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Research Article

Perceived Organizational Commitment towards Organizational Change: A Study of University Employees

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Abstract: Organizational commitment is an important aspect of organizational psychology that can be applied as an aid to achieve higher level of performance and to develop and maintain discipline in an organization especially in educational institutions. Therefore, research interest in the area of organizational commitment has grown considerably. It is often observed that in many job situations, particularly in human services organizational commitment may have causative influence towards organizational change. Therefore, the present investigation is aimed at studying the organizational commitment towards organizational change. The sample of the present study was drawn from different departments of L. N. Mithila University, India and its constituent colleges. The sample consisted of one hundred fifty (N= l50) employees comprising teaching (n=75) and non – teaching (n =75) which were selected by applying random sampling technique. Total subjects' age were ranged between 29 – 63 years. Data were collected through questionnaire schedules. Having obtained the data on each item of the scales, individual scores were summed up according to procedures for giving statistical treatment. Results indicated significant difference between the groups of teaching and non – teaching employees in terms of their degree of organizational commitment and in its dimensions towards organizational change, although, both the groups had shown positive inclination towards organizational change. It is interesting to point out here that teaching group was found to have more commitment towards organizational change than their non – teaching counterparts comparatively. Finally obtained results were discussed in detail by highlighting the probable reasons**.**

Keywords: Organizational Commitment, Organizational Change, Teaching, Non – teaching, University, and Employees.

INTRODUCTION:

Work life has now become more energetic and innovative based on hi-info-tech. It is because of the competitive survival at the work place. Therefore, educational organization always looks in to the aspect of organizational change for promoting its institutions healthy and productive. Thus, the present investigation has been planned to study the organizational commitment towards the perceived reactions to organizational change with reference to university employees.

Present trend of productive organizations especially educational organization from traditional education system to large network of vocational education necessitated for the decentralization of work activities. Decentralization created organizational structure based on levels of authority and work responsibilities but individuals in the organization performing different activities are functionally interrelated. Since, the achievement of an organizational objectives largely depends upon the fact that human efforts are properly coordinated and integrated, so the problems of coordination and integration have posed a challenge for the management personnel to develop such strategies that may help to smoothen organizational functions by developing coordination at both vertical (superior-subordinate relationship) and horizontal levels (relationship between persons of the same hierarchical level). And because of these reasons organizational change has always been desired.

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It is important to mention that human beings are certainly familiar with change and often prove themselves quite adaptive to it. As we know that the faster pace of change required by the electronic age, of the shift to a service economy, and of the growth of global competition. It has made the solution of the requirement even more important. When employees use their most logical arguments and persuasive skills to support a change, they frequently discover that employees remain unconvinced of the need for it.

Change is any alteration occurring in the work environment that affects the ways in which employees must act. These changes must be planned or unplanned, positive or negative, strong or weak, slow or rapid, and stimulated either internally or externally (*Tom Duering, 1997*). Regardless of their source, nature, origin, pace, or strength, changes can have profound effects on their recipients (*McKinlay and Starkey, 1998*). One of the few elements of the work environment that is recognized as being constant is "change" *(Ahmad, 1994)*. At present, nearly all organizations are undergoing the process of change. Some are in a constant state of change while others feel to bring change periodically. The transitory phase of change usually receives a great resistance because organizational workers usually fear of losing their importance, promotion, or authority in view of change in the organization, though, it is not generally true however, organizational change in this modern era has become necessary in the wake of changing technology for ensuring the existence and competitive survival of an organization.

Most definitions of organizational change draw attention to its convergent nature, it may bring re-structuring of the organization, change in technology, diversification of organization or its products, etc. if organizations do not incorporate the impact of organizational output in their structure, then very soon they may have to undergo another structural change. Organizational structural change might come into focus in establishing responsibilities, allocating tasks, defining communication and improving control systems. On the basis of past researches *Ahmad (1994)* pointed out that organizational change, today, encompasses all round change in technological, financial, material and in the potential human resources which have been witnessed from the contention of *Leavitt (1964)* who emphasized that organization can be changed by altering its structure, its technology and/or its people. Moreover, various studies have been conducted on organizational change in relation to different aspects of psycho-social issues by *Ahmad (1995, 1999)* and viewed change in the organization is very necessary according to the need and demands. Thus, the study on change must be taken priority for making effective and healthy environment within the organization.

It is an important to point out here that many of the organizational changes that occur on a daily basis are somewhat slight. They may affect only a few people, and they may be incremental in nature and relatively predictable. For example as new procedures evolve or as new members are added to a work group, existing employees generally do not need to change all dimensions of their jobs or acquire totally new behaviors. In such situations a new equilibrium may reach readily.

Before terminating the descriptions of organizational change variable it is necessary to point out some of the observations experienced by present investigator. Change is everywhere, and its pace is increasing. The work environment is filled with change that often upsets the educational system and requires employees to adjust. When they do, employees respond with their emotions as well as rational reasoning. Change has costs as well as benefits, and both must be considered to determine net effects. Moreover, employees tend to resist change because of its costs, including its psychic costs. Resistance to change can stem from the change process itself, the way it was introduced, or the perception of inequitable impact. It is further seen that it can be logical, psychological, or sociological. Thus, the present investigation has been planned to study the job stressors and organizational commitment and certain biographical variables towards the perceived reactions to organizational change with reference to university employees.

Day to day changing scenario of job life has become more energetic and innovative due to modernization of technology in the society, which is based on hi-info-tech. Therefore, research interest in the area of organizational commitment has grown considerably. In many job situations, particularly in human services organizational commitment variable may have causative influence towards organizational change. Therefore, the present investigation is aimed at studying the organizational commitment towards organizational change.

Organizational commitment is an important tool that can be applied as an aid to achieve higher level of performance and to develop and maintain discipline in an organization. Organizational commitment has been found to be related to many important outcome variables such as; performance, absenteeism, employees' turnover, tardiness etc. Lack of commitment towards the work and the organization can be contributed to the major problems experienced by organizations like high cost of production and poor services (*Sherwin, 1972 and Ahmad, 2000*). *Blau & Boal (1987)* defined organizational commitment as 'a state in which an employee identities with a particular organization and its goals, and wishes to maintain membership in the organization'. According to *Riechers (1985)* commitment to an organization constituted with three major attitudes such as: (1) a sense of identification with the organization's goals. (2) A feeling of involvement in organization's duties and (3) a feeling of loyalty for the organization. *Sharma & Singh (1991)* argued that organizational commitment is the product of two independent sets of factors viz; personal and organizational, which simultaneously operate in every

organization. *Kumari and Jafri (2011)* conducted a study to measure the level of overall organizational commitment of male and female secondary school teachers in Aligarh Muslim University, Aligarh. Data was analyzed by applying Mean, SD and t-test. Results showed that overall percentage of female school teachers experienced higher level of organizational commitment as compared to the male teachers. Similar results were found by *Zilli and Zahoor (2012)* among male and female higher education teachers.

AIMS AND OBJECTIVES OF THE PRESENT STUDY

Having surveyed the review of literature on organizational change and organizational commitment, it has been found that various researches on the phenomena has been conducted but no attention has been paid on organizational commitment towards organizational change especially on university teaching and non – teaching employees that's why the present study was undertaken with particular reference to employees of Bihar State, India, although various changes has already been brought in to the universities and its constituent colleges as per the direction of Governor of Bihar and Ministry of higher Education, Government of Bihar as well. It is indeed that most of the changes e.g. in policies, introduction of technology, revised salary and pension, course development, academic development program, etc have taken place in different educational organizations even in our L.N. Mithila University and its constituent colleges and consequently University have also launched several programs for making healthy environment within the academics. Thus, the present research endeavor is aimed at studying the perceived organizational commitment towards organizational change of university employees (teaching and non – teaching) of L. N. Mithila University, Darbhanga. India. Hence, the present piece of research work is of immense value and we do hope that it will contribute in enhancing the efficiency of universities employees in general and L. N. Mithila University employees in particular.

HYPOTHESES:
The Following Hypotheses Were Formulated On The Basis Of Broad Aims And Objectives Of The Present Study:
- There will be significant difference between the groups of teaching and non – teaching employees working in L. N. Mithila University in terms of their perceived reactions on organizational change.
- There will be significant difference between teaching and non - teaching employees of L. N. Mithila University on overall organizational commitment towards organizational change
- There will be significant difference between teaching and non – teaching employees of L. N. Mithila University in terms of affective commitment – a dimension of organizational commitment towards organizational change.

- There will be significant difference between teaching and non – teaching employees of L. N. Mithila University in terms of continuance commitment, a dimension of organizational commitment towards organizational change.
- There will be significant difference between teaching and non – teaching employees of L. N. Mithila University in terms of normative commitment – a dimension of organizational commitment towards organizational change.

RESEARCH METHODOLOGY:
Sample
The sample of the present study was drawn from different departments of L. N. Mithila University and its constituent colleges. The sample consisted of one hundred fifty (N= l50) University employees and its constituent colleges employees comprising teaching (n=75) and non – teaching (n =75)) were selected by applying random sampling technique. Total subjects' age were ranged 29 – 63 years.

Tool and Material Used
In The Present Investigation The Following Measures Were Used For Data Collection.
1. **Organizational Commitment Scale:**
For measuring perceived organizational Commitment – a scale developed by *Shawkat and Ansari (2001)* was used. It consisted of 15 items and each items to be rated on seven point scale ranging from strongly agree to strongly disagree. This scale is having 3 dimensions-Affective Commitment, Continuance Commitment and Normative Commitment. Items 1 to 5 falls under affective commitment, 6 to 10 falls under continuance commitment and 11 to 15 falls under normative commitment. The split half reliability of this scale was found to be 0.80 and the congruent validity was found to be 0.76.

2. **Organizational Change Scale**:
For measuring perceived organizational change – a scale developed by *Rahman and Akhtar (1991)* was used. This scale consisted of 25 items and to be rated on 5 – point Likert – type scale and all the items are positively phrased except the one, i.e., item No.6. The subjects were required to give responses to the items on a 5- point scale ranging from "Strongly Agree" to "Strongly Disagree". The reported split-half reliability of the scale is r=.85 which confirms the reliability of organizational change scale.

3. **Biographical Information Blank (BIB):**
For taping information regarding the respondents biographies , a "Biographical Information Blank" (BIB) was also prepared that included age , marital status, salary (basic and gross), qualification, designation, department, total experience (in years), present experience (in years) and number of dependents and the respondents were requested to furnish these information.

Procedures:

The above three test materials viz., organizational commitment scale, organizational change scale and biographical information blank were in printed form and were administered individually on all teaching and non – teaching employees of L. N. Mithila University, India. All employees were assured by taking in to confidence that provided information would be kept strictly confidential and would be used research purposes only.

Having collected the responses to the items of the scales, they were scored according to the procedure and the individual scores were obtained. Finally scores were given statistical treatment and presented in tables.

Statistical Analyses:

To meet the research hypotheses Mean, SD and t-test were applied. Apart from descriptive statistical analysis, Q1 and Q3 were also calculated to obtain the groups differing in the levels of their perceived reactions to organizational commitment towards organizational change.

RESULTS AND INTERPRETATION:

Table-1: Showing Mean, SD and t-value between the Groups of Teaching and Non – Teaching employees of L. N.Mithila University in terms of their perceived reactions on Organizational Commitment towards Organizational Change

Variable	Groups	N	Mean	SD	t-value
Organizational Commitment	Teaching Employees	75	82.40	8.48	3.71*
	Non – Teaching Employees	75	76.87	9.64	
Organizational Change	Teaching Employees	75	80.50	8.47	3.10*
	Non – Teaching Employees	**75**	**75.88**	**9.62**	

* Significant at 0.01 Levels

The Mean, Standard Deviation and t- value of perceived reactions on organizational commitment towards organizational change between the groups of teaching and non – teaching employees of L. N. Mithila University, Darbhanga are presented in Table – 1. The highest and lowest Mean values of 82.40 and 76.87 were obtained by the teaching and non-teaching employees respectively on the degree of organizational commitment towards organizational change as the highest and lowest Mean values of 80.50 and 75.88 were obtained by the teaching and non – teaching employees of L. N. Mithila University towards the perceived reactions on organizational change. The results obtained and presented in Table – 1 depicts the clear cut picture that teaching employees of L. N. Mithila University have higher degree of organizational commitment towards their perceived reactions on organizational change. Hence, significant difference has been found between the groups of teaching and non – teaching employees in terms of their perceived organizational commitment as t – value 3.71 has been found significant at 0.01 level of confidence. Thus, the

hypothesis formulated that there will be significant difference between teachings and non - teaching employees of L. N. Mithila University on overall organizational commitment towards organizational change stands accepted. Likewise, table – 1 also depicts the picture pertaining to significant difference between the groups in terms of their perceived reactions on organizational change as t – value i.e. 3.10 has also been found significant at 0.01 level of confidence. Hence, the proposed hypothesis i.e. there will be significant difference between the groups of teaching and non – teaching employees working in L. N. Mithila University in terms of their perceived reactions on organizational change stands accepted also. The present trends of results obtained between the groups of Teaching and Non – Teaching employees working in L. N. Mithila University seems to be logical, in the sense that the work ethics of L. N. Mithila University especially in academics is very wonderful, hence the significant differences has been found.

Table-2: Showing Comparative Levels of Perceived Reactions on Organizational Commitment between Teaching and Non – Teaching Employees of L. N. Mithila University. India

Levels	Teaching Employees		Non – Teaching Employees	
	n=75	Percentage	n=75	Percentage
High	58	69.33	47	54.67
Moderate	26	20.00	32	28.00
Low	06	10.67	11	17.33

Mean = 82.40   Mean = 76.87

In continuation of the table – 1, table – 2 is showing comparative levels of perceived reactions on organizational commitment between teaching and non – teaching employees of L. N. Mithila University, Darbhanga. From the table – 2 it could be observed that 69.33 percent of teaching employees have shown higher degree of organizational commitment in comparison to non – teaching employees i.e. 54.67 percent, whenever,

only 20 percent teaching employees had shown moderate level of perceived reactions on organizational commitment as compared to non – teaching employees' i.e. 28 percent which is more than teaching employees. Moreover, 17.33 percent of non – teaching employees have been recorded to have low degree of perceived reactions on organizational commitment as compared to teaching employees. The obtained results revealed the

clear cut picture pertaining to the positive perceived reactions towards commitment between the groups of employees especially from where the present piece of research work has been carried out but instead of these teaching employees have been found more prone to work commitment in comparison to non – teaching employees. The results seem to be logical that teaching employees especially in Mithila University have higher degree of their sense of responsibility to accomplish their task as assigned. The obtained results presented and discussed above can also be observed by the following diagram:
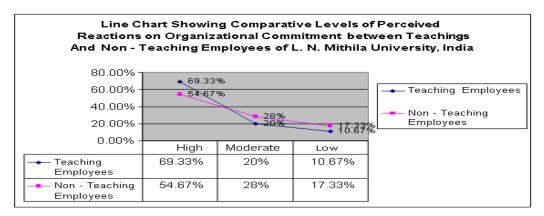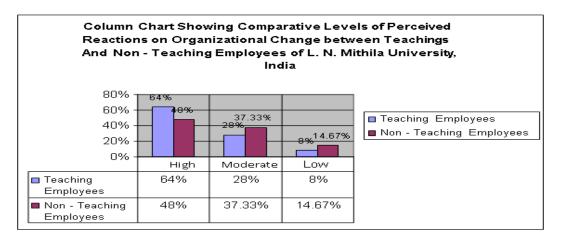

Table-3: Showing Comparative Levels of Perceived Reactions on Organizational Change between Teaching and Non – Teaching Employees of L. N. Mithila University. India

Levels	Teaching Employees		Non – Teaching Employees	
	n=75	Percentage	n=75	Percentage
High	48	64	36	48.00
Moderate	21	28	28	37.33
Low	06	08	11	14.67
	Mean = 80.5		**Mean = 75.88**	

Apart from the above mentioned results as presented in table – 3 is showing comparative levels of perceived reactions towards organizational change between teaching and non – teaching employees working in L. N. Mithila University, Darbhanga. It can be observed from table – 3 that 64 percent of teaching employees have shown higher level of positive perceived reactions towards organizational change in comparison to non – teaching employees' i.e. 48 percent which is very low but in positive way. 37.33 percent of non – teaching employees have been recorded to have moderate level of positive reactions on change than teaching employees i.e. 28 percent only. Moreover, 14.67 percent of non – teaching employees of L. N. Mithila University have shown low levels of perceived organizational change in comparison to teaching employees i.e. 6 percent only. The obtained results revealed the fact that teaching employees are more prone to change in comparison to non – teaching. The results obtained can also be observed by the following diagram as given below:

Change is the law of nature; therefore, planned change is usually appreciated. Various changes in policies, management, and modern working technology even in academics have been brought by the University for making congenial environment especially in academics. Thus, teaching employees accept the

changes in a positive manner but our non – teaching employees still resist to accept the changes due to lack of confidence. Hence, the significance of difference between teaching and non – teaching employees in terms of their degree of perceived reactions on organizational commitment towards organizational change have been found, although, both the employees of L. N. Mithila University had shown positive inclination to commitment and change as well.

Table-4: Showing Significant Difference between the Group of Teaching and Non-Teaching Employees of L. N. Mithila University, Darbhanga on the dimensions of organizational commitment

Dimensions of Organizational Commitment	Groups	N	Mean	SD	t – values df =148
Affective Commitment	University Teaching Employees	75	27.03	3.34	6.59*
	University Non – Teaching Employees	75	23.80	2.66	
Continuance commitment	University Teaching Employees	75	26.94	3.33	
	University Non – Teaching Employees	75	25.40	5.67	2.03**
Normative Commitment	University Teaching Employees	75	27.49	3.53	
	University Non – Teaching Employees	75	24.51	5.04	4.19*

*indicates significant at 0.01 level of confidence
**indicates significant at 0.05 level of confidence

The Mean and SD in the case of teaching employees on affective commitment - a dimension of organizational commitment were found to be 27.03 and 3.34, while in the case of non- teaching employees were found to be 23.80 and 2.66 respectively. The t-value between two means was found to be 6.59 which were significant at 0.01 level of confidence. Thus, the third underlined there will be significant difference between teaching and non – teaching employees of L. N. Mithila University in terms of affective commitment – a dimension of organizational commitment towards organizational change, is proved.

Likewise, the Mean and SD in the case of teaching employees on continuance commitment - a dimension of organizational commitment were found to be 26.94 and 3.33, while in the case of non – teaching employees were found to be 25.40 and 5.67 respectively. The t-value between two means was found to be 2.03 which were also significant at 0.05 level of confidence. Thus, the fourth underlined hypothesis of the present investigation that there will be significant difference between teaching and non – teaching employees of L. N. Mithila University in terms of continuance commitment, a dimension of organizational commitment towards organizational change is also proved.

Similarly, the Mean and SD in the case of teaching employees on normative commitment a dimension of organizational commitment was found to be 27.49 and 3.53, while in the case of non – teaching employees were found to be 24.51 and 5.04 respectively, hence, the t-value between two means was found to be 2.84 which was significant at 0.01 level of confidence. Thus, the fifth underlined hypothesis of the present investigation that there will be significant difference between teaching and non – teaching employees of L. N. Mithila University in terms of normative commitment – a dimension of organizational commitment towards organizational change, stands accepted.

The findings of the present study showed significant difference between teaching and non – teaching employees working in L. N. Mithila University in terms of their degree of perceived organizational commitment towards organizational change. Further the results also showed the significant difference on each dimensions of organizational commitment. It is important to mention here that teaching employees showed higher commitment on overall organizational commitment as well as on the each dimensions of organizational commitment as compared to the non – teaching employees. These findings are supported by similar several research studies such as; *Misra, Ansari and Khan (2009)* conducted the study to measure the organizational commitment among Government and private school teachers. They reported that the private school teachers showed higher organizational commitment as compared to the government school teachers. Further, *Gupta and Gehlawat (2012)* reported that Private school teachers significantly differ with Government school teachers and they possessed higher level of organizational commitment as compared to the Government school teachers but the study carried out with special reference to L. N. Mithila University employees has a unique research work and it will fill the void of knowledge in the area of research as desired by present researchers.

CONCLUSIONS:
On The Basis Of The Obtained Results And Its Interpretations The Following Conclusions Have Been Drawn:
1. Significance of difference have been found between the groups teaching and non – teaching employees working in Mithila University, India in terms of their perceived reactions towards organizational change, although both the groups had shown positive inclination towards organizational change.

2. Significant difference has been found between teachings and non – teaching of L. N. Mithila University on overall organizational commitment towards organizational change.
3. Significance of difference have also been found on different dimensions of organizational commitment towards organizational change, they are "affective commitment", "continuance commitment", and "normative commitment" between the groups of teaching and non – teaching employees working in L. N. Mithila University, India.
4. Finally, it is concluded that teaching employees of university are more committed towards change as compared to non – teaching employees. There may be several reasons behind this result. It is because of the fact that teaching employees have high job security in the university and its constituent colleges while in the case of non – teaching employees, they have very low job security that's why teaching group put higher commitment to organizational change for the long period of time. In the Indian higher education system, universities and other government organizations only focused on white collar employees and/or teachers' quality of work life. Thus, non – teaching employees have been found poor quality of work life which developed boring, laziness, stress and physical distress etc. among the non – teaching employees group. These factors are adversely affected non – teaching employees' commitment at work place towards organizational change. Thus, the present study gives enormous scope for the improvement of quality of work life especially to university officials to enhance the non – teaching employees' commitment towards organizational change.

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