CHAPTER-V

SUMMARY AND CONCLUSION

5.1 SUMMARY OF THE STUDY:

5.1.1 Background:

Teaching is a complex and demanding profession. To sustain energy and enthusiasm for the work, teachers need to maintain their commitment to the job (Day, 2000). It is widely recognized that the role of the teacher has intensified, and teachers need to adapt to ‘bureaucratically driven escalating of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day (Hargreaves, 1994). Organizational Commitment appears to be highly influential for not only a teacher’s success during times of change but also for systems in seeking to bring about change.

Teacher commitment from this perspective is a phenomenon that requires a positive emotional attachment to the job. Such teachers believe that a committed teacher is: someone with a love for the job and really enjoys the job to do it well. Teachers who hold this conception consider that there needs to be a certain level of emotional attachment to some aspect of teaching for teachers to be committed to the work. Teachers
commitment from this perspective is a phenomenon that requires a positive emotional attachment to the job. Such teachers believe that a committed teacher is: someone with a love for the job and really enjoys the job to do it well. Teachers who hold this conception consider that there needs to be a certain level of emotional attachment to some aspect of teaching for teachers to be committed to the work.

Committed organizational members contribute positively to the organization which is not the case with less committed members. Cohen (2003) stated that “organizations whose members have higher levels of commitment show higher performance and productivity and lower levels of absenteeism and tardiness”. This implies that employees with a high level of commitment tend to take greater efforts to perform and invest their resources in the organization (Saal and Knight, 1987). Other positive effects of organizational commitment include feelings of affiliation, attachment and citizenship behaviour, which tend to improve organizational efficiency and effectiveness (Williams and Anderson, 1991). Affectively and normatively committed members are more likely to maintain organizational membership and contribute to the success of the organization than continuance-committed members (Meyer and Allen, 1997). In view of the deteriorating educational standards teacher
commitment is recognized as a crucial input for organizational effectiveness.

5.1.2 Need for the Study:

Over the past several years, considerable interest has been generated in the concept of organizational commitment. A substantial amount of time and energy has been devoted to the analysis of this topic. The popularity of the concepts appears to stem from its linkage with several important employee behaviours. Research indicated that organizational commitment has an impact on job performance (Mowday, Porter and Dubin, 1974; Van Maanen, 1975; Porter, Crampom, and Smith, 1976; Steers, 1977; Larson and Fukami, 1984), absenteeism (Smith, 1977; Steers, 1977; Koch and Steers, 1978; Larson and Fukami, 1984), and turnover (Porter et al., 1976); Hom, Katerberg, and Hulin, 1979; Koch and Steers, 1978; Angle and Perry, 1981; Price and Mueller, 1981; Larson and Fukamni, 1984). Thus, organizational commitment would appear to have potentially serious consequences for overall organizational performance.

Despite the large number of studies that have investigated the determinants of organizational commitment, there is little agreement regarding the relative impact of the various individual and organizational factors on commitment (Steers, 1977; Angle, 1983; Stevens, Beyer, and
Trice, 1978; Bateman and Strasser, 1984; Reichers, 1985). For the most part, the research results in this area are inconsistent. For example, several studies indicated that while both individual and organizational factors have a significant impact on organizational commitment, the latter are the more powerful determinants (Hrebinia and Alutto, 1972; Steers, 1977; Stevens et al., 1978 Morris and Sherman, 1981; Angle, 1983). In contrast, Koch and Steers (1978) found individual characteristics to be more effective predictors than organizational characteristics. Several other studies have found both sets of factors to be roughly of equal importance in predicting commitment (Buchanan, 1974; Brief and Aldag, 1980). Still other studies suggest that while organizational characteristics are major determinants of commitment, individual characteristics have no significant impact on this variable (Ritzer and Trice, 1969; Aranya and Jacobson, 1975; Bateman and Strasser, 1984). Finally, considering only organizational factors, some studies have found extrinsic factors to be stronger determinants than intrinsic factors (Kissler and Sakumura, 1966; ngle, 1983), yet other studies have found the reverse (Brown, 1969; Buchanan, 1974; O’Reilly and Caldwell, 1980).

Considering the state of the literature regarding the organizational commitment, and the fact that commitment may have important
consequences for work-performance, absenteeism, and turnover, this matter would appear to warrant further investigation.

A central theme that emerges from the conceptual work on organizational commitment is the notion of exchange, where individuals attach themselves to the organization in return for certain payments from the organization (March and Simon, 1958; Hrebinak and Alutto, 1972; Steers, 1977; Mowday and Steers, 1979, 1979; Farrell and Rusbult, 1981; Peters, Bhagat, and O’Connor, 1981; Mowday et al., Angle, 1983). Individuals enter organizations with specific skills, desires, and goals, and expect a work setting where they can use their skills, satisfy their desire, and achieve their goals. To the extent the organization is perceived as facilitating these ends, organizational commitment is likely to increase. On the other hand, if the organization is perceived as failing to provide sufficient opportunities along these lines, organizational commitment is likely to diminish (Steers, 1977). The perception of being valued and cared about by the organization encourages the incorporation of organizational membership and role status into the employee's self-identity and thereby increases prosocial acts carried out on behalf of the organization.

Teachers with higher levels of perceived organizational support are likely to be more committed and possibly more willing to engage in extra
role or “organizational citizenship” behaviours than are teachers who feel that the organization does not value them as highly. Hence perceived organization support directly influences on Organizational Commitment of teachers.

Work Life Balance is a hot topic, both in academic research and in professional business practice. The combination of work and private life is quickly becoming a central issue in different fields such as psychology, sociology, management, organization studies and gender studies (Casper et al., 2007, Den Dulk and De Ruijter, 2008 Dikkers et al., 2007; Greenhaus, 2008; Kelly et al. 2008; Lewis et al., 2007; McDonald et al., 2007; Ryan and Kossek 2008; Sullivan and Smithson, 2007; Van der Lippe and Peters, 2007; Watts, 2009). Work Life Balance is not only receiving much attention in academic circles, but in professional business practice as well. The Work Life Balance of teachers in important since teaching has identified as a stressful profession.

Research has shown that organizational commitment is greater for employees whose leaders encourage their participation in decision making (e.g Jermier and Berkes, 1979; Rhodes and Steers, 1981), who treat them with consideration (e.g. Bycio, Hackett and Allen, 1995; Decotiis and Sumjmers, 1987), fairness (e.g. Allen and Mayer, 1995: Decotiis and Summer, 1987).
It is expected that leaders who exhibit ethical behaviour would be more likely to consider the individual needs and rights of teachers and treat them fairly, which are core characteristics of transformational leadership behaviour. Butcher and Milner (2002) concluded that there is a positive relationship between ethical behaviour and employee’s level of commitment.

The present study on organizational commitment of teachers in relation to perceived organizational support, work life balance and ethical leadership behaviour is a humble attempt on the part of investigator to throw light on the unexplored correlates of commitment of B.Ed. college teachers.

5.1.3 Statement of the Problem

The problem for the study is as follows:

“A STUDY OF ORGANIZATIONAL COMMITMENT OF B.ED.COLLEGE TEACHERS IN RELATION TO ORGANIZATIONAL SUPPORT, WORK LIFE BALANCE AND ETHICAL LEADERSHIP BEHAVIOUR OF THEIR PRINCIPALS.”

5.1.4 Scope of the Study

It was intended through the present investigation to study the organizational commitment of B.Ed. college teachers in relation to
Organizational Support, Work Life Balance and Ethical Leadership Behaviour of their Principal’s. Organizational Commitment was considered as the dependent variable. Standardized questionnaires on Organizational Commitment, Organizational Support, Work Life Balance and Ethical Leadership Behaviour were used. The tools were administered on a stratified random sample of 300 teachers (N=300) working in different B.Ed. colleges in Bangalore city. The composition of the sample was 150 males and 150 females making a total of 300 teachers. The data was collected by the investigator herself by personally visiting the B.Ed. colleges. All precautions were taken to maintain normal conditions while collecting the data. The data was analyzed to test the hypotheses stated. The main purpose of the study was to examine the independent variables that were significantly related to Organizational Commitment and to find out whether the difference in the independent variables would account for significant difference in the dependent variable Organizational Commitment. Considering all this the present study on Organizational Commitment of B.Ed. college teachers in relation to Organizational Support, Work Life Balance and Ethical Leadership Behaviour of B.Ed. college Principals was undertaken with the following objectives.
5.1.5 Objectives of the Study

The present study was undertaken with the following major objectives:

1. To find out the relationship between Organizational Commitment viz. Affective, Continuance, Normative and Organizational Commitment (Total) of B.Ed. College teachers with Organizational Support, Work Life Balance and Ethical Leadership Behaviour of principals.

2. To find out whether differences in the Organizational Support, Work Life Balance and Ethical Leadership Behaviour of Principals would account for significant difference in the Organizational Commitment of B.Ed. College Teachers.

3. To find out whether differences in the gender, type of management, marital status, nature of appointment, salary and teaching experience of B.Ed. College teachers would account for significant differences in their Organizational Commitment.

4. To find out the main and interaction effect of main independent and background variables on Organizational Commitment of B.Ed. College teachers.
5.1.6 Review of Related Literature:

The review of the related literature in the area of organizational commitment of teachers and the independent variables studied in this research has provided the researcher an insight into many factors influencing commitment of teachers. It also provided direction in designing the present study.

Having reviewed several studies and identified the gap by the investigator felt an imperative need to undertake the present investigation.

5.1.7 Variables of the Study

The following variables were selected for the study:

<table>
<thead>
<tr>
<th>I. Dependent Variable</th>
<th>II. Independent Variables</th>
<th>III. Background Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Commitment</td>
<td>1. Organizational Support</td>
<td>1. Gender</td>
</tr>
<tr>
<td>Affective</td>
<td>2. Work Life Balance</td>
<td>2. Type of Management</td>
</tr>
<tr>
<td>Continuance</td>
<td>3. Ethical Leadership Behaviour of Principals</td>
<td>3. Marital Status</td>
</tr>
<tr>
<td>Normative</td>
<td></td>
<td>4. Nature of appointment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Salary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Teaching experience</td>
</tr>
</tbody>
</table>
5.1.8 Hypotheses of the Study:

Hypotheses were stated in null form for testing in this research. They have been categorized under four sets, (I, II, III, IV) Set-I deals with correlation between dependent variable Organizational Commitment of B.Ed. College Teachers and the independent variables namely Organizational Support, Work Life Balance and Ethical Leadership Behaviour of Principals. It consists of 3 hypotheses. Set II dealt with ‘t’ test analysis and consist of 18 hypotheses. Set III dealt with main and interaction effect of independent variables for testing main effects. This set had a total of 3 hypotheses. Set IV presents the interaction effect of independent variables for testing main and interaction effect. This set had a total of 33 hypotheses It includes a total of 57 hypotheses.

5.1.9 Sampling Design

The sample was drawn by employing a stratified random sampling technique. The sample comprised 300 B.ED college teachers drawn from aided and unaided B.ED colleges. Equal number of male (150) and female (150) teachers were included in the sample.

5.1.10 Tools of the Study:

For the present study the following tools were used for collecting the data.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variables</th>
<th>Tools</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Organizational Commitment</td>
<td>Organizational Commitment Scale</td>
<td>Developed by Allen and Meyers, adopted and standardized by Dr. Thomas C. Mathew</td>
</tr>
<tr>
<td>2.</td>
<td>Organizational Support</td>
<td>Organizational Support Questionnaire</td>
<td>Developed by Eisenberger et al., adapted and standardized by Dr. Tara Sabapathy</td>
</tr>
<tr>
<td>3.</td>
<td>Work Life Balance</td>
<td>Work Life Balance Questionnaire</td>
<td>Developed by The State of Queensland (Department of Industrial Relations), adopted and standardized by Investigator.</td>
</tr>
<tr>
<td>4.</td>
<td>Ethical Leadership Behaviour</td>
<td>Ethical Leadership Behaviour Questionnaire</td>
<td>Developed by Victor and Cullen, adapted and standardized by Dr. Tara Sabapathy</td>
</tr>
<tr>
<td>5.</td>
<td>Background variables</td>
<td>Background Variables</td>
<td>Self-developed Performa was used to collect information on the Background variables</td>
</tr>
</tbody>
</table>

5.1.11 Statistical Analysis

The data was analyzed using the following statistical techniques

1. Pearson’s Co-efficient of Correlation

2. t-test

3. Two-way ANOVA
5.2 MAJOR FINDINGS:

The following are the major findings of the study:

Set-I: Correlation Analysis:

1. There was a significant positive relationship between Affective, Normative and Organizational Commitment (Total) of B.Ed. college teachers and Organizational Support ($r = 0.373, 0.166$ and $0.291$ at 0.01 level) but there was no significant relationship between Continuance commitment of B.Ed college teachers and Organizational Support.

2. There was a significant positive relationship between Affective, Continuance, Normative and Organizational Commitment (Total) of B.Ed. college teachers and Work Life Balance ($r = 0.304, 0.303, 0.200$ and $0.406$ at 0.01 level)

3. There was a significant positive relationship between Affective, Continuance, Normative and Organizational Commitment (Total) of B.Ed. college teachers and Ethical Leadership Behaviour of Principals ($r = 0.310, 0.197, 0.328$ and $0.426$ at 0.01 level)

Set-II ‘t’ Test Analysis:

1. There was a significant difference in Affective Commitment of B.Ed. college teachers having high and low level of Organizational Support. Teachers having high level of organizational support
(M=38.596) had higher levels of Affective Commitment than teachers having low level of organizational support (M=32.155).

2. There was a significant difference in Affective Commitment of B.Ed. College Teachers having high and moderate levels of organizational support. Teachers having high level of organizational support (M=38.596) had higher levels of Affective Commitment than teachers having moderate level of organizational support (M=33.510).

3. There was no significant difference in Affective Commitment of B.Ed. College teachers having moderate and low levels of organizational support.

4. There was no significant difference in Continuance Commitment of B.Ed. College teachers having high and low; high and moderate and moderate and low levels of organizational support.

5. There was a significant difference in Normative Commitment of B.Ed. college teachers having high and low level of organizational support. Teachers having high level of organizational support (M=42.202) had higher levels of Normative Commitment than teachers having low level of organizational support (M=38.097).

6. There was a significant difference in Normative Commitment of B.Ed. College Teachers having high and moderate levels of organizational support. Teachers having high level of organizational support (M=40.202) had higher levels of Normative Commitment
than teachers having moderate level of organizational support (M=39.826).

7. There was no significant difference in Normative Commitment of B.Ed. College teachers having moderate and low levels of organizational support.

8. There was a significant difference in Organizational Commitment of B.Ed. college teachers having high and low level of organizational support. Teachers having high level of Organizational Support (M=115.010) had higher levels of Organizational Commitment than teachers having low level of organizational support (M=104.436).

9. There was a significant difference in Organizational Commitment of B.Ed. College Teachers having high and moderate levels of organizational support. Teachers having high level of organizational support (M=115.010) had higher levels of Organizational Commitment than teachers having moderate level of organizational support (M=106.459).

10. There was no significant difference in Organizational Commitment of B.Ed. College teachers having moderate and low levels of organizational support.

11. There was a significant difference in Affective Commitment of B.Ed. college teachers having high and low level of work life balance.” Teachers with high level of work life balance (M=36.353)
had higher levels of Affective Commitment than teachers having low level of work life balance (M=31.990).

12. There was no significant difference in Affective Commitment of B.Ed. College teachers having high and moderate levels of work life balance.”

13. There was a significant difference in Affective Commitment of B.Ed. college teachers having moderate and low levels of work life balance.” Teachers with moderate level of work life balance (M=35.989) had higher levels of Affective Commitment than teachers having low level of work life balance (M=31.990).

14. There was a significant difference in Continuance Commitment of B.Ed. college teachers having high and low level of work life balance.” Teachers with high level of work life balance (M=36.191) had higher levels of Continuance Commitment than teachers having low level of work life balance (M=32.240).

15. There was a significant difference in Continuance Commitment of B.Ed. college teachers having high and moderate levels of work life balance.” Teachers with high level of work life balance (M=36.191) had higher levels of Continuance Commitment than teachers having moderate level of work life balance (M=33.072).

16. There was no significant difference in Continuance Commitment of B.Ed. College teachers having moderate and low levels of work life balance.”
17. There was a significant difference in Normative Commitment of B.Ed. college teachers having high and low level of work life balance.” Teachers with high level of work life balance (M=41.424) had higher levels of Normative Commitment than teachers having low level of work life balance (M=38.471).

18. There was no significant difference in Normative Commitment of B.Ed. College teachers having high and moderate and moderate and low levels of work life balance.”

19. There was a significant difference in Organizational Commitment of B.Ed. college teachers having high and low level of work life balance. Teachers with high level of work life balance (M=113.969) had higher levels of Organizational Commitment than teachers having low level of work life balance (M=102.798).

20. There was a significant difference in Organizational Commitment of B.Ed. College Teachers having high and moderate levels of work life balance. Teachers with high level of work life balance (M=113.969) had higher levels of Organizational Commitment than teachers having moderate levels of Work Life Balance (M=109.299).

21. There was a significant difference in Organizational Commitment of B.Ed. college teachers having moderate and low levels of work life balance. Teachers with moderate level of work life balance
(M=109.299) had higher levels of Organizational Commitment than teachers having low level of work life balance (M=102.798).

22. There was a significant difference in Affective Commitment of B.Ed. college teachers working under principals with high and low levels of ethical leadership behaviour. Teachers working under principals with high level of ethical leadership behaviour (M=37.000) had higher levels of Affective Commitment than teachers working under principals with low level of ethical leadership behaviour (M=30.000).

23. There was no significant difference in Affective Commitment of B.Ed. College teachers working under principals with high and moderate levels of ethical leadership behaviour.

24. There was a significant difference in Affective Commitment of teachers working under principals with moderate and low levels of ethical leadership behaviour. Teachers working under principals with moderate level of ethical leadership behaviour (M=35.792) had higher levels of Affective Commitment than teachers working under principals with low level of ethical leadership behaviour (M=30.000).

25. There was a significant difference in Normative Commitment of B.Ed. college teachers working under principals with high and low levels of ethical leadership behaviour. Teachers working under principals with high level of ethical leadership behaviour
(M=35.111) had higher levels of Normative Commitment than teachers working under principals with low level of ethical leadership behaviour (M=32.092).

26. There was no significant difference in Continuance Commitment of B.Ed. College teachers working under principals with high and moderate levels of ethical leadership behaviour.

27. There was a significant difference in Continuance Commitment of teachers working under principals with moderate and low levels of ethical leadership behaviour. Teachers working under principals with moderate level of ethical leadership behaviour (M=33.832) had higher levels of Continuance Commitment than teachers working under principals with low level of ethical leadership behaviour (M=32.092).

28. There was a significant difference in Normative Commitment of B.Ed. college teachers working under principals with high and low levels of ethical leadership behaviour. Teachers working under principals with high level of ethical leadership behaviour (M=42.929) had higher levels of Normative Commitment than teachers working under principals with low level of ethical leadership behaviour (M=36.078).

29. There was a significant difference in Normative Commitment of teachers working under principals with high and moderate levels of ethical leadership behaviour. Teachers working under principals
with high level of ethical leadership behaviour (M=42.929) had higher levels of Normative Commitment than teachers working under principals with moderate level of ethical leadership behaviour (M=40.104).

30. There was a significant difference in Normative Commitment of teachers working under principals with moderate and low levels of ethical leadership behaviour. Teachers working under principals with moderate level of ethical leadership behaviour (M=40.104) had higher levels of Normative Commitment than teachers working under principals with low level of ethical leadership behaviour (M=36.078).

31. There was a significant difference in Organizational Commitment of B.Ed. college teachers working under principals with high and low levels of ethical leadership behaviour. Teachers working under principals with high level of ethical leadership behaviour (M=115.040) had higher levels of Organizational Commitment than teachers working under principals with low level of ethical leadership behaviour (M=98.171).

32. There was a significant difference in Organizational Commitment of teachers working under principals with high and moderate levels of ethical leadership behaviour of principals. Teachers working under principals with high level of ethical leadership behaviour (M=115.040) had higher levels of Organizational Commitment than
teachers working under principals with moderate level of ethical leadership behaviour (M=109.808).

33. There was a significant difference in Organizational Commitment of teachers working under principals with moderate and low levels of ethical leadership behaviour. Teachers working under principals with moderate level of ethical leadership behaviour (M=109.808) had higher levels of Organizational Commitment than teachers working under principals with low level of ethical leadership behaviour (M=98.171).

34. There was no significant difference in the Organizational Commitment of male and female B.Ed. College Teachers.

35. There was a significant difference in Organizational Commitment of B.Ed. College teachers working in private aided and private unaided colleges. Teachers working in private aided institutions (M=111.240) had higher levels of Organizational Commitment than teachers working in private unaided colleges (M=107.260).

36. There was no significant difference in the Organizational Commitment of married and unmarried B.Ed. College Teachers.

37. There was a significant difference in Organizational Commitment of permanent and temporary B.Ed. College teachers. Teachers who were appointed on permanent basis (M=109.812) had higher levels of Organizational Commitment than teachers who were appointed on temporary basis (M=106.020).
38. There was a significant difference in Organizational Commitment of B.Ed. College teachers who were drawing less and more salary. The more salaried teachers (M=110.163) had higher levels of Organizational Commitment than less salaried teachers (M=106.808).

39. There was a significant difference in Organizational Commitment of B.Ed. College teachers having less and more teaching experience. The more experienced teachers (M=110.484) had higher levels of Organizational Commitment than less experienced teachers (M=106.388).

**Set-III : ANOVA Results for independent variables**

1. There was significant main effect of organizational support and Work Life balance on Organizational Commitment of B.Ed. College teachers and there was no significant interaction effect of organizational support and work life balance on Organizational Commitment of B.Ed. College teachers.

2. There was significant main effect of organizational support and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers and there was no significant interaction effect of organizational support and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.
3. There was significant main effect of Work Life balance and Ethical Leadership Behaviour of Principals on Organizational Commitment of B.Ed. College teachers and there was no significant interaction effect of Work Life Balance and Ethical Leadership Behaviour of Principals on Organizational Commitment of B.Ed. College teachers.

Set-IV : ANOVA Results for independent and background variables

4. There was no significant main effect of gender on Organizational Commitment of B.Ed. College teachers. There was a significant main effect of type of management on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of Gender and type of management on Organizational Commitment of B.Ed. College teachers.

5. There was no significant main effect of gender and marital status on Organizational Commitment of B.Ed. College teachers and There was no significant interaction effect of gender with marital status on Organizational Commitment of B.Ed. College teachers.

6. There was no significant main effect of gender on Organizational Commitment of B.Ed. College teachers. There is a significant main effect of nature of appointment on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect
of gender and nature of appointment on Organizational Commitment of B.Ed. College teachers.

7. There was no significant main effect of gender on Organizational Commitment of B.Ed. College teachers. There is a significant main effect of salary on Organizational Commitment of B.Ed. College teachers. There is a significant interaction effect of gender and salary on Organizational Commitment of B.Ed. College teachers.

8. There was no significant main effect of gender on Organizational Commitment of B.Ed. College teachers. There was a significant main effect of teaching experience on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of gender and teaching experience on Organizational Commitment of B.Ed. College teachers.

9. There was no significant main effect of gender on Organizational Commitment of B.Ed. College teachers. There was a significant main effect of organizational support on Organizational Commitment of B.Ed. College teachers. There was a significant interaction effect of gender and organizational support on Organizational Commitment of B.Ed. College teachers.

10. There was no significant main effect of gender on Organizational Commitment of B.Ed. College teachers. There was a significant main effect of work life balance on Organizational Commitment of B.Ed. College teachers. There was a significant interaction effect of
gender and work life balance on Organizational Commitment of B.Ed. College teachers.

11. There was no significant main effect of gender on Organizational Commitment of B.Ed. College teachers. There was a significant main effect of ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of gender and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

12. There was no significant main effect of type of management and marital status on Organizational Commitment of B.Ed. College teachers and There was no significant interaction effect of type of management and marital status on Organizational Commitment of B.Ed. College teachers.

13. There was a significant main effect of type of management on Organizational Commitment of B.Ed. College teachers. There was no significant main effect of nature of appointment on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of type of management and nature of appointment on Organizational Commitment of B.Ed. College teachers.

14. There was no significant main effect of type of management and salary on Organizational Commitment of B.Ed. College teachers.
There was no significant interaction effect of type of management and salary on Organizational Commitment of B.Ed. College teachers.

15. There was a significant main effect of type of management on Organizational Commitment of B.Ed. College teachers. There was no significant main effect of teaching experience on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of type of management and teaching experience on Organizational Commitment of B.Ed. College teachers.

16. There was significant main effect of type of management and organizational Support on Organizational Commitment of B.Ed. College teachers and no significant interaction effect of type of management and organizational support on Organizational Commitment of B.Ed. College teachers.

17. There was a significant main effect of type of management and work life balance on Organizational Commitment of B.Ed. College teachers and no significant interaction effect of type of management and work life balance on Organizational Commitment of B.Ed. College teachers.

18. There was a significant main effect of type of management and ethical leadership behaviour on Organizational Commitment of B.Ed. College teachers and no significant interaction effect of type
of management and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

19. There was no significant main effect of marital status on Organizational Commitment of B.Ed. College teachers. There is a significant main effect of nature of appointment on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of marital status and nature of appointment on Organizational Commitment of B.Ed. College teachers.

20. There was no significant main effect of marital status and salary on Organizational Commitment of B.Ed. College teachers and there was no significant interaction effect of marital status and salary on Organizational Commitment of B.Ed. College teachers.

21. There was no significant main effect of marital status on Organizational Commitment of B.Ed. College teachers. There is a significant main effect of teaching experience on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of marital status and teaching experience on Organizational Commitment of B.Ed. College teachers.

22. There was no significant main effect of marital status on Organizational Commitment of B.Ed. College teachers. There was a significant main effect of organizational support on Organizational Commitment of B.Ed. College teachers. There was no significant
interaction effect of marital status and organizational support on Organizational Commitment of B.Ed. College teachers.

23. There was no significant main effect of marital status on Organizational Commitment of B.Ed. College teachers. There is a significant main effect of work life balance on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of marital status and work life balance on Organizational Commitment of B.Ed. College teachers.

24. There was no significant main effect of marital status on Organizational Commitment of B.Ed. College teachers. There is a significant main effect of ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of marital status and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

25. There was no significant main effect of nature of appointment and salary on Organizational Commitment of B.Ed. College teachers and There was no significant interaction effect of nature of appointment and salary on Organizational Commitment of B.Ed. College teachers.

26. There was no significant main effect of nature of appointment and teaching experience on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of
Nature of appointment and teaching experience on Organizational Commitment of B.Ed. College teachers.

27. There was no significant main effect of nature of appointment on Organizational Commitment of B.Ed. College teachers and there is a significant main effect of organizational support on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of nature of appointment and organizational support on Organizational Commitment of B.Ed. College teachers.

28. There was a significant main effect of nature of appointment on Organizational Commitment of B.Ed. College teachers. There was a significant main effect of work life balance on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of Nature of appointment and work life balance on Organizational Commitment of B.Ed. College teachers.

29. There was a significant main effect of nature of appointment on Organizational Commitment and ethical leadership behaviour of principals of B.Ed. College teachers. There was no significant interaction effect of nature of appointment and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

30. There was no significant main effect of salary and teaching experience on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of salary and
31. There was no significant main effect of salary on Organizational Commitment of B.Ed. College teachers. There was a significant main effect of organizational support on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of salary and organizational support on Organizational Commitment of B.Ed. College teachers.

32. There was no significant main effect of salary on Organizational Commitment of B.Ed. College teachers. There was significant main effect of work life balance on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of salary and work life balance on Organizational Commitment of B.Ed. College teachers.

33. There was a significant main effect of salary and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of salary and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

34. There was no significant main effect of teaching experience on Organizational Commitment of B.Ed. College teachers. There was a significant main effect of organizational support on Organizational Commitment of B.Ed. College teachers. There was no significant
interaction effect of teaching experience and organizational support on Organizational Commitment of B.Ed. College teachers.

35. There was a significant main effect of teaching experience and work life balance on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of teaching experience and work life balance on Organizational Commitment of B.Ed. College teachers.

36. There was significant main effect of teaching experience and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers. There was no significant interaction effect of teaching experience and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

5.3 EDUCATIONAL IMPLICATIONS

1. The correlation analysis of data reveals that there was a significant positive relationship between organizational commitment viz., affective, normative and total of B.Ed college teachers and organizational support. The ‘t’ test results also indicated that teachers with high organizational support were more committed than teachers with low organizational support. The main effect of organizational support on organizational commitment was also significant.
This implies that when organizations support their teachers there is reciprocal feelings of commitment to the organization. Therefore, B.Ed college management should provide necessary support to their teachers by caring for their well being. Providing opportunity for professional growth and development, solving both professional and personal problems and recognizing the good work done by the teachers is very essential. It is also necessary to involve teachers in the decision making process and in all activities of the college and creating general atmosphere of co operation and co-ordination among the teachers. Monetary benefits such as salary, incentives, promotion, health insurance and financial loans when teachers are in need of it would go a long way in keeping teachers committed to their profession. Job stress and frustration due to over work load, rigid time table, leave without pay for essential duties, would definitely affect the commitment of teachers and therefore all efforts should be made to avoid such situations.

In line with the current studies, Tek (2009) found evidence that perceived organizational support has a direct influence on organizational commitment. Several studies have provided evidence that perceived organizational support plays a critical role in enhancing organizational commitment (Eisenberger et al., 1986; Mottaz, 1988; Vancouver et al., 1994). Since perceived organizational support is related to organizational commitment, organizations should find ways to promote higher perceived organizational support to its employees. Organizations should always
recognize the academician’s contributions and care for their well being in order to foster higher levels of commitment. Professional development and favorable opportunities for rewards would convey the organization's positive valuation of employees' contributions and thus contribute to perceived organizational support.

College principals should seek to increase the level of support given to the teachers by the organization. By implementing policies and work flexible schedules that send signals to teachers that the organization cares about the teachers’ well-being and values his/her contributions, colleges can definitely increase organizational commitment of teachers.

Administrators should take time to discover the organizational resources that individual teachers require and take measures to provide such resources wherever possible. Such actions on the part of administration would contribute to a strong sense of perceived organizational support among teachers, with its attendant benefits. Overall, this research study suggests that administrators and college management personnel who take steps to support their employees and to effectively communicate that support should reap the benefits of committed teachers who are strongly committed both to the organization and to their profession, and who are willing to “go the extra mile” for their students and their colleges.
2. The correlation analysis of data also revealed that there was a significant and positive relationship between organizational commitment viz., affective, continuance, normative and total of B.Ed college teachers and work life balance. The ‘t’ test results also indicated that teachers having high work life balance were more committed than teachers having low work life balance. The main effect of work life balance on Organizational Commitment was also significant.

The study clearly implies the importance of organisational consequences of work-life balance on organizational commitment of teachers. Work-life balance is essentially about choice and flexibility, balancing life and work, balancing the needs of the organizational members and creating the best environment for performance, job satisfaction and organizational commitment. An organization can improve and promote work-life balance in the workplace by:

- identifying areas of policy development and implementation where change may be required (e.g. change workplace culture);
- monitoring the effectiveness of organisational changes.
- responding to the changing needs of your employees and ensuring employees are aware of existing and changed policies.

According to Deery (2008) it is worth to ponder that at the organizational level, there are a number of actions that can be adopted by
the management to increase and maintain the satisfaction towards work-life balance practice and policies and in the same time minimize the level of turnover among academic staff. Deery (2008) also suggested strategies to assist in balancing work and family life which include:

a) providing flexible working hours such as roistered days off and family friendly starting and finishing times;

b) allowing flexible work arrangements such as job sharing and working at home;

c) providing training opportunities during work time;

d) providing adequate resources for staff so that they can undertake their jobs properly;

e) determining correct staffing levels so that staff are not overloaded;

f) allowing adequate breaks during the working day;

g) having provision for various types of leave such as career’s leave and ‘time-out’ sabbatical types of leave;

h) rewarding staff for completing their tasks, not merely for presenteeism;

i) staff functions that involve families;

j) providing, if possible, health and well-being opportunities such as access to gymnasiums or at least time to exercise; and

k) encouraging sound management practices.

The study has brought to light the importance of polices for work-life balance of its teachers.
3. The study further revealed that there was a significant and positive relationship between organizational commitment viz., affective, continuance, normative and total of B.Ed college teachers and ethical leadership behaviour of their principals. The ‘t’ test results also indicated that teachers working under principals with high level of ethical leadership behaviour were more committed than teachers working under principals with low level of ethical leadership behaviour. The main effect of ethical leadership behaviour on organizational commitment was also significant.

The study clearly implies the need for ethical leadership behaviour on the part of the B.Ed college principals in order to increase commitment levels of their teachers. Today there is a high demand for moral leadership in our society. Leadership is a process of influencing others. It has a moral dimension that distinguishes it from other types of influences such as coercion or despotic control. College principals should show respect for their teachers and should also be fair in their behaviour towards them. It is necessary that training programmes are arranged periodically for college principals, which should include modules on morality, ethics, and leadership.

Leadership development is an un-ending process of self-study, education, training, and experience (Jago, 1982). Developing leaders in an organisation is a long-life process; and ethical leadership programmes should be designed to equip the leader with the rudiments for effective
management. Ethics does not apply to only those at the top; all individuals no matter the level in the organisation should abide by ethical rule. Thus, every organisation should put mechanism in place in order to develop future leaders for long term survival of the organization. The focus of leadership development should be on producing leaders who have personal ethical competence, who are good models for those around them, and who can empower others to get the work done in ways that promote harmony and maintain good relationships. This calls for leadership development specifically focused on training ethical leaders throughout the organization (Perreault, 2010).

A fundamental focal point in the literature on the development of leaders is that it can be taught. Ethically sensitive leaders are needed in time of financial crises, global injustice, climatic change, cultural insensitivity, employee racial and sexual discrimination. The success of any enterprise, large, medium and small depends on leadership skills and competencies which can be learned through training and practice. Ethical leadership training and development must take the form of deep personal reflection guided by materials that refine the essence of moral principles and leadership insights.

Freeman and Stewart (2006) argued that for leadership development effectiveness, the first step is to understand the need for ethical leadership; how the organization benefits its stakeholders and the organization’s values. It is imperative to set aside a brief time to raise concerns about the
effects of ethical leadership on key stakeholders, or on an organization’s values and ethics. Many organizations have leadership development programs. These programs need to be strengthened by adding the idea of “ethical leadership.” It is not necessary to use the specific principles developed, but organizations can make themselves better by engaging participants in a conversation about what they see as “ethical leadership.”

Prince II, Tumlin and Connaughton (2009) identified the followings as critical elements of ethical leadership development:

- Knowledge of leadership and ethics that provides a conceptual framework for understanding the practice of ethical leadership when one is engaged in leading or following others.

- Opportunities to practice leadership roles in situations that require collective action where the learner has some responsibility for outcomes that matter to others.

- Opportunities to study, observe and interact with leaders, especially leaders who have demonstrated moral courage

- Formal and informal assessment of the efforts of those learning to lead ethically

- Feedback of the results to the learner along with reflections by the learner on the experience.

- Strengthening a personal ethic that embodies foundational, core values such as integrity, service to others, and loyalty.
To develop ethical leaders, ethical codes need to be clear; proper guidelines to be in place to ensure that all employees understand what is expected of them. Also, organisations need to demonstrate ethical leadership within the culture of hiring, training and development; and to promote and reward those employees who will embrace the ethical standards.

Given prominent ethical scandals in virtually every type of organization, the importance of an ethical dimension of leadership seems obvious.

4. The study revealed that type of management accounted for significant differences in organizational commitment of B.Ed. college teachers working in private aided and private unaided colleges. The private college teachers were more committed than private unaided teachers.

This implies that enhancing commitment among unaided colleges can only be achieved through governmental policies prevailing upon teachers. Control such as self-appraisals, accountability, student evaluation of teachers and transferring teachers for indifference to their jobs is one way of achieving teacher commitment

5. The nature of appointment accounted for significant differences in organizational commitment of B.Ed. college teachers working on permanent and temporary basis.

The study has clearly pinpointed that there was a significant difference in the organizational commitment of permanent and temporary
B.Ed college teachers. Permanent teachers were more committed than temporary teachers this clearly implies that job security and permanency is absolutely essential for enhancing commitment levels of B.Ed college teachers. Temporary teachers lack commitment because of instability and insecurity of job status and as a result become de-motivated and demoralized and loose interest in the teaching profession itself. College managements should definitely take steps to make all their teachers permanent in their colleges.

6. The Salary accounted for significant differences in organizational commitment of B.Ed. college teachers who were drawing less and more salary.

The B.Ed. College Managements should look into the salary details of the teachers and according to their educational qualification and teaching experience fix an appropriate and satisfying salary to such teachers. When teachers who are highly qualified and also experienced are poorly paid it de-motivates and demoralizes them decreasing their commitment levels. Salary is the greatest motivator in today’s competitive world. If that is neglected then we are neglecting the commitment of teachers.

7. The study revealed that teaching experience accounted for significant differences in organizational commitment of B.Ed. college teachers. More experienced teachers were more committed than less experienced teachers.
Organizational Commitment increases with years spent in the organization. It is suggested that time invested becomes a valued resource in itself, while the privileges associated with length of service make it easier to derive additional organizational rewards. This implies organizational rewards have to be given in relation to the length of service put in by teachers, when teachers do not get any benefits from their organization intentions to leave increases and commitment decreases.

It is clear from the study that promoting commitment among teachers has important implications for educational institutions. Therefore, highly committed teachers would make a positive contribution to their respective institutions and may lead to increase the effectiveness of the educational institutions. Thus, institutions which seek to retain their teachers by building strong organizational commitment are in a better position to reap the benefits of a more enthusiastic, passionate dedicated staff.

5.4 LIMITATIONS OF THE STUDY

1. The study was limited to teachers from selected B.Ed. Colleges.
2. The study was limited to a sample of 300 B.Ed. college teachers in Bangalore City.
3. The study is limited to a few variables like Organizational Commitment, Organizational Support, Work Life Balance and Ethical Leadership Behaviour of Principals.
4. Only Pearson’s Coefficient of Correlation, ‘t’ test and Two-way ANOVA statistical techniques were applied.
5.5 SUGGESTIONS FOR FURTHER RESEARCH

The following are some of the suggested areas that could be taken up for further research:

1. A comparative study of organizational commitment of rural and urban B.Ed college teachers may be undertaken.

2. A study of the Organizational Commitment of B.Ed college teachers with other variables such as work motivation, job satisfaction, job involvement etc., may be undertaken.

3. A comparative study on the organizational commitment of B.Ed and D.Ed college teachers may be undertaken.

4. The predictors of Organizational Commitment can be undertaken to enable researchers to identify the extent of contribution of the independent variables.

5. Identification of programmes, policies and incentives to enhance Organizational Commitment of teachers can be a relevant area of research.