

TEACHING EFFECTIVENESS: A STUDY ON MODERATION EFFECT OF ORGANISATIONAL SUPPORT AND ORGANISATIONAL COMMITMENT

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Abstract:

Perceived organisational support is an employee belief that organisation values their contributions and cares about their welfare. The study assumes faculty can teach effectively in an environment where there is organisational support. In addition organisational commitment is a significant employee attitude towards his job in regard to effective teaching. Consequently the study is sought to analyse the moderation of organisational support on the relationship between organisational commitment and teaching effectiveness. The study is conducted among 410 private engineering college faculties working in Rayalaseema region of Andhra Pradesh. The study follows descriptive research design, as the study describes the moderation effect of organisational support. The study follows probabilistic, multi-stage sampling method in selection of sample. The study administers structured questionnaire among engineering college faculty for collection of primary data. The study finds statistically insignificant moderation effect of organisational support.

Keywords: *Organisational Commitment, Organisational Support, Teaching Effectiveness, Private Engineering Colleges*

INTRODUCTION

A major issue in educational sector today is unemployability of students; the reason could be deteriorating educational standards in educational institutions. Particularly, private engineering graduates are lacking the key technical skills for performing jobs.

In this respect faculty of private engineering colleges are assumed as the central focus to enhance the present scenario, since among the resources in engineering colleges, faculty is the significant contributor for providing quality education. However the faculty needs to be committed at their work to be effective in teaching in contributing quality education. Further the faculty requires support from its institution in providing basic facilities in developing their teaching standards.

The system, structure, communication, perception of policy, management, leadership, and culture are few factors influencing faculty commitment, unfavourably. Hence many of the faculty are turning towards industry, leaving educational field. Further the organisations are restraining the faculty in

doing research activities, providing research infrastructure, permission to attend and organize symposiums, conferences and seminars. The study assumes above reasons could be the factors for deteriorating educational standards.

Hence this study is sought to understand the levels of organisational commitment, perception of organisational support, and teaching effectiveness among faculty in private engineering colleges in Andhra Pradesh. Further the study analyses the moderating effect of organisational support on the relationship between organisational commitment and teaching effectiveness. The study contributes insights to the management of private engineering colleges to focus on designing practices and processes that enhance organisational commitment, organisational support, and teaching effectiveness.

REVIEW OF LITERATURE

The following section discusses the key literature available with respective to organisational commitment, organisational support, and teaching effectiveness.

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ORGANISATIONAL COMMITMENT

Changing the attitude of faculty in private institution is important in enhancing organisational commitment for the overall development of organisational effectiveness. This will give an edge to private institutions to compete with other institutions and producing employable and competitive graduates.

Yuen-Onn Choong (2012) in his study explores the objective of examining the association between psychological empowerment and organisational commitment, and the influence of meaning cognition, competence cognition, self-determination cognition, and impact cognition on organisational commitment. The outcome of the study indicates overall psychological empowerment is extensively correlated to organisational commitment. In addition the study confirms that out of four cognitions of psychological empowerment, only impact cognition extensively contributes to organisation commitment. The study suggests that managers should empower their employees by giving opportunities to make decisions regarding their work methods, speed and efforts which will subsequently enhance their subordinate's commitment (Yuen-Onn Choong, 2012).

A study examines the influence of employment traits on organisation commitment of the teachers. However, researchers have contradictory views regarding the relative potency of different traits groups such as experience, education, type of organisations, chairpersonship, salary, and designation over the commitment. The outcome reveals that most of the demographic variables like (experience, education, salary etc.) cause a variation in commitment of the faculty members (Hamad Khan, 2013).

Organisational Support

A meta-analysis indicated that 3 major categories of beneficial treatment received by employees (i.e., fairness, supervisor support, and organisational rewards and favourable job conditions) were associated with POS (perception of organisational support). POS in turn, was related to outcomes favourable to employees (e.g., job satisfaction, positive mood) and the organisation (e.g., affective commitment, performance, and lessened withdrawal behaviour).

The above relationships are the assumptions drawn from organisational support theory, employees' belief that the organisation's actions are flexible, feeling of responsibility to aid the organisation, realisation of socio emotional needs, and performance-reward expectancies (Linda Rhoades, 2002).

A study conducted by Khulida Kirana Yahya (2012) examines the relationships between the perceived organisational support and expatriates' organisational commitment. The correlation

analysis confirmed that the perceived organisational support is highly important to affective and normative commitment whereas its relationship with continuance commitment is not relevant. Finally, the regression analysis revealed perceived organisational support as being more significant at influencing organisational commitment (Khulida Kirana Yahya, 2012).

In a research study, relationships between perceived organisational support (POS) and the dimensions of organisational commitment (i.e. affective, normative and continuance commitment), to test the moderating effect of locus of control and work autonomy were examined. The results show that POS is positively and extensively associated with affective and normative commitment. Additionally, the outcome of the hierarchical multiple regression analysis supports the moderating effect of locus of control and work autonomy with regard to the relationship between POS and affective commitment. This study highlights the significance of providing support to employees in order to foster their affective and normative commitment to the organisation. In addition, the results confirm in favour of managerial interventions aimed at enhancing perceived control and, consequently, minimising the negative effects of lack of organisational support on employees' affective commitment. Consequently taking into account three dimensions of organisational commitment, the study explores that personality and job design factors can transform the relationship between POS and organisational commitment (Caroline Aube, 2007).

Teaching Effectiveness

Organisational effectiveness is the main concern of all higher education institutes. Over the years there have been many different models of effectiveness along with the criteria for measuring organisational effectiveness. Four main models of organisational effectiveness namely the goal approach, the system resource approach, the process approach, and the strategic constituency approach are reviewed. Moreover, this paper introduces several models of organisational effectiveness in higher education. Then, a brief review is made on some empirical studies that used the Cameron's (1978) model of organisational effectiveness. In the end, the paper suggests that Cameron's (1978) model seems to be the most appropriate for studying organisational effectiveness in higher education (Giti Ashraf, 2012).

Students' and lecturers' perceptions of own effectiveness and creativity as teachers are compared, using a survey questionnaire. Results specify that students focus more than faculty on creativity when imagining how they would execute as teachers; when efficiency is considered, the opposite applies. Besides, the lecturers selected as creative score similar to students, as to the perception of their own

creativity, and to their peers, as to effectiveness. Teaching creatively is seen by its agents as the search for doing things better, and if the communication process is successful, that attempt is perceived by the students as creative. The study explores that creativity lies not in faculty, nor in the student, but in approach of interaction between the two. Furthermore study suggests it is significant to examine what is involved in the edifice of faculty roles and communication process with the students, rather identifying innovative ways of presenting the subject matter to (Sousa, 2010).

Teachers make a difference in student academic growth. Students from low-income, minority communities attend schools with less resources and less eligible teachers than students in more affluent communities. The policy stipulates that teacher effectiveness be determined, insignificant part, by student growth measures and supplemented with multiple observation-based examinations. The prominence placed on student output to indicate teacher effects has served to link teacher evaluations with teacher effectiveness. Information received from a combination of evaluation measures can be used to identify both effective and ineffective teachers, to target areas in need of enhancement to increase teacher effectiveness, and to make decisions concerning the equitable distribution of effective teachers, especially for students who are most in need (Mangiante, 2011).

HYPOTHESIS

H1: There is significant influence of Organisational Commitment on Teaching Effectiveness.

H2: There is significant influence of Organisational Support on Teaching Effectiveness.

H3: There is a moderate effect of Organisational Support on the relationship between Organisational Commitment and Teaching Effectiveness.

RESEARCH METHODOLOGY

The objective of this study is to understand the levels and direction of relationship among organisational commitment, perception of organisational support, and teaching effectiveness of private engineering college faculty. The study is descriptive in nature, since the study examines and describes the relationship and moderation effect of organisational commitment, organisational support, and teaching effectiveness. Organisational commitment is considered as independent variable, organisational support is taken as moderating variable, and teaching effectiveness is considered as dependent variable. This study is conducted among the faculty members of private engineering colleges in Kadapa, Anantapur, Chittoor, and Kurnool Dist of Andhra Pradesh. The study collected primary data through self-administered questionnaire.

Sample Design

The study follows probabilistic, multi-stage sampling technique. The first stage in sampling design is region; Andhra Pradesh has two regions Rayalaseema and Coastal Region, among which Rayalaseema region is selected. In second stage, among Kadapa, Anantapur, Chittoor, and Kurnool districts of Rayalaseema, few towns were selected based availability of majority engineering colleges for collection of data.

Data Collection

The study collects primary data through well-structured questionnaire administered to faculty in engineering colleges. The questionnaire consists of two sections. In the first section, questions were asked to measure demographic factors like age group, gender, year of experience, qualification, and designation. In the second section, the questions associated to organisational commitment, organisational support, and teaching effectiveness are present. The respondents are requested to rate the statements on five point Likert scale from strongly agree to strongly disagree.

The study measures organisational commitment by adopting the items designed by Linda Rhoades (2001). The statements of organisational commitment are as follows: "I would be happy to work at my organisation until I retire", "Working at my organisation has a great deal of personal meaning to me", "I really feel that problems faced by my organisation are also my problems", "I feel personally attached to my work organisation", "I am proud to tell others I work at my organisation", "I feel a strong sense of belonging to my organisation". The statements are rated on five point Likert scale from strongly agree to strongly disagree.

The statements are adopted from the scholarly research of Eisenberger, Huntington, Hutchison, & Sowa, (1986). The statements are as follows: "My organisation really cares about my well-being", "My organisation strongly considers my goals and values", "My organisation shows little concern for me", "My organisation cares about my opinions", "My organisation is willing to help me, if I need a special favour", "If given the opportunity, my organisation would take advantage of me".

Teacher effectiveness is assumed as a significant dimension of organisational effectiveness in the context of higher education. Teacher effectiveness in this study means creating deep understanding in students by using less content and more perspectives and application, further learning is also a significant factor to teach effectively. Hence the following statements are used for measuring teaching effectiveness: "Knows subject matter", "Speaks at appropriate volume",

“Uses class time efficiently”, “Gives multiple examples”, “Friendly/easy to talk with/approachable” “Encourages/responsive to questions and comments/encourages discussion”, “Stresses important points/emphasizes principles and generalisations”, “Respects students”, “Communicates effectively/explains clearly”, “Helpful to individual students”. The respondents are requested to rate from totally effective to totally ineffective on a five point Likert scale.

DATA ANALYSIS

Correlation and Regression- Moderation Model was employed using SPSS 16.0 to analyse the direction and levels of organisational commitment, organisational support, and teaching effectiveness.

Table 1 explains the statistic details of demographic factors like age group, gender, year of experience, qualification, and designation.

It is observed from the data, there are 257 (62.7 %) respondents in the age groups of 25-30 years, 138 (33.7%)

of 31-40 years, 10 (2.4 %) of 41-50 years, 5 (1.2 %) of 51-60 years. The sample comprises 264 (64.4%) male and 146 (35.6%) female faculty. Around 250 (61 %) faculty members have 0-5 years of experience, 101 (24.6 %) faculty have 6-10 years, 42 (10.2 %) faculty have 11-15 years, 13(3.2%) faculty have 15-20 years, and 4 (1.0 %) faculty have 20 and above years of experience.

Around 47 (11 %) faculty have graduation degree, 305 (74.4 %) have post-graduation, 5(2.7%) faculty have NET/SLET, 19 (4.6 %) have M. Phil and 34(8.3 %) faculty have PhD degree.350 (85.4 %) faculty are Assistant Professor, 51 (12.4 %) faculty are Associate Professor, 8 (2 %) faculty are Professor and 1 (0.2 %) faculty has other designation like Principal, visiting and guest faculty. 110 (26.8%) faculty have participated from Kadapa, 100(24.4%) faculty each have participated from Chittor, Anantapur, and Kurnool.

The weighted means and Cronbach’s alpha of variables likewise organisational commitment, organisational support, and teaching effectiveness are analysed. Cronbach’s alpha is concerned with the degree of interrelatedness among the set of

Table 1: Descriptive Statistics of Demographic factors of Faculty (N=410)

SL. No	Demographic Factors	Number of Respondents	Percentage	
1	Gender	Male	264	64.4
		Female	146	35.6
2	Age Group	25-30 Years	257	62.7
		31-40 Years	138	33.7
		41-50 Years	10	2.4
		51-60 Years	5	1.2
3	Years of Experience	0-5 Years	250	61.0
		6-10 Years	101	24.6
		11-15 Years	42	10.2
		15-20 Years	13	3.2
		21 and above Years	4	1.0
4	Qualification	Graduation	47	11.5
		Post Graduation	305	74.4
		NET/SLET(CSIR)	5	1.2
		M. Phil	19	4.6
		Ph. D	34	8.3
5	Designation	Assistant Professor	350	85.4
		Associate Professor	51	12.4
		Professor	8	2.0
		Others	1	0.2
6	District	Kadapa	110	26.8
		Chittor	100	24.4
		Anantapur	100	24.4
		Kurnool	100	24.4

items designed to measure a single construct. The Cronbach's Alpha for organisational commitment, organisational support, and teaching effectiveness is resulted as 0.872, 0.736 and 0.940 in order, which is above the standard norms. The weighted mean score of organisational commitment, organisational support, and teaching effectiveness is observed at 4.0, 3.4 and 4.20 is interpreted as neutral levels of perceptions regarding organisational support. However the study finds positive levels of organisational commitment and teaching effectiveness.

Influence of Organisational Commitment on Teaching Effectiveness

The study analyses the relationship between organizational commitment and teaching effectiveness by employing correlation and regression analysis. Organisational commitment is taken as independent variable and teaching effectiveness is taken as dependent variable. The results are summarised in Table 2 & 3.

The correlation analysis reveals there is significant relationship between organisational commitment and teaching effectiveness ($r = 0.435$, $p < .000$). The regression analysis reveals organisational commitment is able to explain 19 % of variance in teaching effectiveness ($R^2 = 0.190$, $p < .000$). Consequently the study's results confirm there is significant relationship between organisational commitment and teaching effectiveness. Hence Hypothesis 1 that 'There is significant influence of organisational commitment on teaching effectiveness' is accepted.

Influence of Organisational Support on Teaching Effectiveness

To analyse the relationship between organisational support and teaching effectiveness, correlation and regression analysis is employed. Organisational support is considered as independent variable and teaching effectiveness is considered as dependent variable. The results are summarised in Table 2 & 3.

The correlation analysis reveals there is significant relationship between organisational support and teaching effectiveness ($r = 0.383$, $p < .000$). The regression analysis reveals organisational support is able to explain 14.6% of variance in teaching effectiveness ($R^2 = 0.146$, $p < .000$). Consequently the study results confirm there is significant relationship between organisational support and teaching effectiveness. Hence Hypothesis 2 that 'There is significant influence of organisational support on teaching effectiveness' is accepted.

Partial Effect of Organisational Support

The study has analysed the partial effect of organisational support on the relationship between organisational commitment and teaching effectiveness. The study employs regression analysis for finding out the effect of organisational support. The results are summarised in Table 4.

The results reveal that organisational commitment has significant influence on teaching effectiveness ($R^2 = .190$, $p < .00$). Further the study observed that when organisational support is included into analysis, organisational commitment

Table 2: Correlation Analysis among study variables

SL. No	Relationship	r	p-value
1	Organisational Commitment → Teaching Effectiveness	0.435**	.000
2	Organisational Support → Teaching Effectiveness	0.383**	.000

**Significance at $P < 0.01$.

Source: SPSS Output

Table 3: Regression Analysis among study variables

SL. No	Relationship	R^2	p-value
1	Organisational Commitment → Teaching Effectiveness	0.190**	.000
2	Organisational Support → Teaching Effectiveness	0.146**	.000

**Significance at $P < 0.01$.

Source: SPSS Output

Table 4: Partial out effect of Organisational Support

Model	R	R Square	Adjusted R Square	Change Statistics	
				R Square Change	Sig. F Change
Organisational Commitment	.435a	.190	.188	.190	.000
Organisational Commitment and Organisational Support	.481b	.231	.227	.041	.000

a. Predictors: (Constant), OC

b. Predictors: (Constant), OC, OS

Table 5: Moderation effect of Organisational Support on Organisational Commitment and Teaching Effectiveness

Regression Parameters	Organisational Commitment(OC)	Organisational Support(OS)	OC*OS	Model Summary
R ²			.003	.234
df			406	406
F			1.669	41.38
p			.197	.000**
β	.349	.333	0.87	4.179 (Constant)
t	6.799	4.699	1.292	101.668
p	.000**	.000**	.197	.000**

**Significance at $P < 0.01$.

* Significance at $P < 0.05$.

and organisational support put together have significant influence on teaching effectiveness ($R^2 = .231$, $p < .00$). Hence the study observes that organisational support and organisational commitment have influence on teaching effectiveness.

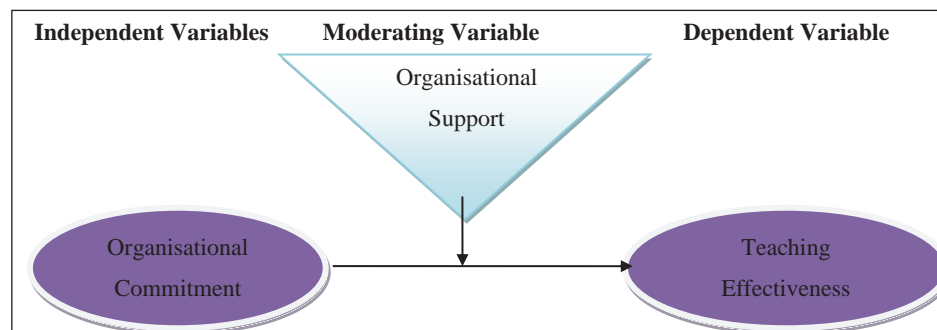
Moderation effect of Organisational Support

H3: The moderation model in regression analysis is employed to test hypothesis; organisational support moderates the relation between organisational commitment and teaching effectiveness. The study enters dependent variable teaching effectiveness, independent variable organisational

commitment, and moderate variable organisational support. The results are exhibited in Table 5.

Model: Organisational Commitment (Predictor), Organisational Support (Moderating Variable) and Teaching Effectiveness (Dependent Variable).

The regression of organisational support on teaching effectiveness is significant at $\beta = .333$, $t(406) = 4.699$, $p = .000$. The regression of organisational commitment on teaching effectiveness is significant in presence of organisational support at $\beta = .349$, $t(406) = 6.799$, $p = .000$. The total model summary is significant at $R^2 = .234$, $F(406) = 41.38$, $p = .000$. However, interaction effect of organisational support

**Fig. 1: Moderation Effect of Organisational Support**

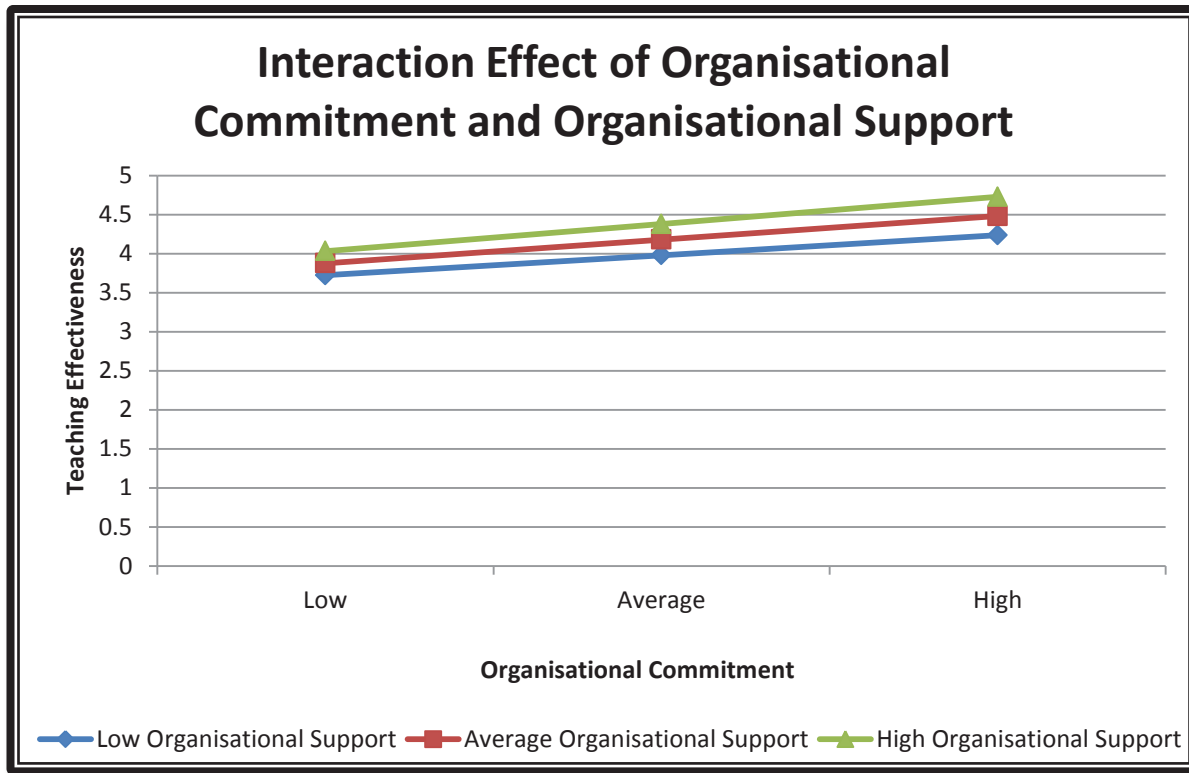


Fig. 2: Interaction Effect of Organisational Commitment and Organisational Support

and organisational commitment is insignificant at $R^2=.003$, $F(406) = 1.669$, $p = .197$, $\beta = 0.87$, $t(406) = 1.292$, $p = .197$.

By Observing Chart in Fig. 2, Enhancing Effect of Organisational Support and Commitment on Teaching Effectiveness is Visible. In The Context of Low Organisational Support and Commitment, Teaching Effectiveness is Observed to be Lowest. Further at High Organisational Support and Commitment, Teaching Effectiveness is High. However the Study Fails to Prove Statistically, the Moderation Effect of Organisational Support. Hence H3 Is Rejected.

CONCLUSION

The study fails to prove the moderation effect of organisational support on relationship between organisational commitment and teaching effectiveness. The faculties are working committed even though they don't have necessary support from the management, could be the reason for insignificant moderation effect of organisational support. However the study believes if the management provides necessary support, the faculty can be more committed.

Hence perception of organisational support is a significant factor that contributes positive attitude in faculty towards the organisation and job. The management of colleges needs to provide necessary infrastructure, polices and environment

that enhance the perception of the faculty that they have support from their organisation. The management should support the faculty in their career advancement, research activities, training programmes, attending conferences and like. Since the positive perception of faculty is important in delivering effective teaching and enhancing educational standards.

Organisational commitment in the context of private engineering colleges is product of autonomy, participative decision making, effective leadership, and supportive culture. Hence the study advices to design policies and practices to increase the commitment levels of faculty. The study concludes that perception of organisational support is opined neutral. The study suggests the management need to take corrective actions to enhance organisational support and develop conducive environment for increasing the perception of organisational support.

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