

Coping Behaviour and Organisational Commitment: A Correlational Study on College Teachers

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Abstract--*The study was conducted to explore the coping behaviour of teachers of government degree colleges of Jammu province. The hypothesis was mainly focused on investigating the nature of coping behaviour of college teachers and to find out the relationship of coping behaviour with organisational commitment of college teachers. By using stratified random sampling method, a sample of 250 college teachers was selected for data collection. Findings revealed that college teachers of Jammu region possess deficient coping behaviour; however, it is independent of the effect of gender. Correlation results indicated no relationship existed between the coping behaviour adopted by the college teachers and their organisational commitment.*

Key words--*Coping behaviour, Deficient Coping, Efficient Coping, Organisational Commitment*

I. INTRODUCTION

Educational organisations are the most important organisations among all other organisations and colleges as educational organisations are one of the most significant social institutions in the society. Efficiency and performance of any organisation depends upon the coordination, cooperation and commitment of the employees of that organisation. In defining the terms of efficiency and effectiveness, Encyclopaedia of Business (2013) described that efficiency is synonymous to the terms effectiveness, competency, productivity as well as proficiency but in more specialized way, efficiency is doing things right and effectiveness is doing the right things. Celep (2000) states that effectiveness level of an educational organisation is raised by the consistent policies, satisfactory sources and qualified employees with healthy working conditions. To meet these requirements, teacher must be efficient and committed to the organisation. The level of organisational commitment among the employee is the most important factor for the growth and development of an organisation.

Organisational commitment

The Business Dictionary (2013) defines organisational commitment as “Strength of the feeling of responsibility that an employee has towards the mission of the organisation.”

According to Balay (2000) organisational commitment is feelings of bond and attachment which links the employees and the organisations and unite them around common goals and values.

Meyer and Allen (1991) had developed a framework for the organisational commitment and constructed three categories of organisational commitment i.e Affective commitment (AC), Continuance commitment (CC) and

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Normative commitment (NC). First category, affective commitment refers to the emotional attachment and involvement of the employee towards the organisation as they want to be within the organisation. Second category, continuance commitment refers to the individual's assessment to the costs of leaving the organisation as they need to do so. And last category, normative commitment deals with the feeling of obligation to remain in the organisation because they ought to.

Commitment level of the teachers depends upon the working conditions and satisfaction level of the employees in an organisation. Azeem (2010) examined the nature of various demographic variables (age, job tenure) and job satisfaction with organisational commitment. Findings of the study revealed that the mean value of job satisfaction and organisational commitment were moderate. Results also indicated the significant positive relationship among job satisfaction, demographic variables and organisational commitment. Expansion of job dissatisfaction of one's job in an organisation results into stress. Stress is a harmful physical and psychological response that occurs when needs of the organisation and teachers do not match with respect to the capabilities, resources and abilities of the employees. There are three dimensions of organisational commitment: Affective commitment (Feeling based), Normative commitment (Obligation based) and Continuance commitment (Cost based). In many studies like Fiorita, Bozeman, Young and Meurs (2007) revealed that most important determinant which leads to the success and growth of an organisation is the employee's commitment. Jafri (2010) also directed that committed employees have passion for their work and organisation, active approach for teaching and learning with new methods. Ajabge (2012) revealed in the findings that higher level of commitment among the employees' leads to happiness, increased performance, decline in absenteeism & turnover and in contrast lower level of commitment resulted into institutional failure. Study conducted by Teferi, Bekalu and Abebe (2016) on high school teachers indicated that there was no significant difference between the male and female teachers on organisational commitment. All the studies have indicated that commitment among the employees is most important factor for the success or failure of any organisation. Teachers in universities and degree colleges are often found in aggressive, depressive, threatening and confusing situations. Healthy coping is essential to overcome from these situations.

Coping strategies

Coping strategies can be defined as specific efforts, both psychological and behavioural those are employed by the people to reduce, avoid or minimize the stressful and challenging situations. Generally there are two types of coping strategies: efficient coping strategies and deficient coping strategies. Efficient coping includes problem focused coping. These are active /approach coping strategies. Deficient coping strategies includes emotion focused coping. These are avoidance coping strategies. Ahmad (2007) examined the role stress and coping strategies on the banking sector employees and concluded that banking sector employees are highly stressed due to multiple roles, excessive workload, poor growth prospects and conflicting expectations. Results also revealed that out of various coping styles only approach oriented are proved as functional styles of coping with stress. Livneh & Wilson (2003) predicted that avoidance focused coping results to poor psychological adjustment. Abdullah (2008) in an article stated that stress level among women employees has been increasing rapidly. Good interpersonal relations, workers participation and reducing conflict acts as a good coping strategy for the women to overcome stress.

II. OBJECTIVES

1. To study the coping behaviour of college teachers of Jammu region.
2. To compare the coping behaviour of male and female college teachers of Jammu region.
3. To investigate the relationship between coping behaviour and organisational commitment of college teachers of Jammu region.

III. RESEARCH QUESTIONS

1. What is the nature of coping behaviour of college teachers Jammu region?
2. Does gender has a significant effect on the coping behaviour of college teachers Jammu region?
3. How coping behaviour is related to organisational commitment of college teachers?

IV. RESEARCH METHODOLOGY

Method--Present study is descriptive in nature and survey method is used to collect data.

Population of the study--The population of the study is comprised of the faculty members of government degree colleges of Jammu province.

Sample--The sample included 250 faculty members of government degree colleges of Jammu province selected by stratified random sampling technique.

Tools used--For the present study, following tools were used for data collection

1. Organisational commitment scale developed by Anukool M. Hude and Rishu Roy (2017).
2. Coping strategies scale developed by A.K Srivastva (2017).

Statistical Techniques--The collected data were analysed by employing Percentage, Mean, Standard deviation, t-test and Pearson Product moment correlation.

V. RESULTS

Objective 1: To study the coping behaviour of college teachers.

In order to find the coping behaviour of college teachers, frequency and raw scores are used. As per manual, teachers scoring above 96 are reported as efficient coping strategy adopters and those scoring below 96 are placed under deficient coping strategy adopters.

Table 1: Coping behaviour of college teachers

Coping Behaviour	N	Percentage
Efficient coping behaviour	86	34.4%
Deficient coping behaviour	164	65.6%
Total	250	

On the basis of frequency, it has been observed that the number of college teachers having efficient coping behaviour (E.C.B) is 86 with a percentage share of 34.3% whereas percentage of college teachers having deficient

coping behaviour (D.C.B) is 65.5% with frequency of 164. So, it is inferred from the results that nature of coping behaviour of college teachers is deficient coping behaviour. This can be clearly shown in figure 1.

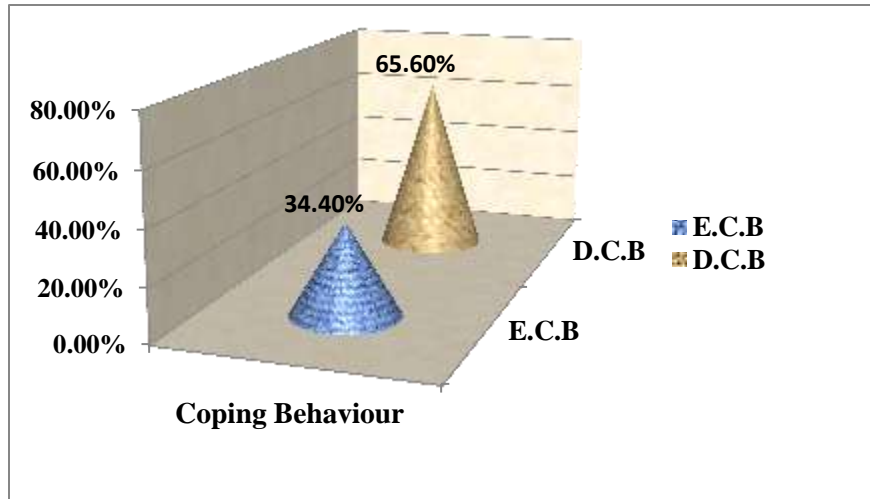


Figure 1: Coping behaviour of college teachers.

Objective 2: To compare the coping behaviour of male and female college teachers.

Independent sample t- test was employed in order to determine the effect of gender on the coping strategy of college teachers, the result of which are shown in table 2

Table 2: Gender wise comparison of coping strategies of college teachers.

Gender	N	Mean	S.D	df	t	p-value
Male	125	95.06	13.772	248	-.463	.376
Female	125	95.83	12.694			

Table 2 indicates that the mean difference in the coping strategy of female college teachers (M=95.83, S.D=12.694) and male college teachers (M=95.06, S.D=12.694) is not significant ($t(248) = -.463, p > 0.05$) indicating that there is no significant effect of gender on the coping strategy of college teachers. So, it is inferred from the results that gender has no influence on the coping behaviour of college teachers. This can be shown clearly in figure 2.

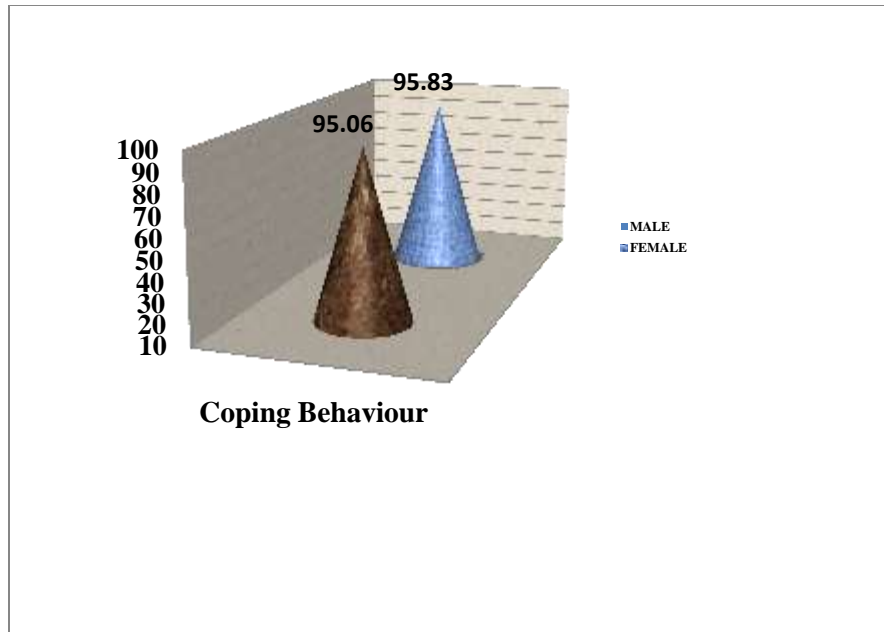


Figure 2: Gender wise comparison of coping behaviour of college teachers.

Objective 3: To investigate the relationship between coping behaviour and organisational commitment of college teachers.

Table 3: Correlation between coping behaviour and organisational commitment

Variable	N	M	S.D	r
Coping behaviour	250	117.96	10.406	.003
Organisational commitment	250	95.44	13.223	

Results of Pearson coefficient of correlation (table 3) revealed that there is no relationship between coping behaviour adopted by the college teachers and organisational commitment of college teachers.

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