarwal, B. (2012). Management Education:Trends and Recommendations. International Journal of Social Science and Interdisciplinary Research , 2 (8), 198-210.

- 110 Patil, M. R., & Arolkar, D. B. (2011). Industry-Academia Interface : An Effective Tool towards Skill Development. *University News* , 49 (17), 9-18.
- 111 Pauline V. Young, *Scientific Social Survey* New York, 1960
- 112 Pazhani, R. V. (2011). Need for Instantaneous Concentration on Boosting world class standards for Management Education in India. *University News* , 49 (50), 167-173.
- 113 Penningto Mc & Riley V P (1991):Measuring job satisfaction in ESL using the job Descriptive index [http://sunzi1 lib.hku.hk/hkjo/view/10/10000/15.pdf](http://sunzi1.lib.hku.hk/hkjo/view/10/10000/15.pdf).
- 114 Pfeffes, J. (1977). Effects of an MBA and Socio economic origins on business school graduates salaries. *Journal of Applied Psychology* , 62, 698-705.
- 115 Pohlman R A & Gardiner G S (2000) : Value Driven Managements How to create & maximize value over time for organizational success AMACOM, New York Ny
- 116 Porter, L., Steers, R., Mowday, R., & Boulian, P. (1974). Organizational Commitmen, Job Satisfaction and Turnover among Psychiatric Technicians. *Journal of Applied Psychology*, 59(5), 603-609.
- 117 Price , J. (1977). *The study of Turnover*. Ames Iowa State University Press.
- 118 Priyadarshani, M. S., & Padamnathan, S. (2012). A Study of understanding the levels of Job Satisfaction, Job motivation, Organizational Commitmen, Perceive Orgnization support among freshers and experience academicians. *International Journal of Research in Commerce and Management* , 3(13), 58-61.
- 119 Pylee , M. V. (2009). *Manegement Educaion in Other parts of the world*. *University News*, 47(39), 23-24.
- 120 Quarstein V A, McAfee R B, Glassman M (1992) –“The situational occurrences theory of Job Satisfaction on” in “*Human Relations*” Val 45 N 8 pp 859 – 873.
- 121 R, Y., Chek, I. T., Samsudin, N., & Jizat, J. E. (2014). Organizational Commitment at a Higher Education Institution. *International Journal of Education and Research* , 2 (11), 309-318.
- 122 R.P.Misra a *Hand Book of Research Methodology*, Concept Publishing Company, new Delhi 59.
- 123 Ram Ahuja *Research Methods* Rawat Publications New Delhi 2001
- 124 Randall D M, Fedor D B and O. Longenecker (1990) - “The Behavior Expression of organizational commitment” in ‘ *Journal of Vocational Behavior*’ Vol 36 pp. 210 -224
- 125 Rao, U. R. (2004). *Report of the Board on Faculty Development*. AICTE .
- 126 Rehman, K., Rehman, Z. Y., Saif, N., Khan, A. S., Nawaj, A., & Rehman, S. (2013). Impacts of Job Satisfaction on Orgnizational Commitmet: A theoratcal model for Academicians in HEI of Developing countries like Pakistan. *International Journal of Academic Research in Accounting Fiinance and Management Sciences*, 3(1), 80-89.
- 127 Reichers A E (1985) – “A Review and Conceptualization of organizational commitment” in ‘ *Academy of Management Review*’ Vol 10 pp. 465 – 476
- 128 Robbins S P (1989) – “Dimensions of Organization Behavior” Prentice Hall of India New Delhi”. P. 154
- 129 Robbins SP. Odendaal A and Roodt G (Ed) (2003) “*Organizational Behavior*” (9thed) Cape Town, Prentice Hall International.
- 130 Robert W. Durrenberger, *Geographical Research and Writing*, New York, T.Y. Crowell Co. 1971, P. 3.
- 131 Ronald , M. O., Aishak, & Dennis, M. B. (2013). Job Satisfaction and Organizational Commitment: A Cross sectional study with Reference to Teachers in Technical and Management Institute. *Global Journal of Managemen and Business Research*, 13(8), 23-29.

- 132 Rothmann S & Cortzer E (2002):The relationship between personality dimensions & job satisfaction, *Business Dynamics* vol 11 (No 1) pp 29-42
- 133 Sabharwal M and Corley E a (2009) “ Faculty Job Satisfaction across gender and discipline”. ‘The Social Science Journal’ vol 46 pp. 539-556. www.sciencedirect.com
- 134 Saifuddin Khan Saif,Allah Nawaz,Farzand Ali Jan & Muhammad Imran Khan (2012) :Synthesizing The theories of job satisfaction across the cultural/altitudinal dimensions in *Interdisciplinary journal of contemporary research in Business*.Vol3 No.9.
- 135 Sampane M,Rieger H & Roodt G (2002) : Job satisfaction in relation to organizational culture in south africa *journal of industrial psychology* “ vol 28 no 2 pp 23-30
- 136 Savery , L K and P D Syme (1996):’ Organizational Commitment and hospital pharmacist, ‘ The journal of Management Development’ Vol 15 No.1 Pp 14-19
- 137 Scheermerhorn JR, Hunt J G and Osborn R N (2003) – “Organizational Behaviors Instructor’s Resource 4 wide 8th edition Hoboken N J John Wiley & Sons inc.
- 138 Schnake ME (1983):An empirical assessment of the effects of a effective response is the measurement of organizational climate. *Personnel psychology* vol.36 no.4 pp 791-807.
- 139 Schultz D (1982) : *Psychology & industry today*. New York ,Macmillan company.
- 140 Sharma , P. B. (2011). *Panchtatva of Higher Technical Education: The Final Vital Connects for Quality and Excellence*. *University News*, 49(50), 98-100.
- 141 Sharma, B. R., Srivastava, V. N., & Ningthoujam, S. Personal attributes and Situational factors as predictors of Orgnizatioal Commitment: An Exploratory Study. *Abhigyan* , 29 (2), 9-20.
- 142 Sharma, G. M., & Azmi, F. T. (2012). The mediating effect of Job Satisfaction between job factors and organizational commitment.
- 143 Shetty, B. R., & Gujarati, R. (2012). A Study of Faculty Job Satsfaction and its impact on Student Satisfaction in Management Institutes of Nashik District affiliate to University of Pune. *IOSR Journal of Business and Management*, 3(4), 1-8.
- 144 Shetty, P. (2012). Management Education in India-Some Reflections. *Journal of Commerce and Management Thought*, 3(1), 7-32.
- 145 Sinha, J. B. (1990). The Salient Indian Values and their Socio-economical Roots. *Indian Journal of Social Science*, 3.
- 146 Smith P C,Kendall L M Hulin CL (1969) “The Measurement of Job satisfaction in work & retirement ,Rand MC Nally,Chivago 1969
- 147 Spector P (1997) : *Job satisfaction* Thousand Uaks,CA Stage
- 148 Spector P) E (1997) – “Job Satisfaction : Application assessment, causes and consequences” Thousand Oaks, CA, Sape Publications, inc.
- 149 Spector, P. (1997). *Application, Assessment, cause and conseuences of Organizational Commitment*. Thousand Oaks, CA, Sage Publications Inc.
- 150 Srinivasa , R. (2010). Is there a place for Indian B-Schools in the Global Village? A review. *Journal of Commerce and management Thought*, 1(1), 7-24.
- 151 Srinivasa , R. (2010). Is there a place for Indian B-Schools in the Global Village? A review. *Journal of Commerce and management Thought*, 1(1), 7-24.
- 152 Steel R D & Ovalle N K (1984) - “A review and Meta analysis of research on the relationship between behavioral intentions and employee turnover” in *Journal of Applied Psychology*, Val 69 pp. 673 – 686

- 153 Steverl. Mc Share and Many Ann Von Glinow (2000) - “ Organizational Behaviors” p. 77
- 154 Syptak J M,Marsland DW & ulmer D (1999) : Job Satisfaction putting theory in to practice ,Family practice management Retrieved from <http://www.aafp.org/fpm/991000fm/26.html>.
- 155 Taylor R & Thomson M (1976) : Work value systems of young workers in Academy of Management journal Vol 16 No. pp 73-94.
- 156 Teck – Hong T, Waheed A (2013) “ Herzberg’s motivation – hygiene theory and job satisfaction in Malaysian retail sector” Asian Academy of Management Journal” Val 16 No 1 pp 73 – 94
- 157 Terry P (1997) – “ Teacher burnout : Is it real ? can we prevent it ?” Paper presented at the annual meeting of the North Central Association of Colleges and Schools, Chicago I L.
- 158 The Advanced Learner’s Dictionary of Current English, Oxford, 1952, p. 1069.
- 159 The Encyclopaedia of Social Sciences, Vol. IX, MacMillan, 1930.
- 160 Tsui, K. T., & Cheng, Y. C. (1999). School Organizational health and teacher commitment: A contingency study with multilevel analysis . Educational Research and Evaluation , 5 (3), 249-68.
- 161 Vroom V H (1964) “Work and Motivation” Son Francisco CA. Jussey Bass
- 162 Vroom VH (1982) : Work & Motivation Malbar FL,Robert E Krieger Publisher company.
- 163 Weiner Y (1982) – “Commitment in Organizations: A Normative View “in ‘Academy of Management Review” Vol 7 No 3 pp. 418 – 428.
- 164 Weiss & Copenzano (1996) cited in Thoms,Duse scott 2002 :Relationships between accountability job satisfaction & trust in Human resource development quarterly vol3 pp.307-323
- 165 Wexley, K. N., & Baldwin, T. T. (1986). Competency Movement, Management Development. Journal of Management , 12 (2), 278.
- 166 Williams T (1998) – Job satisfaction in Terms in international Journal of Human Resource Management Val 9 No 5 pp782-799.
- 167 Zeffane R (1994): “ Patterns of Organizational Commitment and Perceived Management Style: A Comparison of Public and Private Sector Employees” Human Relations’ Vol. 47 0No. 8 Pp 977-1011

List of Tables

Table No.	Contents of The Table	Page Nos.
2.1	Statistics of Management Institutes under SPPU	11
2.2	Sample Size in percentage	12
2.3	Actual Data collected	12
4.1	Levels of Commitment	32
4.2	Characteristics of Commitment	34
5.1	Facets of Job Satisfaction	42
6.1	Growth of Management Institutions in India	52
6.2	Growth of Management Institutions in Maharashtra	55
6.3	Institutions affiliated to Savitribai Phule Pune University	56
6.4	Students Enrolment	56
6.5	Education	56
6.6	Collaboration	56
7.1.1	Gender wise classification of the Respondents	71
7.1.2	Marital Status of the Respondents	71
7.1.3	Age wise Classification of the Respondent	72
7.1.4	Educational Qualifications of the Respondents	72
7.1.5	Designation of the Respondents.	72
7.1.6	Experience of Teaching of the Respondents	73
7.1.7	Annual Salary Income of the Respondents	73
7.1.8	Type of Family of the Respondents	74
7.2.1	Responses of the Respondents to the statement “I am satisfied with my Job”	74
7.2.2	Working Conditions in our Institute are Satisfactory	76
7.2.3	I am satisfied with the present salary structure of the Institute.	77
7.2.4	I am satisfied with my current position	78
7.2.5	Facilities provided by the Institute are satisfactory	79
7.2.6	My Colleagues are cooperative	80
7.2.7	Objectives and Policies of Promotion are clearly defined	81
7.2.8	My Job is Challenging and Interesting	82
7.2.9	Job security is provided by the Institute	83
7.2.10	Extra work is recognized	84

7.2.11	Teaching activities are satisfactory	85
7.2.12	Interactions with the students are present. Work is recognized	86
7.2.13	My Institute provides for Faculty Development Programmes.	87
7.2.14	I have reasonable responsibility	88
7.2.15	Career development opportunities are provided by our Institute.	89
7.2.16	Participation in decision making is allowed in our Institute	90
7.2.17	My Workload is just and satisfactory	91
7.2.18	Vision / Mission of our Institute is ideal	92
7.2.19	Performance appraisal procedure in our Institute is satisfactory.	93
7.2.20	Organizational culture of our Institute is ideal	94
7.2.21	Our Institute has good reputation.	95
7.2.22	Timings of our Institute are satisfactory	96
7.3.1	Recruitment and Selection Policy of the Institute is ideal.	97
7.3.2	I am ready to work more than expected to make the Institution Successful	98
7.3.3	I tell my friends that the Institute is ideal to work for	99
7.3.4	I have high loyalty to the Institute	100
7.3.5	I am ready to accept any job assigned to me to satisfy the need of the Institute	101
7.3.6	I find that my values and Institutes values are similar	102
7.3.7	I feel proud of telling others that, “I am a part of my Institute”.	103
7.3.8	The Institute motivates me to improve my job performance	104
7.3.9	I am glad that I got the right Institution to work for	105
7.3.10	I am sure that I shall gain a lot by working in this Institute.	106
7.3.11	I like My Institutions policies on important matters relating to the employees.	107
7.3.12	I really care about the future of my Institute	108
7.3.13	My Institute is the best one to work for	109
7.3.14	I feel myself as a part and parcel of my Institute	110
7.3.15	My decision to join the Institute was a right decision	111
7.4.1	Factor Analysis of Job Satisfaction	113
7.4.2	Component Matrix of Job Satisfaction	113
7.4.3	Factor Analysis of Organizational Commitment	115
7.4.5	Component Matrix of Organizational Commitment	116
7.5.1	Test association between Job Satisfaction and Organizational Commitment	117

7.5.2	Spearman's Rank Correlation Coefficient	118
7.6.1	Pearson Chi- Square Test for hypothesis 1	118
7.6.2	Pearson Chi- Square Test for hypothesis 2	119
7.6.3	Pearson Chi- Square Test for hypothesis 3	119
7.6.4	Pearson Chi- Square Test for hypothesis 4	119
7.6.5	Pearson Chi- Square Test for hypothesis 5	120

List of Figures

Figure No.	Contents of The Figure	Page Nos.
4.1	Affective organizational commitment and Job satisfaction are closely interrelated especially in case of female employees	28
4.2	Factors contributing to Organizational Commitment	30
4.3	Link between HR policies and Organizational Commitment	34
5.1	Views of Organization and Employees about Job Satisfaction	44
5.2	Model of consequences of Job Satisfaction	45
7.2.1	I am satisfied with my Job	75
7.2.2	Working Conditions in our Institute are Satisfactory	76
7.2.3	I am satisfied with the present salary structure of the Institute	77
7.2.4	I am satisfied with my current position	78
7.2.5	Facilities provided by the Institute are satisfactory	79
7.2.6	My Colleagues are cooperative	80
7.2.7	Objectives and Policies of Promotion are clearly defined	81
7.2.8	My Job is Challenging and Interesting	82
7.2.9	Job security is provided by the Institute	83
7.2.10	Extra work is recognized	84
7.2.11	Teaching activities are satisfactory	85
7.2.12	Interactions with the students is present. Work is recognized	86
7.2.13	My Institute provides for Faculty Development Programmes	87
7.2.14	I have reasonable responsibility	88
7.2.15	Career development opportunities are provided by our Institute	89
7.2.16	Participation in decision making is allowed in our Institute	90
7.2.17	My Workload is just and satisfactory	91
7.2.18	Vision / Mission of our Institute is ideal	92
7.2.19	Performance appraisal procedure in our Institute is satisfactory	93
7.2.20	Organizational culture of our Institute is ideal	94
7.2.21	Our Institute has good reputation	95
7.2.22	Timings of our Institute are satisfactory	96
7.3.1	Recruitment and Selection Policy of the Institute is ideal	98
7.3.2	I am ready to work more than expected to make the Institution Successful	99
7.3.3	I tell my friends that the Institute is ideal to work for	100
7.3.4	I have high loyalty to the Institute	101
7.3.5	I am ready to accept any job assigned to me to satisfy the need of the Institute.	102

7.3.6	I find that my values and Institutes values are similar	103
7.3.7	I feel proud of telling others that, “I am a part of my Institute”.	104
7.3.8	The Institute motivates me to improve my job performance	105
7.3.9	I am glad that I got the right Institution to work for	106
7.3.10	I am sure that I shall gain a lot by working in this Institute	107
7.3.11	I like My Institutions policies on important matters relating to the employees.	108
7.3.12	I really care about the future of my Institute	109
7.3.13	My Institute is the best one to work for	110
7.3.14	I feel myself as a part and parcel of my Institute	111
7.3.15	My decision to join the Institute was a right decision	112
7.4.1	Scree Plot of Job Satisfaction	114
7.4.2	Scree Plot of Organizational Commitment	116

List of Abbreviations

Abbreviation	Stands For
MBA	Master of Business Administration
CAT	Common Admission Test
MAT	Management Aptitude Test
XAT	Xavier's Aptitude Test
ATMA	Aims Test For Management Admissions
PGDBM	Post Graduate Diploma in Business Management
AICTE	All India Council of Technical Education
UGC	University Grants Commission
NBA	National Board of Accreditation
IIM	Indian Institute of Management
NAAC	National Assessment and Accreditation council
HRD	Human Resource Development
DTE	Directorate of Technical Education
PUMBA	Pune university, Masters in Business Administration
PGDM	Post Graduate Diploma in Management
ASK	Attitudes, Skills and knowledge
HRM	Human Resource Management
MIS	Management Information System
BFSI	Banking Financial Services and Insurance
USA	United states of America
US	United States
USSR	Union of Soviet Socialist Republics
Ph.D	Doctor of Philosophy
SGB	Sant Gadge Baba Amravati University
GDP	Gross Domestic Product
SPV	special purpose vehicle
HR	Human Resource
CEO	Chief Executive Officer
SNDT	Shreemati Nathibai Damodar Thackersey
NGO	Non-Government Organizations
CSR	Corporate Social Responsibility
HOD	Head of Department
SPPU	Savitribai Phule Pune University
RTM	Rashtrasant Tukadoji Maharaj

GDP	Gross Domestic Product
SRTM	Swami Ramanand Teerth Marahwada University
IMDR	Institute of Management Development and Research
JBIM	Jamnalal Bajaj Institute of Management
NMU	North Maharashtra University
BAM	Dr. Babasaheb Ambedkar Marathwad

ABOUT AUTHOR



Dr. Renuka Vanarse is Associate Professor and Placement Coordinator at Institute of Science Poona's Institute of Business Management and Research Wakad, Pune-411057. She has completed her Masters in Business Studies and Doctorate in Philosophy from RTMNU Nagpur University, Maharashtra. She has published several papers in reputed journals on various subjects such as Computer, Management and Social Sciences.

She has participated and presented many research papers with impact factors at various state, national and International seminars and conferences. Dr. Renuka Vanarse is also an editor of Student Annual Magazine "Yojak" at IBMR, Wakad. She also works as a Career Councilor at Pune Educational Consultancy, Pune.

ABOUT THE BOOK

Organizational commitment and job satisfaction are widely studied in management to study the performances of employees. These two factors are more significant for studying aspects related to academic institutions especially Universities and affiliated colleges and technical institutions affiliated to the university because teaching faculty members are the main sources of human resources and also responsible for educating intellect of Nations. The overall performance of Universities depends upon their teachers and ultimately their level of commitment and job satisfaction. Thus understanding their behavior and attitudes needs more attention in organization. In most of the organizations the human resource managers and professionals are concerned with the impact of organizational commitment and job satisfaction, however many academic institutions have very little understanding of how organizational commitment and job satisfaction affect employees' turnover, productivity and organizational performance. Therefore it is necessary to understand the causes, symptoms and effects of them. Through this book, We have try to study the organizational commitment and job satisfaction of faculty members of the management institutes affiliated to Savitribai Phule Pune University.



Empyreal Publishing House

