

**RELATIONSHIP BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL
COMMITMENT AMONG UNIVERSITY TEACHERS: AN EVALUATIVE STUDY**

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CHAPTER-I

INTRODUCTION

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

Education is a process of human enlightenment and empowerment for achievement of a better Quality of life. A teacher occupies an important and unique place and is heart and soul of any educational institution. Teachers can do miracles and shape raw materials into new finished products. Teaching means sum total of activities in which teacher in a class actually engage themselves in pursuance of aims and objectives of education. So, it is very essential that a teacher should be professionally committed and then only he will be able to discharge his duties and responsibilities intelligently and effectively. A teacher is someone acknowledged as a guide or helper in the process of learning. Teaching is a mission – a mission to which they are transparently and whole heartedly dedicated. They are passionately dedicated to the great cause of education. Teachers' commitment towards their organizations is not merely a philosophic obligation but also an unavailability necessity and demand of dynamics of modern society. So teachers' organizational commitment affects the health of organizations. It is believed that school health might be a more appropriate indicator to conceptualize the atmosphere of an effective school where as a healthy school would be a better environment for teachers to work. The quality of the workplace or the organizational health of the school has a determining effect on teachers' commitment. Teacher is a leader or guide in the process of learning. So many academic subjects are highlighted in many societies. But teachers' duties may include instruction in workmanship or occupational training, spirituality, civics, community roles or life skills. Teacher will essential to consider student's previous knowledge, situation and their learning purposes. The teacher always cooperates with students. Teacher should also plan the educational trip, field trip or co-curriculum activities according the individual difference of the students. Teacher also serves as supervisor for curriculum and co-curriculum activities. Teacher may have responsibility of student's discipline.

TEACHER

A teacher's role may vary between cultures. In modern schools and most contemporary occidental societies where scientific pedagogy is practiced, the teacher is defined as a specialized profession on the same level as many other professions. A teacher who teaches on an individual basis may be described as a tutor. Teacher will need to consider student's background knowledge, environment and their learning objectives. The teacher may cooperate with students of different ages, a student with differently abled and student with learning disabilities. The teacher of today is not a mere purveyor of lessons or a speaker in a classroom. He is instead an individual who imparts education, Education which now means total development of the child. He is of course interested in having children acquire knowledge and skills, but he is equally concerned about their health, personal and social adjustment, their goal and plans for the future. In order to be successful in this complex job, he has to be adept at such tasks as guiding and directing learning, diagnosing and rectify personality mal-adjustment, assisting in the process of achieving physical, social and emotional maturity and evaluation the outcomes of this work. He must, therefore, be a specially trained expert. Among the subjects of greatest relevance in the program of his training is that of educational psychology. Teachers need to thoroughly understand the basic principles of psychology governing the behavior of children and applicable to the processes of education.

POSITIVE PSYCHOLOGICAL CAPITAL

Psychological is the study of behavior and mind, acceptance all aspects of conscious and unconscious experience as well as thought. The word psychology comes from the Greek word and divided into two parts one is psych which means breath, spirit and soul and second one is logia meaning the stud of something. Psychology generally associated with the treatment of mentally illness. A new approach in psychology established in twentieth Century. The name was Positive psychology. We are on the threshold of Twenty First Century wherein, the teaching learning process would have different approaches because of easier access to information, the expansion of communication and the impossibility of controlling trans-border. Add to this the impact of industrialization, urbanization, globalization rapid technology changes, the erosion of old social structures and emergence of new ones all lead structural changes within our societies that take place almost without regard to the kind of development strategy a

government pursues. Such powerful force effect people`s expectations, their time horizons, their political awareness, and their willingness to accept the status quo. One great challenge to learning is to give people the tools to give with this dynamism rather than succumbing to disappointment resulting fast growing psychological problem effecting personality development of the teacher. Therefor the teacher has to play vital role in passing on knowledge with new technology. In view of all facts, the psychological modes would be having more effect on the personality of the teacher. Hence, there has been a need of providing knowledge in such a way that a teacher should be kept away from tension, anxiety, fear, pressure, strain and stress in day to day life to contribute effectively in the field of education. Education attempts to modify behavior through the process of learning, while psychology studies behavior. Behavior can be modified only after it has been studies and understood. Thus, a student teacher must learn and absorb psychology before he proceeds to impart education. Psychology employs the method and spirit of science, but as the environment and the human organism are always changing, the science of human behavior cannot be an absolute science. Thus psychology is far from being an exact science. The practical goals of all sciences are prediction and control and psychology has also now found that goal practicable. In looking to the future of man in Twenty First Century, experts in the field of psychology and health report that a man in nature years would comparatively feel more concerned to maintain his physical and psychological health. Unfortunately the ever increasing pressures to perform different role in different odd situation will ultimately crop up different type of disorders. Positive psychology advocates a shift from the pathological facets of human intellectual procedures and actions to concentrating on the capability for optimistic individual development and progress. Some specialists or in psychology doubt the strength of this movement, mentioning to it as "faddish" and calling into question its focus on purely optimistic sentiments or feeling. Further, other writers have quoted the illogical nature of trying to separate the positive from the negative. However, the supporters of positive psychology are adamant that this movement can recover the value of life in both the individual and professional fields. The individual`s behavior affected by so many things or factor in their work life like individual characteristic and valuable work, job atmosphere, job specification act. Emotional feeling of the employee also affecting employee`s work life. Psychological capital and emotional maturity of the workers in work life always affect the work life, motivational level, behavior; positive attitude and these entire characteristic also help him or her to achieve

their goal easily. So we can say that emotional feature of the workers and their experience in the job atmosphere and job satisfaction has effects on their job and their commitment to the organization they work. Psychological capital define as a whole of the feature of the employee's or worker`s which can help to increase their experience, capacity, ability and job performance. Four psychological resources were determined to best meet the POB scientific criteria: Hope, Efficacy, Resilience, and Optimism. The four components are defined as follows:

Hope – Hope is an encouraging state of a human mind and hope is always helpful to overcome obstacles to achieve goal. Hope defines as a thinking of alternative pathways which is helpful to build up the self-confidence of the person. Hope motivates the persons to do their work seriously. Positive hope is reasonable to build up the positive relationship between individual psychology and organizational goal and aim. The so many studies found that high hope individual were more motivate and more self-confident. Hopeful persons create a hard work atmosphere in whole organization which is helpful to increase employee and organization performance. In the end we can say that hope is one of the factors that positively affect the employee future. Hope is the first component of psychological capital. Hope is motivational and encourages able position that includes two elements. (I) Successful feeling of agency and second pathway interact. Successful feeling means goal oriented determination and pathways and interact means for achieving specific goal do planning and hard work. When an individual except positive or negative outcome from an event and circumstances result then we call these feeling as hope. In hope individual have positive behavior and thinking. For job satisfaction and professional development one should have to be hopeful. Until the worker do not be hopeful for goal, aim duty responsibility he cannot achieve the goal. Hope full person inspire by it. Hopeful person face all the challenges to achieve the goal. He takes every task as positive challenges. Hope effect on the problems included in the job. For eg. Co-ordination, hard work, participation, goal clarity etc. Hope is that element that impact on the whole life of the worker In all situation of low job performance, illness, failure. Hope works like recovery. It is only the hope that motivate employee towards positive behavior and hard work. Hopeless person always afraid from his/her failure and. In an organization the employee there should be hope full because in an organization many times that condition comes when he cannot overcome the illness and recovery that lowers down the job performance of an employee.

Self efficacy – self efficacy means people`s confidence, with the help of this confidence a person increase their capability to achieve their definite goal in a particular situation. Self efficacy means that an individual have full confidence on the ability that he can achieve particular goal. Self efficacy effects on the employee job performance, organizational commitment and professional development but high self efficiency negatively or positively motivate a person. Average self efficiency motivates an employee from inner self through this employee get the confidence to solve the problems. High self efficiency employee completes every task with good effort and do not demotivate with the obstacles or any other situation but become successful by removing these obstacles. To make good commitment with an organization and to make progress employee have self efficiency or confidence. Many people believe that self efficiency is the ability of an employee to do work but it is not ability to do work but it is ability inside the employee. Self efficacy is the super ability that individual or employee recognized their process, assess and he/she gather their knowledge of their skill and abilities. Those, who deliberate themselves extremely efficient, prefer challenging tasks, and continue their trust even in the face of setbacks. The idea of self efficacy, which is significant in terms of positive organizational actions, is carefully connected with job presentation and seems as endlessly improvable attribute by means of many methods such as social encouragement, positive comment, psychological and psychological inspiration, indirect learning and social learning modeling.

Optimism – Mostly optimistic person is one who expects, faced and predict and desirable events in the future, while a pessimistic person is one who always constantly has negative and demotivation feeling and he feel in stress when undesirable things is happed in their life. Optimism in Psychological capital is thought as a realistic construct that regards what an employee can or cannot do, as such, optimism reinforces efficacy and hope. Optimism is not just about prediction about the future`s activities. More importantly optimism based on the some causes and attributions, with the help of these reasons we can easily understand the explanation about why events occur, this events are positive or negative, present, past and future and so many things. Optimistic person have a deeper understanding about their future and he/ she always focused on positive events and activity. Two factor works behind optimism one is external factor and second is internal factor. When negative events are occur then optimistic person believed that is not my fault and he/she feel that this events are not static or permanent it is temporary , he

always believed that what happened was unlucky. Optimistic persons focused on one more thing which is most important that is 'Specific' means he/she believe that only this event goes wrong and next event I will improve and defiantly successful in this event. He also motivated from his failure. He always believes on his or her hard work. But pessimistic persons have quite the reverse feels the negative events as internal. This type of people is mostly emotionally week. They think that it is my entire fault, he also think that this wrong activity occur again and again and it is permanent, he cannot improve his/her performance and every event goes wrong.

Resilience – resilience defined as an ability to overcome the stress, conflict, failure, tension. When a person co-operates with failures, conflict and motivate to reduce these tension with their own efforts then a person achieve their goal successful. It is ability of a person to fight with negative situations. When an individual handle the too difficult situation very easily and motivate to do their work with honesty and positivity, then he achieves their goal very easily. He has faced every huddle with smile and tries to overcome his/her stressor tension. This type of characteristic we can say resilience. Now we try to understand those factor which are play very important role in the process of resilience. So many factors influence the resilience of the employee like organizational environment, adaptation, job performance, values etc. An employee who has high resilience he always increase their job performance. So many studies conducted on job performance and resilience and found a direct relationship between them. A resilient individual always increase their creativity, adaptive to innovations, and he also more competitive against negativities and setbacks. He shows himself as a role model front of other. He adapts the different situation very easily. A resilient person has helpful to make the organization more popular and successful. Organizational commitment and psychological capital that might have important contribution to govt. and private organization as well as to other organizations motivated individual progress and performance. Resilience can helpful to make an employee as productive members. It is always helpful to developing personal strengths and good quality of employee.

Goldsmith (1997) reported that a individual's income is more delicate to change in self-esteem than to comparable alternations in human capital. Both relative wags as well as human capital contribute to self-esteem. The meaning of positive psychological capital is the positive and developmental state of an individual as characterized by high self-efficacy, optimism, hope and resiliency. Goldsmith et al. (1998) reported that the backgrounds of

organizational psychological capital spread back to the financial wealth mentioning to the resources reserved from investing that invested for future expected returns. Financial wealth and psychological capital both are interrelated because when financial wealth is increase then employee get satisfaction and more committed to the organization. Seligman- csikszentmihalyi (2000) Organizational psychological capital concept mostly applied in the field of organizational and this concept has emerged from the different theories and researches within the field of positive psychological. The organizational behavior, as a concept connected to avoiding an anxiety with individual inadequacy and dysfunctions and emphasis on particular strength, new method for the increase, organization and management of human resources or capital. This new method or technique shows and tell us that strength of developing psychological capacity of human resource that can be measured, increase, developed and be able to in the improving presentation and attaining administrative achievement.

Milan Larson and Fred Luthans (2006) reported that psychological capital means workers attitude, feeling, and behavior towards their work. Psychological capital helps to explain all the things. And psychological capital always helpful understand, develop and maintaining human resource which is helpful to increase job performance. Psychological capital add values to both human and social capital in predicating workers desirable attitude will hopeful generate future research to see if it holds true in other samples and environment.

Pamela Herd (2010) reported that psychological human capital is always helpful to establish a positive relationship between educational attainment, achievement, health outcome, and result among high school and Personality measures, ranging from conscientiousness to extraversion and friendliness, had little role in mediating the association between scholastic achievement and health outcomes among high school graduates. Education coefficients were reduced by only a maximum of 10% with the inclusion of psychological measures, and they always remained statistically significant. In contrast, the inclusion of academic performance measures reduced the size of the education coefficients by 20% to 45 %and they reduced half of the statistically significant educational achievement coefficients to statistical insignificance.

Avey et al., (2011) reported that the expected significance positive relationship between psychological capital desirable employee attitude employee attitudes, desirable employee behavior and multiple measure of performance and there was also a significant negative relationship between psychological and undesirable employee attitude behavior. Human

resources play a significant role in the success of nearly all businesses, necessitating careful and effective analysis. Erkus and Findikli (2013) reported that psychological capital is that the individual focus on their strong characteristic means believe on their positivity rather than their difficult or negativity aspects. In this direction, positive psychology contributes to the organizations in defining characteristic that make the individual more positive. Polatic and Akdogan., (2014) concluded that psychological capital well- being and two dimensions of spill over (positive and negative work family spill over) mediate the effect of psychological capital on performance. Vycke, et al., (2014) reported that individual social capital and psychological capital both are different things but association between both things distress is similar and for men and women which is in contrast to what might be erected based on international literature. Schulz, et al., (2014) concluded that strong positive relationship between psychological capital job satisfaction and organizational commitment and a strong negative correlation with intentions to quit. The idea of positive psychological capital originates in “postmodern positive psychology” and comprises the strengths and positive aspect of human behavior. Martin Seligman first discussed these ideas in 1999 and was subsequently developed by Luthans and his colleagues in 2004 in the USA. “Positive psychology got its start just a few years ago when research psychologist Martin Seligman challenged the field to change from a preoccupation with what is wrong and dysfunctional with people to what is right and good about them”. Shen, et al., (2014) reported that both effort reward ration and score of over commitment were positively associated with depressive symptoms, where psychological capital was negatively associate with depressive symptoms among university teachers. Psychological capital mediated the relationship between occupational stress and depressive symptoms. Psychological capital also defined by Shabnambidarian et al. (2015) as a whole of features which can be improved with experience or education in particularly increasing the performance of the workers. The set of positive abilities and properties of the teacher could play a role in the growth and empowerment of their quality. Lizar, et al., (2015) every person’s preparedness for change has positively and significantly influenced by psychological capital and psychological empowerment and significant influence on individual readiness for change and the psychological empowerment has slightly higher influence on individual readiness for change compared to psychological capital. Psychological Capital is a higher order positive construct comprised of the four-facet constructs of self efficacy/confidence, optimism, hope, and resiliency. Ziyal. et al., (2015) provided valuable

insight for understanding the dimension of psychological capital, hope, optimism and resilience altogether and innovation in IT. This Psychological Capital is open to development that we propose can pick up where the war perspective leaves off in meeting today's—and tomorrow's—challenges. Specifically, Psychological Capital is a higher order core construct that integrates the various POB criteria—meeting capacities, not only additively but also perhaps, synergistically. Thus, the resulting impact of investing in, developing, and managing overall Psychological Capital on performance and attitudinal outcomes is expected to be larger than the individual, positive psychological capacities that comprise it. In other words, the whole (Psychological Capital) may be greater than the sum of its parts (self-efficacy, optimism, hope, and resiliency). An example of how the factors of Psychological Capital interact would be that hopeful persons who possess the agency and pathways to achieve their goals will be more motivated to and capable of overcoming adversities and, thus, be more resilient. Rego, et al., (2015) reported that in the relationship between authentic leadership and organizational commitment the positive psychological capital is an important variable. They confirm the importance and reinforce the need for organizations to implement strategies to develop it. Confident persons can easily transfer and apply their hope, optimism, and resiliency to the particular tasks within particular fields of their lives. Baluku, et al., (2016) reported that only the hope, optimism and trust dimensions associated significantly to business achievement. Both start up and psychological capital is significant predictors of business achievement, however psychological capital is the better predictor.

Hur et al.,(2016) reported that perceived distributive and procedural justice both are positively related with the employee's service and also increase job performance. Mahmut Kalman and M. Semih Summak (2017) reported that training is must in any field and training is useful in terms of offering a platform and give a chance to share their view point, experiences, and knowledge, some of them made few recommendations to make PCDTI more effective for future implementations. When we plan a training session then we try to training should hat teachers can be more enjoyable, attractive, that teacher can actually do in their teaching task were some of the emerging recommendations. Extending the length of the training according to the no. of participate.

According to Luthans et al. (2007), psychological capital includes four component, self-efficacy, hope, optimism, and resilience and it enables the persons to think and do their work and activity more creatively and innovatively.

COMMITMENT

Commitment ignites action. To commit is to pledge you to a certain purpose or line of conduct. It also means practicing your beliefs consistently. Cambridge International Dictionary of English says, Commitment is like ability or your faithfulness towards any specific principle, person or action. Commitment depicts the firm and not changing orientation in support of one's belief in his principles. Commitment directly related with individual's psychological bond to the organization including a sense of job participation, loyalty and beliefs in the value of organization. The quality of organization's commitment to customer and result is largely based upon the quality of its commitment to people. The simple reason for this is that these people serve the customer and achieve results. Commitment means a willingness to look for a better way and learn from the process. Commitment is a positive feeling which always focus on job satisfaction, remove extra things and provide effective incentives for better improvement. Commitment is our own internal decision, nobody can forces to commitment with any organization, place, agency. When we think our organization and we also emotionally attached with organization, then we highly committed with our organization. But if we have no any feeling about our organization, we are not committed. If you make a mental decision but do not feel right about it, you are not committed. Commitment is a positive thought, believes and feelings.

ORGANIZATIONAL COMMITMENT

The terms goal acceptance and goal commitment are similar and are often used interchangeably by researchers. There is confusion that may exist in the use of these two terms. Goal acceptance defines as an initial agreement with the goal, whereas commitment defines as resistance to changing the goal at a later point in time. When we want to committed with an organization then we have to accept the goal, aim, policy, working environment of that organization and this acceptance run for long life when we willingly accept the things not through the external force. Commitment is wider concept, in which acceptance, attachment, willingness, agreement, determination are included. Thus it can apply to any goal, whether self-

set, participative set, or assigned. Acceptance is a part of commitment and a special commitment is a goal that is achieved by an employee. Only an individual who is genuinely trying for a goal can be described as being committed to that goal. A significant drop-off in performance as goal commitment declined in response to increasingly difficult goal. In field settings, non-commitment to organizational goal is a well-known phenomenon.

We saw that employees who are high in organizational commitment are also high in job satisfaction and attendance, and low in turnover. In other words, these people like their jobs, are seldom late or absent, and don't want to quit. In view of these highly positive findings about organizational commitment, you may find it surprising that little research has been done on the relationship between organizational commitment and employee performance. Commitment is a personal decision, not something that can be forced from outside. Commitment happens when your opinions, judgment and emotions or emotions, needs and requirements are pointing in the same direction. If you make a mental decision but do not feel accurate about it, you are not committed.

Organizational commitment in a general sense is the employee's psychological attachment to the organization. It can be contrasted with the other work-related attitudes. An employee's feelings about the job as an organizational identification, defined as the degree to which an employee experiences a sense of oneness with their organization. There has been increasing interest among scholars in the concept of commitment and in empirical assessment of its causes in a variety of organizational settings. Most numerous have been studies of the commitment of such professionals as scientists, nurses and teachers to their employing organizations. Other studies have explored the roots of commitment to utopian communities.

There is little consensus concerning the definition of the concept or its measurement. Commitment was seen as the willingness of an employee to exert high levels of effort on behalf of the organization, a strong desire to stay with the organization and an acceptance of its major goals and values. Alutto (1973) considered it the unwillingness to leave the organization for increments in pay status or professional freedom or for collegial friendship. Most of these scholars conceived commitment as involving some form of psychological bond between people and organization, although there is a little consensus as to a useful operational index of the

concept. Commitment is viewed as the effective attachments to the goals and values of an organization for its own sake apart from its purely instrumental worth.

Commitment to the workplace is becoming understood as hallmark of organizational success. The commitment of teachers, particularly the question of how it does or does not change at different stages of teachers' career has been the subject of considerable research in the past decade. Psychological explanation, of changes in commitment at different stages of teachers' career point to younger teacher's inability to step beyond their self-concerns. The term commitment enjoys a vague definition in sociological discussions. Sociologists use it in analytical discussions. They use it to analyses both of individual and organizational behavior. They use it as descriptive concept to mark out forms of actions characteristic of particular kind of people or groups.

They use it as an independent variable to account for certain kinds of behaviors of individuals and groups. They use it in analysis of a wide variety of phenomena: power, religion, occupational recruitment, bureaucratic, behavior, political behavior and so on. In spite of its widespread use, the appearance of the concept of commitment in sociological literature has curious feature the reader with an eye for trivia will have noticed. In articles studded with citations to previous literature on such familiar concepts as power or social class, commitment emerges unscathed by as much as a single reference. This suggests what the case is in fact: there has been little formal analysis of the concept of commitment and little attempt to integrate it explicitly with current sociological theory. Instead, it has been treated as a primitive concept, introduced where the need is felt without explanation or examination of its character or credentials. As is often the case with unanalyzed concepts used in an adhoc fashion, the term has been made to cover a wide range of common-sense meanings, with predictable ambiguities.

Coldwell et al., (1990) concluded that rigorous recruitment and selection procedure and a strong clear organizational value system are associated with levels of employee commitment based on internalization and identification strong organizational career and reward systems are related to higher level of instrumental or compliance based commitment. Cambridge International Dictionary of English says, Commitment means to promise or give your faithfulness to a particular principle or norms objective, person or plan of action. Commitment represents the stable and not changing orientation in support of one's faith in his values. Chughtai

and Zafar (2006) concluded that the personal characteristics, facts of job satisfaction and two dimensions of organizational justice as a group were meaningful connected to organizational commitment of teachers. Individually distributive justice and faith in organization were established to be the solidest correlates of commitment. Mirabizadeh and Gheitasi (2012) concluded that educational opportunities, work-life policy, empowerment activities have solid positive relationship on organizational commitment also effects organizational citizenship behavior accordingly. Commitment means individual's psychological connection to the organization including a sense of job involvement, loyalty and beliefs in the value of organization. The quality of organization's commitment to client and outcome is largely based upon the quality of its commitment to people.. Memari et al. and Akpan (2013) concluded that a positive relationship between organizational commitment and worker's job performance and effective management should improve the existing motivational strategies to ensure job satisfaction of academic staff in order to enhance their commitment. Hamid et al. (2013) the outcomes of the study that there was a positive and moderates linear relationship between psychological empowerment and organizational commitment. Alijanpour et al., (2013) conclude that there is a significant positive relationship between the perceived organizational support in the staff of general office for sport and the youth in Mazandaran province and organizational commitment and its component task commitment. Selamat et al., (2013) reported that secondary school teachers have high level of organizational commitment and perceive their principals practicing solid transformational leadership behavior and there was a positive and strong linear relationship between transformational leadership behavior and organizational commitment

Commitment means a readiness to look for a well way and learn from the process. It focuses on eliminating complacency, confronting what is not working and provides incentives for development.. Ahadi and suandi (2014) reported that psychological empowerment partially mediates the relationship between structural empowerment and organization commitment. Psychological empowerment mediating the relationship between structural empowerment and organizational commitment developed as an important factor. Singh and karki (2015) reported that age and income significantly correlated with organization commitment while job engagement is positively and significantly correlated with age, marital status, education, and income and work experience of the teachers. The study found that continuance commitment was the significant predicator of job engagement. Khadaveisi et al., (2015) concluded that it can be

stated that improved time management leads to reduced job stress level in teachers that significantly influences their quality of life. . Awan and Yasmin. (2016) concluded that there were significant difference between challenging the process, inspiring a shared vision and modeling the way based on educational qualification. There were no significant differences between organizational commitment of teachers based on demographic variables except for continuance commitment about present situation and years of employment. Closely related to motivation and job satisfaction is job involvement; that is the intensity of a person`s psychological identification with the job. Usually the higher one`s identification or involvement with a job, the greater the job satisfaction. Job involvement is related to several personal and organizational variables. Organizational commitment is related to both personal and organizational factor. Older employees who have been with a company more than 2 years and who have a high need to achieve are more likely to rate in organizational commitment. Scientists and engineers appear to have less organizational commitment than do employees in other occupational group. Employees who have reached a career plateau, have held the same position for 5 year, and believe they are less marketable, usually show a decline in organizational commitment. In addition, government employees have lower organizational commitment than employees in the private sector. Government employees as we have seen are also likely to be lower in job satisfaction.

ORGANISATIONAL COMMITMENT MODEL

In Affective commitment the type we have been discussing, the employee identifies with the organization, internalizes its values and attitudes, and complies with perceived organizational support. Managers perceive those employees who are high in affective commitment as having greater management potential than those high in behavioral commitment. Affective commitment is the first type of organization commitment models. Whenever an employee work in any organization then his emotion get attached with his organization. These emotions develop positive working attitude in an employee and employee involve in every activity of his organization`s activities, goal, aim, other workers, work procedure of organization all affection the employee through which changes take place in attitude, values, personality, thinking of employee. That is the reason that they want to continue work in the organization. Affective commitment is positive attitude related to the work mostly employee make the attitude that

maintain their relationship to other workers. So affective commitment is the positive feeling of employee`s. But many factors effect on the affective commitment for.e.g job challenges, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability. If an employee has good qualification these factors also effect on their work. To decrease the effect of these factors and to improve the professional growth employee have management skill, decision making power, problem solving skill, high order thinking skill then he or she face the challenge. That employee who faces these challenges, they can stay for long time in that organization. In affective commitment worker demonstrate their emotional relation. Higher the affective commitment, behavioral commitment of employee with organization increase. In this situation the employee getting more salary from another company or organization does not want to join because the employee emotions are attached with the organization in which he works. Affective commitment age, gender, education these factors are not much stronger and do not effect on the personal development.

In behavioral commitment the employee is bound to the organization only by peripheral factor such as pension plans and seniority, which would not continue if the employee quit. There is no personal identification with organizational goals and values. Research suggests that affective commitment is negatively related to job performance. Behavioral commitment employee fulfills his needs. Employee does not get affected by organization goal, aim, objectives and other workers. Employee want to aware about the cost of money. If employee gets good salary then only he committed with an organization otherwise he leave an organization. In behavioral commitment employee emotions, feeling are not attached with organization this is the difference between an affective commitment and behavioral commitment. Its primary link is attached with salary benefits and this is the reason he want to continue the job. Every employee or individual attached to an organization to get the economic benefit. If any other organization get him good offer he accept and leave the first organization. The organization members or employee develop commitment to an organization because of the positive intrinsic reward obtained through the effort- bargain with identifying or crow with the organizations goal and values. That employee whose economic condition means salary package are high that much continues commitment will be strong. But when employee has adopted another alternative behavioral commitment become weak.

Normative commitment involves a sense of obligation to remain with the employer a feeling that develops when the employees receive benefits such as tuition reimbursement or specific skill training. In normative commitment, employee feels responsibility towards the organization. If an employee in an organization do not provide better opportunities and better role, the employee do not leave the organization because the employee take the responsibility of organization. Employee feels that organization has trained that employee, he get experience from the organization so he can get offer from the company so the employee responsibility with an organization increases. In normative commitment there is increase in the chance in the job performance and success of the employee. That organization spends money on the employee training, that employee wants to take responsibility to make the organization successful. He accepts goal, values, aims of an organization with loyalty.

PSYCHOLOGICAL CAPITAL AND ORGNIZATIONAL COMMITMENT:-

An employee's organizational commitment is depends upon their psychological situation because higher level psychological capital increase the desirable behavior like job satisfaction, performance and well-being and higher level psychological capital also decrease undesirable behavior like cynicism, stress, anxiety and turnover. It is the fact that human is the most important medium or resource that helps to achieve organizational objectives. In the modern time employee represent himself as a resourceful person. Employee tries to give him/her best during job period. For this he controls his abuse behavior and show himself as a sincere or responsible person. This type of behavior show an employee with sound psychological capital and he/she easily committed his organization. All managers and higher authorities' also accepted this reality. So it is desired and welcomed situation that a human resource in an organizational should be motivated to achieve organizational objective and performance well. Organizational managements use so many techniques to increase the job performance of the workers. When they use different method then psychological capital of the employee also increase. The most recently psychological capital term used for organization context. Psychological capital is a factor which is helpful to increase the job performance of worker and also helpful to increase high organizational commitment.

Organizational commitment and psychological capital is always effected with the social and psychological climate at work. Few people work alone. Most of us work in group. We develop informal cliques that generate and reinforce standards, standards, values, and attitudes

that may differ from those of the organization. We are also influenced by the formal structure of the company that employs us. Like informal groups, these formal groups generate a psychological climate or culture of ideals and ideas that affect our feelings about our job. Thus our attitudes and behaviors in the workplace are influenced by the social climate of the organization and the psychological characteristics of its members. Organizational psychologists study the relationship between these two sets of factors. Leadership is a major influence on work attitudes and behaviors. Organizational psychologists study the impact of various leadership styles and the characteristics and responsibilities of leaders.

Motivation, job satisfaction and job involvement related to employee needs and the ways organizations can satisfy them. We discuss the nature of employee identification with a job and with organizational goals and how this identification affects job performance and satisfaction. Organizational commitment affects your working career directly. It influences your motivations, the style of leadership under which you function best the leadership qualities you may display and the structure of the organization for which you work. These factors determine the quality of your work experience which in turn influences your general satisfaction with life.

1.2 SIGNIFICANCE OF THE PROBLEM

Education is the heart of the development process of every developing nation. Development of the country means improving the life of its citizens as a whole. Education being a continuous process of learning, a teacher is a key figure, an element of educative process. Teacher also plays the role of a moral and educational guide. Teachers in the performance of their professional roles and responsibilities often encounter a range of impersonal and task demands some of which tend to be quite stressful for them. They respond to situations in which they find that either outcome are uncertain or these give rise to negative emotional states and outcome by making a variety of attribution, behavioral, physiological and psychological responses. Hence due to grave challenges in education and heavy demands made on teachers for different roles, psycho-social problems affect the mental health of teachers. According to Iath and Sharma that teachers are more stressed because of lack of support and environment. But according to Khodaveisi et al (2015) if teacher have a time management skill he can reduced job stress level. So that teacher is not highly committed to their organization. The socio-economic condition of teachers is far from satisfactory. Hence their mental well-being deteriorates. There

are so many reasons for weak organization commitment like lack of professional autonomy, improper human relation among teachers, political interference, and autocratic attitude of bureaucrats and denial of teachers professional rights have led to their dissatisfaction. To draw out the best of creative talent and intellectual potentialities of university teachers in workplace there is a need to recognize organization environment, employ`'s psychological, aim and object of organization, norms if organization. To full fill this purpose the present investigation undertaken to study the relationship between organizational commitment and psychological capital among university teachers. The present study will deliver information about the organizational commitment of the teachers and also its influence on the health of the organization. By the help of this study one can check the level at which the teacher is functioning in university`s tasks. This will also provide a vision into the causes to support the organizational commitment and psychological capital of the universities. At present, we find that the workers and employers are not committed towards the organization in which they work. So there are so many problems for university teachers to teach the student, fully committed with organization, adjustment, professional development etc. Therefore dire need was felt to undertake a study investigating and exploring the relationship between organizational commitment and psychological capital among university teachers so that there is awareness about these problems and also get solution to overcome these problems.

1.3 OPERATIONAL DEFINITION

Organizational Commitment: It is defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization.

Positive Psychological Capital: Positive Psychological Capital is defined as the progressive and developing state of an individual as characterized by great self-efficacy, optimism, hope and resiliency.

1.4 STATEMENT OF THE PROBLEM

In the present investigation the researcher intended to study the psychological capital and organizational commitment among university teachers. Further the investigator also intended to study the relationship between the two variables. Keeping the focus on these variables the problem was entitled as “**Relationship between Psychological Capital and Organizational Commitment among University Teachers: An Evaluative Study**”.

1.5 OBJECTIVES OF THE STUDY

- 1 To study the psychological capital and organizational commitment of university teachers.
- 2 To study the gender differences, institutional differences, stream differences of University teachers with respect to psychological capital and organizational commitment.
- 3 To establish relationship between psychological capital and organizational commitment among university teachers.

1.6 HYPOTHESES

- 1 There exists no significant difference in the psychological capital of university teachers.
- 2 There exists no significant difference in the organizational commitment of university teachers.
- 3 There exists no significant difference in the psychological capital of teachers working in private and Government University.
- 4 There exists no significant difference in organizational commitment of teachers working in private and government university teachers.
- 5 There exists no significant difference in the psychological capital of male and female university teachers.
- 6 There exists no significant difference in the organizational commitment of male and female university teachers.
- 7 There exists no significant difference in the psychological capital of university teachers of different streams.
- 8 There exists no significant difference in the organizational commitment of university teachers of different streams.
- 9 There exists no significant relationship between organizational commitment and psychological capital of university teachers.

1.7 DELIMITATION OF THE STUDY

The present study will delimited to university teachers only. Further the study will be delimited to four districts of Punjab i.e. Jalandhar, Amritsar, Ludhiana, Patiala.

CHAPTER-II

METHODOLOGY

2.1 METHOD AND PROCEDURE

Methodology is generally a guideline system for solving a problem, with specific components such as phase, tasks, method, technique and tools. Descriptive survey method is used by the investigator. In the descriptive survey method the data is collected by paying personal visits to the various govt. and private university of Punjab state. It involves interpretation, comparison, relationship, evaluation and generalization all directed towards a proper understanding and solution significant to educational problem. Infact the approach bring into the focus of our attention existing educational problems and suggests ways of meeting them. In this study descriptive survey method will be employed. Psychological Capital is independent variable and Organizational Commitment is dependent variable

2.2 SAMPLE

The population of present study comprises of 5 universities. From the Punjab state 3 Govt. and 2 Private Universities are selected. From each university, data of 50 teachers are collected. Among them 25 are male teachers and 25 are female teachers.

Table 2.1
The sample distribution of the study

Gender	Agriculture university(Ldh.)	DAV University	LPU University	GNDU University	PU Patiala	Total
Male	10	25	25	25	25	110
Female	25	25	25	25	25	125
Total	35	50	50	50	50	235

2.3 TOOL TO BE USED

Research is based on the collected data. This data is collected by applying certain tools. The following tool is used for collection of data:-

1. Organizational commitment scale by Upinder Dhār, Prashant Mishra, D.K. Srivastava (2001).
2. Psychological Capital Scale by Luthans (2004).

2.4 DESCRIPTION OF TOOLS

2.4.1 Description Of Psychological Capital Scale

Psychological capital scale (PCS) contains total 24 items and every item has 6 options. Subject has to tick out of 6. Positive item or statement should be scored 6 for strongly agree, 5 for Agree, 4 for slightly agree, 3 for slightly disagree, 2 for disagree and 1 for strongly disagree. No time limit should be given for completing the scale. Negative item or statement should be scored 1 for strongly agree, 2 for agree, 3 for slightly agree, 4 for slightly disagree, 5 for disagree and 6 for strongly disagree. Before administration the scale, it is advisable to emphasize orally that responses should be checked as quickly as possible and sincere cooperation is sought for the same. The responses should be kept confidential. The scale is meant to know the psychological capital of university teachers. It should be duty emphasized that all statement have to be responded to and no statement should be left unanswered. It is not desirable to tell the subjects the exact purpose for which the scale is being used. Though the scale is self-administering, it has been found useful to read out the instructions printed on the response sheet to the subjects. Manual scoring is done conveniently, hence no scoring key is provided

2.4.1 Description of the Organizational Commitment Scale

After extensive review of relevant literature, a number of items were developed. Then, all these items were closely scrutinized with the help of experienced executives from Business organizations and academic experts in behavioral area to finally select eight items constituting the complete scale. The 8 items were written down carefully with usual precautions regarding wordings, precision and structural and emotional load of the items(Table 1A). All items had 5 response alternatives.

(a) Reliability of the scale

The reliability of the scale was determined by spilt-half reliability co-efficient, corrected for full length, on a sample of 500 subjects (22-55 years). The scale was first divided into two equivalent halves on the basis of odd and even items and sample correction was calculated. Form the reliability of the half test, the reliability of the whole test was then estimated by Spearman Brown Prophecy formula. The reliability co-efficient of the whole scale was found to be 0.6078.

(b) Validity of the scale:

Checking the validity of an attitude scale is often very difficult largely due to the lack of a proper criterion whose relation with the attitude in question is fully known in all aspects. This

is why Vernon (1952) asserted that one may claim that when reasonable precautions are taken in constructing the test, and in obtaining co-operation from the testes, the validity should be good. And there is a large measure of scattered evidence supporting this conclusion. The two important factors that affect validity of a test are: (1) the internal consistency of the test and (2) the scoring of response and the certainty that a given response represents either favorable attitude towards the issue involved (Murphy et al 1937).

Careful steps were taken for securing honest co-operation of the subjects. The correlation between the eight items is given in table 2. It show that the double criteria of low inter-item correlation and high item-total correlation are met adequately by the O.C Scale(table 3, 4 and 5). According to Garret (1981) the index of reliability is sometime taken as a measure of validity. The correlation co-efficient gives the relationship between obtained scores and their theoretical true counterparts. The index of reliability measure the dependability of the test score by showing how well obtain score agree with their theoretically true values. The index of reliability of this as high as 0.7796. It is thus reasonable to assume that the O.C Scale yields data that are accurate as is possible and the scale is acceptably valid.

2.4 SCORING PROCEDURE

- 1 The instruction printed on the responses sheet is sufficient to take of the question that is asked.
- 2 No time limit should be given for completing the scale. However, most of the respondents should finish it in about five minutes though there may always be a few individual who would take much longer time.
- 3 Before administering the scale, it is advisable to emphasize orally responses should be checked as quickly as possible, and sincere cooperation is required for the same. The respondent should be told that the results of the scales help in self-knowledge and that responses would always remain strictly confidential.
- 4 It should also be emphasized that there are no right or wrong answer to the statement are designed to have difference in individual reactions to various situation. The scale is meant to know the difference in the perception of individual and is not meant to rank them as good or bad, right or wrong, desirable or undesirable.

- 4 It should be duly emphasized that all the statements have to be responded by putting the number according to one's agreement or disagreement, and no statement is to be left unanswered.
- 5 It is not desirable to tell the subjects the exact purpose for which the scale is being used. If the subject is of 'inquisitive type' vague answers should be given. However, the actual purpose can be disclosed after the subject has filled up the scale.
- 6 Though the scale is self-administering, it has been found useful to read out the instruction printed on the response sheet to the subjects.
- 7 Manual scoring is done conveniently. No scoring key or stencil is necessary.
- 8 Each item or statement should be awarded as 5, 4, 3, 2, and 1 for positive items. In the case of items 6 and 8 the rated scores should be reserved i.e 1, 2, 3, 4 and 5 as they are negative items respectively. The sum of scores of all the items is the O.C Score.

2.5 PROCEDURE OF DATA COLLECTON

At the first stage investigator randomly select the universities of Punjab. In the second stage permission are taken by the investigator from the university authority. After taking the permission from the authority the investigator visits different universities of Punjab. In the third stage teachers from each university be randomly selected keeping in mind the gender proposition in population. Further teachers are informed about the purpose of the study and data are collected from them regarding organizational commitment and psychological capital. The collected data are analyzed using statistical technique and interpretation is drawn in the light of objectives of the study.

2.6 STATISTICAL TECHNIQUE

In the present study, t-test was allied as a statistical technique and on the other hand to study the relationship between psychological capital and organizational commitment among university teacher's analysis of variance (ANOVA) and Pearson Product Moment coefficient of correlation was applied.

CHAPTER-III

ANALYSIS AND INTERPRETATION

In the preceding chapters, rationale of the study, objectives, sample, design, method, hypotheses and review of literature, procedure and tools used were discussed. The present chapters devoted to analysis and interpretation of results, recommendations limitations and suggestions for study. The standard score of organizational commitment and psychological capital have been calculated as per direction of the manual and results related to various group differences are presented below under following headings;

Following acronyms have been throughout the chapter:

Govt.	:	Government
M	:	Mean
S.D	:	Standard deviation
R	:	Correlation
Sig.	:	Significance
Psy. Cap.	:	Psychological Capital
O.C	:	Organizational Commitment

3.1 sample characteristics with respect to gender, type of institution, experience, age, designation..

3.2 ‘t’ ratios for differences in scores of organizational commitment in relation to different institutions.

3.3 ‘t’ ratios for differences in scores of psychological capital in relation to different institutions.

3.4 ‘t’ ratios for differences in scores of organizational commitment in relation to gender

3.5 ‘t’ ratios for differences in scores of psychological capital in relation to gender

3.6 ‘t’ ratios for differences in scores of organizational commitment in relation to experience

3.7 ‘t’ ratios for differences in scores of psychological capital in relation to experience

- 3.8 't' ratios for differences in scores of organizational commitment in relation to age**
- 3.9 't' ratios for differences in scores psychological capital in relation to age**
- 3.10 One way ANOVA on designation and different streams with respect to organizational commitment.**
- 3.11 One way ANOVA on designation and different streams with respect to psychological capital**
- 3.12 Pearson product moment coefficient of correlation between psychological capital and organizational commitment of university teacher.**
- 3.13 Pearson product moment coefficient of correlation between psychological capital and organizational commitment with respect gender and experience.**
- 3.14 Pearson product moment coefficient of correlation between psychological capital and organizational commitment with respect designation and institution.**
- 3.15 Pearson product moment coefficient of correlation between psychological capital and organizational commitment with respect discipline of study and age**
- 3.1.6. Regression equations between psychological capital and organizational commitment with respect university teachers.**
- 3.17. Regression equations between psychological capital and organizational commitment with respect female teachers**
- 3.19 regression equations between psychological capital and organizational commitment with respect 0-10 years' experience group**
- 3.20. Regression equations between psychological capital and organizational commitment with respect more than 10 years' experience group**
- 3.21 Regression equations between psychological capital and organizational commitment with respect to teaching assistant.**

3.22 Regression equations between psychological capital and organizational commitment with respect to assistant professor.

3.23 Regression equations between psychological capital and organizational commitment with respect to associate professor.

3.24 Regression equations between psychological capital and organizational commitment with respect to professor.

3.25 Regression equations between psychological capital and organizational commitment with respect to private university.

3.26 Regression equations between psychological capital and organizational commitment with respect to Govt. University.

3.28 Regression equations between psychological capital and organizational commitment with respect to discipline study i.e. Management and commerce.

3.29 regression equations between psychological capital and organizational commitment with respect to discipline study i.e. Science and technology

3.30 Regression equations between psychological capital and organizational commitment with respect to discipline humanities.

3.31 Regression equations between psychological capital and organizational commitment with respect to discipline agriculture.

3.32 Regression equations between psychological capital and organizational commitment with respect to 20-40 years age group.

3.33 Regression equations between psychological capital and organizational commitment with respect to above 40 years age group.

3.33 Regression equations between psychological capital and organizational commitment with respect to above 40 years age group.

3.1 SAMPLE CHARACTERISTICS THE RESPECT TO GENDER, TYPE OF INSTITUTION, EXPERIENCE, AGE AND DESIGNATION.

Gender, institution, experience, age and designation wise data for sample had been presented in the form of percentage and frequency in the following table 3.1

Table 3.1

Table presents sample characteristics with respect to, gender, type of institution, experience, age ,designation in respect to total score of organizational commitment and psychological capital

Variable	Classification	Frequency	Percent
Gender	Male	125	53.2
	Female	110	46.8
	Total	235	100
Experience	0-10	195	83
	More than 10 years	40	17
	Total	235	100
Type of institution	Government	135	57.6
	Private	100	42.6
	Total	235	100
designation	Technical assistant	10	4.3
	Assistant professor	201	85.5
	Associate professor	13	5.5
	Professor	11	4.7
Discipline of study	Mgt. & commerce	41	17.4
	Sciences & Technology	111	47.2
	Humanities	50	21.3
	Agriculture	33	14
Age	20-40 years	197	83.8
	Above 40 years	38	16.2
Total		235	100

From the above table 3.1 it can be interpreted that there are 125 female university teachers and 110 male university teachers. The data comprise of 53.2% of female teachers and 46.8% of male university teachers. Similarly from the point of view of experience that 195 university teachers which were following 0-10 years category and 40 university teachers which were following more than 10 years. The data comprise of 83.0% of 0-10 years category and 17.0% of more than 10 years category and the table also interpreted that there were 10 teaching Assistant, 201 Assistant Professor, 13 Associate Professor and 11 Professor. The data comprise of 4.3% of teaching assistant, 85.5% of Assistant Professor, 5.5% of Associate Professor and 4.7% of Professor. Similarly it can be interpreted that there were 100 private universities and 135 Govt. universities. The data comprise of 42.6% of private universities and 57.4% of Govt. universities. From the above data can be seen that there were 41 management and commerce, 111 science and technology, 50 humanities and 33 agriculture teachers. The data comprise of 17.4% of management and commerce, 47.2% of science and technology, 21.3% of humanities and 14.0% of agriculture teachers. From the table it can be interpreted that there were 197 university teachers which were following in 20-40 years age group and 38 university teachers which were following in above 40 years age group. The data comprise of 83.8% of 20-40 years age group and 16.2% of above 40 years age group.

3.2. 't' RATIOS FOR DIFFERENCES IN SCORES OF ORGANIZATIONAL COMMITMENT IN RELATION TO DIFFERENT INSTITUTIONS.

Institution wise data for the sample had been presented in the following table. In order to find the significant difference between them t-test has been applied and results had been tabulated in the following Table 3.2

Table 3.2

t- ratios for differences in organizational commitment scores between govt. and private institution .

Levene`s test for equality of variance		t-test for equality of means								
F	Sig.	N	Group	Mean	S.D	Std.error mean	Std.error difference	df	t	Remarks
0.146	0.702	100	private	31.93	3.975	0.398	0.528	233	0.975	In significant
		135	Govt.	31.41	4.027	0.347				

From the above table3.2 describe that leven`s test for equality of variance came out significant with F value0.14. Furthermore, mean score of private and govt. university teacher in organizational behavior were 31.93 and 31.80 it is clear that mean score of both private and govt. university teacher do not have much difference. Apart from this, t value came out 0.97 which was less than table value at 0.01 (2.58) and 0.05 (1.96) levels of confidence. So calculated t value was statistically insignificant. Hence, the hypothesis” there exist no significant difference in organizational commitment of teachers working in private and Government. university” was accepted. This indicates that the private and Government university teachers do not differ w.r.t organizational commitment; both are equally committed towards the organization in which they are working

3.3 ‘t’ RATIOS FOR DIFFERENCES IN SCORES OF PSYCHOLOGICAL CAPITAL IN RELATION TO DIFFERENT INSITUTIONS.

Institution wise data for the sample had been presented in the following table. In order to find the significant difference between them t-test had been applied and results had been tabulated in the following Table 3.3.

Table 3.3

t- Ratios For Differences In Psychological Capital Scores Between Govt. And Private Uni.

Levene`s test for equality of variance		t-test for equality of means								
F	Sig.	N	Group	Mean	S.D	Std.error mean	Std.error difference	df	t	Remarks
5.591	0.019	100	private	106.40	14.359	1.436	1.537	233	-1.060	not significant
		135	Govt.	108.03	9.147	0.787				

From the above table 3.3 describe that leven`s test for equality of variance came out significant with F value 5.59. Furthermore, mean score of private and govt. university teacher in psychological capital were 106.40 and 108.03 it was clear that mean score of both private and govt. university teacher do not have much difference. Apart from this, t value came out 1.06 which was less than table value at 0.01 (2.58) and 0.05 (1.96) levels of confidence. So calculated t value was statistically insignificant. Hence, the hypothesis "there exist no significant difference in psychological capital of teachers working in private and govt. university" was accepted. This indicates that the private and govt. university teachers do not differ w.r.t psychological capital; both were equally committed towards the organization in which they were working

3.4 ‘t’ RATIOS FOR DIFFERENCES IN SCORES OF ORGANIZATIONAL COMMITMENT IN RELATION TO GENDER

Gender wise data for the sample had been presented in the following table. In order to find the significant difference between them t-test had been applied and results had been tabulated in the following Table 3.4

Table 3.4

t- Ratios For Differences In Organizational Commitment Scores Between Male and Female.

Levene`s test for equality of variance		t-test for equality of means								
F	Sig.	N	Group	Mean	SD	Std.error mean	Std.error difference	df	t	Remarks
3.187	0.076	125	Female	31.49	3.51	0.315	0.524	233	0.595	Not significant
		110	Male	31.80	4.50	0.429				

The above table 3.4 describes that leven`s test for equality of variance came out significant with F value 3.187. Furthermore, mean scores of male and female teachers in organizational behavior were 31.49 and 31.80 it was clear that mean scores of both male and female teachers do not have much difference. Apart from this, t value came out 0.59 which was less than table value at 0.01 (2.58) and 0.05 (1.96) levels of confidence. So, calculated t value was statistically insignificant. Hence, the hypothesis “There exist no significant difference in the organizational commitment of male and female university teachers” was accepted. This indicates that male and female university teachers do not differ w.r.t organizational commitment; both were equally committed towards the organization in which they were working.

3.5 ‘t’ RATIOS FOR DIFFERENCES IN SCORES OF PSYCHOLOGICAL CAPITAL IN RELATION TO GENDER

Gender wise data for the sample had been presented in the following table. In order to find the significant difference between them t-test had been applied and results had been tabulated in the following Table 3.5

Table 3.5

t- ratios for differences in psychological capital scores between male and female.

Levene`s test for equality of variance		t-test for equality of means								
F	Sig.	N	Group	Mean	S.D	Std.error mean	Std.error difference	df	t	Remarks
1.254	0.264	125	Female	107.77	10.55	0.94	1.52	233	0.60	Not signifance
		110	Male	12.82		1.22				

The above table 3.5 describes that leven`s test for equality of variance which came out significant with F value 1.25. Furthermore, mean scores of male and female teachers in psychological capital were 107.77 and 12.824 it was clear that mean scores of both male and female teachers do not have much difference. Apart from this, t value came out 0.60 which was less than table value at 0.01 (2.58) and 0.05 (1.96) levels of confidence. So, calculated t value was statistically insignificant. Hence, the hypothesis “There exist no significant difference in the psychological capital of male and female university teachers” was accepted. This indicates that male and female university teachers do not differ w.r.t psychological capital; both were equally committed towards the organization in which they were working.

3.6. 't' RATIOS FOR DIFFERENCES IN SCORES OF ORGNIZATUONAL COMMITMENT IN RELATION TO EXPERIENCE

Experience wise data for the sample had been presented in the following table. In order to find the significant difference between them t-test had been applied and results had been tabulated in the following Table 3.6.

Table 3.6

t- ratios for differences in organizational commitment scores between 0-10 years and more than 10 years' experience.

Levene`s test for equality of variance		t-test for equality of means								Remarks
F	Sig.	N	Group	Mean	S.D	Std.error mean	Std.error difference	df	t	
0.050	0.824	195	0-10 years	31.46	4.074	0.292	0.693	233	1.505	Not significant
		40	More than 10 years	32.50	3.566	0.564				

The above table 3.6 describes that leven`s test for equality of variance came out significant with F value 0.05. Furthermore, mean scores of 0-10 years' experience and more than 10 years' experience teachers in organizational commitment were 31.46 and 32.50 it was clear that mean scores of both 0-10 years and more than 10 years' experience teachers do not have much difference. Apart from this, t value came out 1.50 which was less than table value at 0.01 (2.58) and 0.05 (1.96) levels of confidence. So, calculated t value is statistically insignificant. Hence, the hypothesis "There exist no significant difference in the organizational commitment of university teachers of different experience" was accepted. This indicates that 0-10 and more than

10 years university teachers do not differ w.r.t organizational commitment; both were equally committed towards the organization in which they were working.

3.7 ‘t’ RATIOS FOR DIFFERENCES IN SCORES OF PSYCHOLOGICAL CAPITAL IN RELATION TO EXPERIENCE

Experience wise data for the sample had been presented in the following table. In order to find the significant difference between them t-test had been applied and results had been tabulated in the following Table 3.6

Table 3.7

t- Ratios For Differences In Psychological Capital Scores Between 0-10 Years And More Than 10 Years’ Experience.

Levene`s test for equality of variance		t-test for equality of means								
F	Sig.	N	Group	Mean	S.D	Std.erro r mean	Std.error difference	df	t	Remarks
0.679	0.411	195	0-10 years	106.90	11.837	0.848	2.020	233	1.261	Not significant
		40	More than 10 years	109.45	10.597	1.676				

The above table 3.7 describes that leven`s test for equality of variance came out significant with F value 0.67. Furthermore, mean scores of 0-10 years’ experience and more than 10 years’ experience teachers in psychological capital were 106.90 and 109.45 it was clear that mean scores of both 0-10 years and more than 10 years’ experience teachers do not have much difference. Apart from this, t value came out 1.26 which was less than table value at 0.01 (2.58) and 0.05 (1.96) levels of confidence. So, calculated t value was statistically insignificant. Hence,

the hypothesis “There exists no significant difference in the psychological capital of university teachers of different experience” was accepted. This indicated that 0-10 and more than 10 years university teachers do not differ w.r.t psychological capital; both were equally committed towards the organization in which they were working.

3.8 ‘t’ RATIOS FOR DIFFERENCES IN SCORES OF ORGNIZATIONAL COMMITMENT IN RELATION TO AGE

Age wise data for the sample had been presented in the following table. In order to find the significant difference between them t-test had been applied and results had been tabulated in the following Table 3.8.

Table 3.8

t- Ratios For Differences In Organizational Commitment Scores Between 20-40 Years And Above 40 Years Age Groups.

Levene`s test for equality of variance		t-test for equality of means								
F	Sig.	N	Group	Mean	S.D	Std.error mean	Std.error difference	df	t	Remarks
1.942	0.165	197	20-40 years	31.66	3.820	0.272	0.711	233	0.269	Not significant
		38	Above 40 years	31.47	4.909	0.796				

The above table3.8 describes that leven`s test for equality of variance came out significant with F value 1.94. Furthermore, mean scores of 20-40 years and above 40 years age group teachers in were 31.66 and 31.66 it was clear that mean scores of both 20-40 years and above 40 years age group teachers do not had much difference. Apart from this, t value came out 0.26 which was less than table value at 0.01 (2.58) and 0.05 (1.96) levels of confidence. So,

calculated t value was statistically insignificant. Hence, the hypothesis “There exists no significant difference in the organizational commitment of university teachers of different experience” was accepted. This indicates that 20-40 and above 40 years age group university teachers do not differ w.r.t organizational commitment; both were equally committed towards the organization in which they were working.

3.9 ‘t’ RATIOS FOR DIFFERENCES IN SCORES PSYCHOLOGICAL CAPITAL IN RELATION TO AGE

Age wise data for the sample had been presented in the following table. In order to find the significant difference between them t-test had been applied and results had been tabulated in the following Table 3.9.

Table 3.9

t- Ratios For Differences In Psychological Capital Scores Between 20-40 Years And Above 40 Years Age Group.

Levene`s test for equality of variance		t-test for equality of means								
F	Sig.	N	Group	Mean	S.D	Std.erro r mean	Std.error difference	df	t	Remarks
0.150	0.699	197	20-40 years	106.66	11.929	0.850	2.051	233	2.024	Not significan t
		38	Above 40 years	110.82	9.498	1.541				

The above table 3.9 describes that leven`s test for equality of variance came out significant with F value 0.15. Furthermore, mean scores of 20-40 years and above 40 years age group teachers in were 106.66 and 110.82 it was clear that mean scores of both 20-40 years and above 40 years age group teachers do not have much difference. Apart from this, t value came out 2.02 which was

less than table value at 0.01 (2.58) and 0.05 (1.96) levels of confidence. So, calculated t value was statistically insignificant. Hence, the hypothesis “There exists no significant difference in the psychological capital of university teachers of different experience” was accepted. This indicates that 20-40 and above 40 years age group university teachers do not differ w.r.t psychological capital; both were equally committed towards the organization in which they were working.

3.10 ONE WAY ANOVA ON DESIGNATION AND DIFFERENT STREAMS WITH RESPECT TO ORGNIZATIONAL COMMITMENT.

Different designation and different stream wise data for the sample had been presented in the following table. In order to find the significant difference between them one way ANOVA had been applied and results had been tabulated in the following Table 3.10

Table 3.10.

Summary Of Anova On The Score Of Designation And Different Stream With Respect To Organizational Commitment.

variables	SOV	Sum of square	df	Mean square	F	P Value
Designation	Between group	47.793	3	15.931	0.993	0.397
	Within group	3704.74	231	16.038		
	Total	3752.53	234			
Streams	Between group	83.676	3	27.892		
	Within group	3668.852	231	15.882	1.756	0.156
	Total	3752.528	234			

A close glance at the table 3.10 remarks that F ratio for designation of teacher’s viz. Assistant professor, professor, Teaching assistant, Associate Professor w.r.t. the organizational

commitment came out 0.99, with P value 0.39 which was insignificant table value at 0.05 ($P < 0.05$) hence, which shows that teachers with different designation do not differ significance w.r.t. their organizational commitment. All teachers were equally committed.

Apart from this, F value for teachers belonging to different streams i.e. mgt. And commerce, Agriculture, Sciences and technology and humanities w.r.t. organizational commitment came out 1.75 with P value 0.15 which again insignificant at 0.05 level of confidence. Hence, it was clear that teachers belonging to different streams do not differ significantly w.r.t. organizational commitment.

3.11 ONE WAY ANOVA ON DESIGNATION AND DIFFERENT STREAMS WITH RESPECT TO PSYCHOLOGICAL CAPITAL.

Different designation and different stream wise data for the sample had been presented in the following table. In order to find the significant difference between them one way ANOVA had been applied and results had been tabulated in the following Table 3.11

Table 3.11

Summary Of ANOVA On The Score Of Designation And Different Stream With Respect To Psychological Capital

variables	SOV	Sum of square	df	Mean square	F	P value
Designation	Between group	775.194	3	258.398	1.925	0.126
	Within group	31001.2	231	134.205		
	Total	31776.4	234			
Streams	Between group	403.766	3	134.589		
	Within group	31372.68	231	135.812	0.991	0.398
	Total	31776.44	234			

A close glance at the table 3.11 remarks that F ratio for designation of teacher's viz. Assistant professor, professor, Teaching assistant, Associate Professor w.r.t. the organizational commitment came out 1.92, with P value 0.12 which was insignificant table value at 0.05 ($P < 0.05$) hence, which shows that teachers with different designation do not differ significance w.r.t. their psychological capital. All teachers were equally committed.

Apart from this, F value for teachers belonging to different streams i.e. mgt. And commerce, Agriculture, Sciences and technology and humanities w.r.t. organizational commitment came out 1.75 with P value 0.15 which again insignificant at 0.05 level of confidence. Hence, it was clear

that teachers belonging to different streams do not differ significantly w.r.t. psychological capital.

3.12 PEARSON PRODUCT MOMENT COEFFICIENT OF CORRELATION BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT OF UNIVERSITY TEACHER.

Organizational commitment and psychological capital data for the sample have been presented in the following table. In order to find the relationship between them Pearson product moment coefficient of correlation has been applied and results have been tabulated in the following Table 3.12

Summary of Pearson product moment coefficient of correlation on the score organizational commitment and psychological capital w.r.t. university teachers.

Table 3.12

Variable	Pearson Correlation	Remarks
O.C.	0.33	Significant Positive correlation
Psy Cap		

From the above mentioned table 3.12 it is clearly evident that the r value regarding organizational commitment and psychological capital of university teacher is found to be 0.33. There was positive correlation between organizational commitment and psychological capital of university teachers. Hence the hypothesis i.e. there exist no significant relationship between organizational commitment and psychological capital of university teacher is rejected.

3.13 PEARSON PRODUCT MOMENT COEFFICIENT OF CORRELATION BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT GENDER AND EXPERIENCE.

Gender and experience wise data for the sample have been presented in the following table. In order to find the relationship between them Pearson product moment coefficient of correlation has been applied and results have been tabulated in the following Table 3.13

Summary of Pearson product moment coefficient of correlation on the score organizational commitment and psychological capital w.r.t. university teachers.

Table 3.13

Group	Classification	Variables	Pearson correlation	N	Result
Gender	Female	Organizational commitment	0.397	125	Significant positive correlation
	Male	Psychological Capital	0.300*	110	Significant positive correlation
Experience	0-10 years	Organizational commitment	0.342	195	Significant positive correlation
	More than 10 years		0.277	40	Significant positive correlation

From the above mentioned table 3.13 it is clearly evident that the r value regarding male and female is found to be 0.30 and 0.39 where the table value for the same. There was positive correlation between organizational commitment and psychological capital of male and female university teachers. Hence the hypothesis i.e. “there exists no significant relationship between organizational commitment and psychological capital of male and female university teacher” was rejected. Similarly r value regarding 0-10 years and more than 10 years’ experience is found

to be 0.34 and 0.27 where the table value was same. There was positive relationship between organizational commitment and psychological capital of both experience level.

3.14 PEARSON PRODUCT MOMENT COEFFICIENT OF CORRELATION BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT DESIGNATION AND INSITUATION.

Designation and institution wise data for the sample had been presented in the following table. In order to find the relationship between them Pearson product moment coefficient of correlation had been applied and results had been tabulated in the following Table 3.14

Pearson Product moment coefficient of correlation between psychological capital and organizational commitment with respect designation and institution.

Table 3.14

Group	Classification	Variables	Person 44 Correlation	N	Results
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Designation	Teaching Assit.	Orgnizational commitment	0.083	10	Significant positive correlation
	Assit.Professor		0.316**	201	
	Assot.Professor	Psychological capital	0.470	13	
	Professor		0.746**	11	
Institution	Private	Orgnizational commitment	0.217*	100	Significant positive correlation
	Govt.	Psychological capital	0.510**	135	

From the above mentioned table it is clearly evident that the r value regarding Teaching assistant, Assistant Professor, Associate Professor, Professor and Private and govt. university is found to be 0.083, 0.316, 0.470, 0.746 and 0.217, 0.510 where the table value for the same. There is positive correlation between organizational commitment and psychological capital of university teachers. Hence the hypothesis i.e. “there exists no significant relationship between organizational commitment and psychological capital of designation and type of institution of university teacher” is rejecting.

3.15 PEARSON PRODUCT MOMENT COEFFICIENT OF CORRELATION BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT DISIPLINE OF STUDY AND AGE.

Streams and age wise data for the sample have been presented in the following table. In order to find the relationship between them Pearson product moment coefficient of correlation has been applied and results have been tabulated in the following Table 3.15

Table 3.15

Pearson Product moment coefficient of correlation between psychological capital and organizational commitment with respect designation and institution.

Groups	Classification	Variables	Person correlation	N	Remarks
Discipline of study	Mang.& commerce	Organizational commitment	0.51	135	Significant positive correlation
	Science &Technology	Psychological capital	0.572	111	
	Humanities		0.193	50	
	Agriculture		0.347	33	
Age	20-40 years	Organizational commitment	0.311	197	Significant positive correlation
	Above 40 years	Psychological capital	0.551	38	

From the above mentioned table 3.15 it is clearly evident that the “r” value regarding different streams i.e. Management and commerce, science and technology, humanities, agriculture and agriculture and different age group i.e. 20-40 years and above 40 years is found to be 0.51, 0.572, 0.193, 0.347 and 0.311, 0.551 where the table value for the same. There is positive correlation between organizational commitment and psychological capital of university teachers of different stream and different age group. Hence the hypothesis i.e. “there exists no significant relationship between organizational commitment and psychological capital of different stream and different age group of university teacher” is rejecting.

3.16. REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT UNIVERSITY TEACHERS.

Organizational commitment and psychological capital of university teachers, data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital below in the table 3.16

Table 3.16 Summary Of Regression Analysis Between The Predictor Variable Psychological Capital And The Outcome Variable Organizational Commitment.

R		R square	Adjust R Square	Std. error of Estimate		
0.339		0.115	0.111	3.776		
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	430.57	1	430.57	30.2	0.00
	Residual	3322	233	14.257		
	Total	3752.5	234			

From the regression table 3.16 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of .339 and R square for same found to be .115. This indicates that 11% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 11% is significant. And the same is found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (30.200) which is significant at 0.01 levels. Therefore the hypothesis there exist no significant relationship between organizational commitment and psychological capital of university teachers. Thus the variation in dependent variable (organizational commitment) is not by chance and due to the independent variable.

Table 3.16.1 Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
1					
Constant	19.14	2.28			0.00
Psy. Cap.	0.11	0.02	0.33	5.49	0.00
Dependent variable: Organizational Commitment					

The table 3.16.1. Illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.339$, $t = 5.49$). So it comes out as the significant contribution to predict organizational commitment of university teachers. The regression equation formulated for the variable is as given below: Organizational commitment = (.116× psychological capital) +19.140. If psychological capital increases by one unit organizational commitment will increase by 19.3 units. It means psychological capital was highly influencing organizational commitment of teachers. Teachers with high psychological capital were more committed towards their organization

3.17. REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT FEMALE TEACHERS

Gender wise data for the sample had been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. female teachers below in the table 3.17.

Summary Of Regression Analysis Between The Predictor Variable Psychological Capital And The Outcome Variable Organizational Commitment Among Female Teachers.

Table 3.17

R		R square	Adjust R Square	Std. error of Estimate		
0.397		0.158	0.151	3.242		
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	242.18	1	242.18	23.037	0
	Residual	1293.1	123	10.513		
	Total	1535.2	124			

From the regression table 3.17 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of .397 and R square for same found to be .158. This indicates that 15.8% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 15.8% is significant. And the same is found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (23.03) which is significant at 0.01 levels. Therefore the hypothesis: “There is no significant impact of psychological capital on the organizational commitment of female teachers” is accepted. Thus the variation in dependent variable (organizational commitment) is not by chance and due to the independent variable.

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among female teachers.

Table 3.17.1

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
1					
Constant	17.21	2.98			0.00
Psy. Cap.	0.13	0.02	0.39	5.75	0.00
Dependent variable: Organizational Commitment					

The table 3.17.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.397$, $t 4.800=$). So it comes out as the significant contribution to predict organizational commitment of female university teachers. The regression equation formulated for the variable is as given below: Organizational commitment = (.132× psychological capital) +17.212. If psychological capital increases by one unit organizational commitment in case of female teachers will increase by 17.34 units. It means psychological capital was highly influencing organizational commitment of female teachers. Teachers with high psychological capital were more committed towards their organization.

3.18 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT MALE TEACHERS.

Gender wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. male teachers below in the table 3.18

Summary of regression analysis between the predictor variable psychological capital and the outcome variable organizational commitment among male teacher.

Table 3.18.

R		R square	Adjust R Square	Std.error of Estimate	
0.3		0.09	0.081	4.317	
Model	Sum of squares	Df	Mean Square	F	
1	Regression	198.76	1	198.76	10.665
	Residual	2012.8	108	18.637	
	Total	2211.6	109		

From the regression table 3.18 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of 0.300 and R square for same found to be .090. This indicates that 09.0% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 09.0% was significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (10.665) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of male teacher. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.18.1.

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment with respect to male category.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
1					
Constant	20.54	3.47		5.92	0.00
Psy. Cap.	0.10	0.03	0.30	3.26	0.00
Dependent variable: Organizational Commitment					

The table 3.18.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.300$, $t 3.266=$). So it comes out as the significant contribution to predict organizational commitment of male university teachers. The regression equation formulated for the variable was as given below: Organizational commitment = (.105× psychological capital) +20.549. If psychological capital increases by one unit organizational commitment in case of male teachers will increase by 20.65 units. It means psychological capital was highly influencing organizational commitment of male teachers. Teachers with high psychological capital were more committed towards their organization.

3.19 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT 0-10 YEARS EXPERIENCE GROUP

Experience wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. teacher of 0-10 years' experience group below in the table 3.19.

Summary of regression analysis between the predictor variable psychological capital and the outcome variable organizational commitment among teacher of 0-10 years teaching experience.

Table 3.19

R		R square	Adjust R Square	Std. error of Estimate		
0.342		0.117	0.113	3.838		
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	377.361	1	377.36	25.617	0
	Residual	2843.018	193	14.731		
	Total	3220.379	194			

From the regression table 3.19 it was clear that the independent variable psychological capital yielded coefficient of regression (R) of .342 and R square for same found to be .117. This indicates that 11.7% variation in organizational commitment was explained by the predictor variable psychological capital in the model. The variance 11.7% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (25.617) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of 0-10 years’ experience teacher. Thus the variation in dependent variable (organizational commitment) is not by chance and due to the independent variable.

Table 3.19.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment with respect to male category.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
Constant	18.86	2.50		7.53	0.00
Psy. Cap.	0.11	0.02	0.34	5.06	0.00
Dependent variable: Organizational Commitment					

The table 3.19.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.342$, $t 5.061=$). So it comes out as the significant contribution to predict organizational commitment of 0-10 years' experience university teachers. The regression equation formulated for the variable is as given below: Organizational commitment = (.118 \times psychological capital) +18.860. If psychological capital increases by one unit organizational commitment 0-10 years' experience group teachers will increase by 18.97 units. It means psychological capital was highly influencing organizational commitment of 0-10 years' experience group teachers. Teachers with high psychological capital were more committed towards their organization.

3.20. REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT MORE THAN 10 YEARS EXPERIENCE GROUP

Experience wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. teacher of more than 10 years' experience group below in the table 3.20

Summary of regression analysis between the predictor variable psychological capital and the outcome variable organizational commitment among teacher of more than 10 years teaching experience.

Table 3.20

R		R square		Adjust R Square	Std. error of Estimate	
0.277		0.077		0.052	3.472	
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	38.006	1	38.006	3.153	0
	Residual	457.994	38	12.052		
	Total	496	39			

From the regression table 3.20 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of .277 and R square for same found to be .077. This indicates that 07.7% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 07.7% is significant. And the same is found true where the table also indicates that the analysis of variance of the regression data produced an "F" value (3.153) which is significant at 0.01 levels. Therefore the hypothesis: There is no significant impact of psychological capital on the organizational commitment of

more than 10 years' experience teacher. Thus the variation in dependent variable (organizational commitment) is not by chance and due to the independent variable.

Table 3.20.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment with respect to more than 10 experience category.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	T	Sig.
1					
Constant	22.30	5.76		73.86	0.00
Psy. Cap.	0.09	0.05	0.27	1.77	0.08
Dependent variable: Organizational Commitment					

The table 3.20.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.277$, $t 1.776$). So it comes out as the significant contribution to predict organizational commitment of more than 10 years university teachers. The regression equation formulated for the variable is as given below: Organizational commitment = $(.093 \times \text{psychological capital}) + 22.304$. If psychological capital increases by one unit organizational commitment more than years' experience group teachers will increase by 22.39 units. It means psychological capital was highly influencing organizational commitment of more than 10 years' experience group teachers. Teachers with high psychological capital were more committed towards their organization.

3.21 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO TEACHING ASSISTANT.

Designation wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. teaching assistant below in the table 3.21.

Summary of regression analysis between the predictor variable psychological capital and the outcome variable organizational commitment among teaching assistant designation of teacher

Table 3.21

R		R square	Adjust R		Std. error of Estimate	
			Square	R		
0.083		0.007	-0.117		3.744	
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	0.783	1	0.783	0.056	.819 ^c
	Residual	112.12	8	14.015		
	Total	112.9	9			

From the regression table 3.21 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of .083 and R square for same found to be .007. This indicates that 00.7% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 00.7% was significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (.056) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of teaching assistant designation of university teacher than. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.21.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment with respect to designation of teaching assistant.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
Constant	22.30	5.76		73.86	0.00
Psy. Cap.	0.09	0.05	0.27	1.77	0.08
Dependent variable: Organizational Commitment					

The table 3.21.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.083$, $t .236=$). So it comes out as the significant contribution to predict organizational commitment of teaching assistant designation of university teachers. The regression equation formulated for the variable was as given below: Organizational commitment = (.049× psychological capital) +27.728. If psychological capital increases by one unit organizational commitment designation of teaching assistant will increase by 27.77 units. It means psychological capital was highly influencing organizational commitment of teaching assistant teachers. Teachers with high psychological capital were more committed towards their organization.

3.22 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO ASSISTANT PROFESSOR.

Designation wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. assistant professor below in the table 3.22.

Summary of regression Equations on the score of Psychological capital in relation to organizational commitment among assistant professor designation of university teachers.

Table 3.22

R		R square	Adjust R Square	Std. error of Estimate		
0.316		0.1	0.095	3.862		
Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	329.14	1	329.14	22.062	.00
	Residual	2968.8	199	14.918		
	Total	3297.9	200			

From the regression table 3.22 it was clear that the independent variable psychological capital yielded coefficient of regression (R) of .316 and R square for same found to be .100. This indicates that 10.0% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 10.0% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (22.062) which is significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of Assistant professor Designation of university teacher. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.22.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among assistant professor designation of university teacher

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
1					
Constant	20.10	2.43		8,26	0.00
Psy. Cap.	0.10	0.02	0.31	4.69	0.00
Dependent variable: Organizational Commitment					

The table 3.22.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.316$, $t 4.697=$). So it comes out as the significant contribution to predict organizational commitment of Assistant professor Designation of university teachers. The regression equation formulated for the variable was as given below: Organizational commitment = (.106× psychological capital) +20.103. If psychological capital increases by one unit organizational commitment designation of teaching assistant will increase by 20.20 units in case of assistant professor. It means psychological capital was highly influencing organizational commitment of assistant professor. Teachers with high psychological capital were more committed towards their organization.

3.23 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO ASSOCIATE PROFESSOR.

Designation wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. associate professor below in the table 3.23

Summary of regression analysis between the predictor variable psychological capital and the outcome variable organizational commitment among associate professor designation of teacher.

Table 3.23

R		R square	Adjust R Square	Std. error of Estimate		
0.47		0.221	0.15	2.966		
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	27.507	1	27.507	3.126	0.105
	Residual	96.801	11	8.8		
	Total	124.31	12			

From the regression table 3.23 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of .470 and R square for same found to be .221. This indicates that 22.1% variation in organizational commitment was explained by the predictor variable psychological capital in the model. The variance 22.1% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (3.126) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of Associate professor Designation of university teacher. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.23.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among associate professor designation of university teacher.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
1					
Constant	12.08	11.72		1.03	0.32
Psy. Cap.	0.18	0.10	0.47	1.76	0.10
Dependent variable: Organizational Commitment					

The table 3.23.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.470$, $t 1.768=$). So it comes out as the significant contribution to predict organizational commitment of associate professor Designation of university teachers. The regression equation formulated for the variable was as given below: Organizational commitment = (.182× psychological capital) +12.087. If psychological capital increases by one unit organizational commitment designation of teaching assistant will increase by 12.26 units in case of associate professor. It means psychological capital was highly influencing organizational commitment of associate professor. Teachers with high psychological capital were more committed towards their organization.

3.24 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO PROFESSOR.

Designation wise data for the sample had been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. professor below in the table 3.24

Summary of regression analysis between the predictor variable psychological capital and the outcome variable organizational commitment among associate professor designation of teacher.

Table 3.24

R		R square	Adjust R Square		Std. error of Estimate	
0.746		.556	0.507		2.892	
Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	94.364	1	94.364	11.283	0.008
	Residual	75.273	9	8.364		
	Total	169.64	10			

From the regression table 3.24 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of .746 and R square for same found to be .556. This indicates that 55.6% variation in organizational commitment was explained by the predictor variable psychological capital in the model. The variance 55.6% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (11.283) which were significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of professor Designation of university teacher. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.24

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among professor designation of university teacher.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
Constant	-5.62	11.28		0.49	0.63
Psy. Cap.	0.34	0.10	0.74	3.35	0.00
Dependent variable: Organizational Commitment					

The table 3.24.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.746$, $t 3.359=$). So it comes out as the significant contribution to predict organizational commitment of professor Designation of university teachers. The regression equation formulated for the variable is as given below: Organizational commitment = (.342× psychological capital) + (-5.626). . If psychological capital increases by one unit organizational commitment designation of teaching assistant will decrease by -5.28 units in case of professor. It means psychological capital was not influencing organizational commitment of professor. Teachers with high psychological capital were more committed towards their organization.

3.25 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO PRIVATE UNIVERSITY.

Institution wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. private university below in the table 3.25.

Summary of regression analysis between the predictor variable psychological capital and the outcome variable organizational commitment among teacher of private university.

Table 3.25

R		R square	Adjust R Square	Std. error of Estimate		
0.217		0.047	0.037	3.9		
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	73.853	1	73.853	4.855	0.03
	Residual	1490.7	98	15.211		
	Total	1564.5	99			

From the regression table 3.25 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of .217 and R square for same found to be .047. This indicates that 47% variation in organizational commitment was explained by the predictor variable psychological capital in the model. The variance 47% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (4.855) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of private university teacher. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.25.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among private university teachers

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
Constant	25.53	2.93		8.71	0.00
Psy. Cap.	0.06	0.02	0.21	2.20	0.03
Dependent variable: Organizational Commitment					

The table 3.25.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.217$, $t 2.203=$). So it comes out as the significant contribution to predict organizational commitment of professor Designation of university teachers. The regression equation formulated for the variable was as given below: Organizational commitment = $(.060 \times \text{psychological capital}) + 25.530$. If psychological capital increases by one unit organizational commitment in case private university will increase by 25.59 units. It means psychological capital was highly influencing organizational commitment of private university. Teachers with high psychological capital were more committed towards their organization.

3.26 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO GOVT. UNIVERSITY.

Institution wise data for the sample had been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. Govt. University below in the table 3.26

Summary of regression analysis between the predictor variable psychological capital and the outcome variable organizational commitment among teacher of Govt. University

Table 3.26

R		R square	Adjust R Square	Std. error of Estimate		
0.51		0.261	0.255	3.476		
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	566.1	1	566.1	46.862	0
	Residual	1606.7	133	12.08		
	Total	2172.8	134			

From the regression table 3.26 it was clear that the independent variable psychological capital yielded coefficient of regression (R) of .510 and R square for same found to be .261. This indicates that 26.1% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 26.1% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (46.862) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of govt. university teacher. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.26.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among govt. university teachers.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
Constant	7.14	3.55		2.00	0.04
Psy. Cap.	0.22	0.03	0.51	6.84	0.00
Dependent variable: Organizational Commitment					

The table 3.26.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.510$, $t 6.846=$). So it comes out as the significant contribution to predict organizational commitment of govt. university teacher. The regression equation formulated for the variable was as given below: Organizational commitment = (.225× psychological capital) + 7.140. . If psychological capital increases by one unit organizational commitment in case Government University will increase by 7.36 units. It means psychological capital was highly influencing organizational commitment of private university. Teachers with high psychological capital were more committed towards their organization.

3.28 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO DISICILPINE STUDY I.E. MANAGRMENT AND COMMERCE.

Discipline of study wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. discipline of i.e. management and commerce below in the table 3.28

Summary of regression Equations on the score of Psychological capital in relation to organizational commitment among management and commerce Discipline of study.

Table 3.28

R		R square	Adjust R Square		Std. error of Estimate	
0.037		0.001	-0.024		2.656	
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	0.377	1	0.377	0.053	0.819
	Residual	275.18	39	7.056		
	Total	275.56	40			

From the regression table 3.28 it was clear that the independent variable psychological capital yielded coefficient of regression (R) of .037 and R square for same found to be .001. This indicates that 1% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 1% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (.053) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of management and commerce discipline of study govt. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.28.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among management and commerce discipline of study.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
1					
Constant	31.57	2.92		10.78	0.0
Psy. Cap.	0.00	0.02	0.03	0.23	0.81
Dependent variable: Organizational Commitment					

The table 3.28.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.037$, $t .231=$). So it comes out as the significant contribution to predict organizational commitment of management and commerce discipline of study. The regression equation formulated for the variable is as given below: Organizational commitment = $(.006 \times \text{psychological capital}) + 31.575$. If psychological capital increases by one unit organizational commitment in will increase by 31.58 units in case of mgt. and commerce stream. It means psychological capital was highly influencing organizational commitment of mgt. and commerce streams. Teachers with high psychological capital were more committed towards their organization

3.29 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO DISICILPINE STUDY I.E. SCIENCE AND TECHNOLOGY

Discipline of study wise data for the sample had been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of

independent variable psychological capital w.r.t. discipline of i.e. science and technology below in the table 3.29.

Summary of regression analysis between the predictor variable psychological capital and the outcome variable organizational commitment among teacher of Science & technology Discipline.

Table 3.29

R		R square	Adjust R Square	Std. error of Estimate		
0.572		0.327	0.321	3.692		
Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	720.981	1	720.981	52.891	0.00
	Residual	1485.83	109	13.631		
	Total	2206.811	110			

From the regression table 3.29 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of .572 and R square for same found to be .327. This indicates that 32.7% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 32.7% was significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (.52.891) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of science and technology discipline of study. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.29.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among science and technology discipline of study.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
Constant	4.91	3.63		1.35	0.17
Psy. Cap.	0.24	0.03	0.57	7.27	0.00
Dependent variable: Organizational Commitment					

The table 3.29.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.572$, $t 7.273=$). So it comes out as the significant contribution to predict organizational commitment of science and technology discipline of study. The regression equation formulated for the variable was as given below: Organizational commitment = (.242 \times psychological capital) + 4.919. If psychological capital increases by one unit organizational commitment in will increase by 5.16 units in case of Science and technology stream. It means psychological capital was highly influencing organizational commitment of sciences and technology streams. Teachers with high psychological capital were more committed towards their organization.

3.30 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO DISICILPINE HUMANITIES.

Discipline of study wise data for the sample had been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. discipline humanities below in the table 3.30.

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among humanities discipline of study.

Table 3.30

R		R square	Adjust Square	R	Std. error of Estimate	
0.193		0.037	0.017		4.408	
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	35.916	1	35.916	1.849	0.18
	Residual	932.564	48	19.428		
	Total	968.48	49			

From the regression table 3.30 it is clear that the independent variable psychological capital yielded coefficient of regression (R) of .193 and R square for same found to be .037. This indicates that 37% variation in organizational commitment was explained by the predictor variable psychological capital in the model. The variance 37% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (1.849) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of humanities. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.30

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among humanities discipline of study.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
Constant	25.22	5.37		4.69	0.00
Psy. Cap.	0.06	0.05	0.19	1.36	0.18
Dependent variable: Organizational Commitment					

The table 3.30.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.193$, $t 1.360=$). So it comes out as the significant contribution to predict organizational commitment of humanities discipline of study. The regression equation formulated for the variable was as given below: Organizational commitment = $(.068 \times \text{psychological capital}) + 25.223$. If psychological capital increases by one unit organizational commitment in will increase by 22.29 units in case of humanities stream. It means psychological capital was highly influencing organizational commitment of humanities streams. Teachers with high psychological capital were more committed towards their organization.

3.31 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO DISICILPINE AGRICULURE.

Discipline of study wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. discipline agriculture below in the table 3.31.

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among humanities discipline of study

Table 3.31

R		R square	Adjust R Square	Std. error of Estimate		
0.347		0.12	0.092	2.487		
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	26.215	1	26.215	4.237	0.048
	Residual	191.785	31	6.187		
	Total	218	32			

From the regression table 3.31 it was clear that the independent variable psychological capital yielded coefficient of regression (R) of .347 and R square for same found to be .120. This indicates that 12.0% variation in organizational commitment was explained by the predictor variable psychological capital in the model. The variance 12.0% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (4.237) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of humanities discipline of study. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among agriculture discipline of study.

Table 3.31.1

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
1					
Constant	18.15	6.25		2.90	0.00
Psy. Cap.	0.12	0.05	0.34	2.05	0.04
Dependent variable: Organizational Commitment					

The table 3.31.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.347$, $t 2,058=$). So it comes out as the significant contribution to predict organizational commitment of Agriculture discipline of study. The regression equation formulated for the variable was as given below: Organizational commitment = (.122× psychological capital) + 18.157. If psychological capital increases by one unit organizational commitment in will increase by 18.27 units in case of agriculture stream. It means psychological capital was highly influencing organizational commitment of agriculture streams. Teachers with high psychological capital were more committed towards their organization.

3.32 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO 20-40 YEARS AGE GROUP.

Age wise data for the sample had been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable psychological capital w.r.t. 20-40 years age group below in the table 3.32

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among teacher of 20-40 years age.

Table 3.32

R		R square	Adjust Square	R	Std. error of Estimate	
0.311		0.096	0.092		3.64	
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	275.887	1	275.887	20.82	0
	Residual	2584.001	195	13.251		
	Total	2859.888	196			

From the regression table 3.32 it was clear that the independent variable psychological capital yielded coefficient of regression (R) of .311 and R square for same found to be .096. This indicates that 09.6%% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 09.6% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (20.820) which is significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of teacher which following in2 0-40 years age group. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.32.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among the university teacher which following in 20-40 years age group.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
1					
Constant	21.05	2.33		9.00	0.00
Psy. Cap.	0.09	0.02	0.31	4.56	0.0
Dependent variable: Organizational Commitment					

The table 3.32.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.311$, $t 4.563 =$). So it comes out as the significant contribution to predict organizational commitment of university which following in 20-40 years age group. The regression equation formulated for the variable is as given below: Organizational commitment = $(.099 \times \text{psychological capital}) + 21.056$. If psychological capital increases by one unit organizational commitment in will increase by 22.53 units in case of 20-40 years age groups. It means psychological capital was highly influencing organizational commitment of 20-40 years age groups. Teachers with high psychological capital were more committed towards their organization.

3.33 REGRESSION EQUATIONS BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL COMMITMENT WITH RESPECT TO ABOVE 40 YEARS AGE GROUP.

Age wise data for the sample have been presented in the following table. The regression analysis for the dependent variable organizational commitment as a result of independent variable + psychological capital w.r.t. above 40 years age group below in the table 3.33

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among teacher of above 40 years age

Table 3.33

R		R square	Adjust	Std. error of Estimate		
			R Square			
0.551		0.304	0.284	4.153		
Model	Sum of squares	Df	Mean Square	F	Sig.	
1	Regression	270.575	1	270.575	15.688	0
	Residual	620.899	36	17.247		
	Total	891.474	37			

From the regression table 3.33 it was clear that the independent variable psychological capital yielded coefficient of regression (R) of .551 and R square for same found to be .304. This indicates that 30.4% variation in organizational commitment is explained by the predictor variable psychological capital in the model. The variance 30.4% is significant. And the same was found true where the table also indicates that the analysis of variance of the regression data produced an “F” value (15.688) which was significant at 0.01 levels. Therefore the hypothesis: There was no significant impact of psychological capital on the organizational commitment of teacher which following in above 40 years age group. Thus the variation in dependent variable (organizational commitment) was not by chance and due to the independent variable.

Table 3.33.1

Summary of relative contribution of predictor variable psychological capital and outcome variable organizational commitment among the university teacher which following in above 40 years age group.

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std.Error	Beta	t	Sig.
1					
Constant	-0.07	7.99		0.01	0.99
Psy. Cap.	0.28	0.07	0.55	3.96	0.00
Dependent variable: Organizational Commitment					

The table 3.33.1 illustrates that independent variable psychological capital contributes to the predication of organizational commitment. The result indicated that the following beta weights which represented the relative contribution of the independent variable to the predication were observed as: psychological capital ($\beta=.551$, $t 3.961 =$). So it comes out as the significant contribution to predict organizational commitment of university which following in above 40 years age group. The regression equation formulated for the variable was as given below: Organizational commitment = (.285× psychological capital) + -.078. If psychological capital increases by one unit organizational commitment in will not increase by units in case of above 40 years age groups. It means psychological capital was highly influencing organizational commitment of above 40 years age groups. Teachers with not high psychological capital were more committed towards their organization.

CHAPTER-IV

CONCLUSION, RECOMMENDATIONS

AND SUGGESTIONS

4.1 CONCLUSIONS

Based on the interpretation of results, the investigator is in the position to put forward the following conclusion:

1. The private and govt. university teachers do not differ with respect to organizational commitment and psychological capital both are equally committed towards the organization in which they working.
2. There is no significant difference in the organizational commitment of male and female teachers, both are equally committed the organization in which they working.
3. There is no significant difference in the organizational commitment and psychological capital w,r,t experience.
4. There is no significant difference in the organizational commitment and psychological capital w.r.t designation.
5. Teacher of different age group does not differ with respect to organizational commitment and psychological capital.
6. There is positive correlation between organizational commitment and psychological capital w.r.t age, gender, experience, streams, designation. It means organizational commitment and psychological capital have been influenced by age, streams, designation, gender.
7. There is also positive correlation between psychological capital and organizational commitment.
8. Male teachers are highly committed to the organization than female teachers
9. More than 10 years experienced teachers are more committed to the organization than the 0-10 years' experience teachers.
10. Teaching assistant teachers are highly committed than assistant professor and associate professor but professor are not highly commitment to the organization

11. Private universities are highly committed than government university.
12. Teachers of management and commerce are highly committed than agriculture, Sciences and technology and humanities
13. Teacher are belonging to above 40 years age group are highly committed than teacher are belonging to 20-40 years age group.

RECOMMENDATION

1. At the time of recruitment of teachers psychological capital should be checked.
- 2 Organization makes that type of aim and objectives so that the employee makes strong commitment with the organization.
- 3 Special programmers should be organized to increase the psychological capital at the teachers.

SUGGESTION

- 1 The study may be replicated on a large sample in order to get better understanding of variables.
- 2 The present study include only 5 universities, more than 5 universities can also be introduced.
- 3 This study can also be conducted on college teachers, politics, doctor and engineers also.

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