

**PREDICTIVE ROLE OF JOB CRAFTING AND WORK ENGANGMENT
ON TEACHER EFFECTIVNESS AND ORGANIZATIONAL
COMMITMENT OF UNIVERSITY TEACHERS**

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DECLARATION

I Anu Shifali hereby declare that the thesis entitled “*Predictive role of Job Crafting and Work Engagement on Teacher Effectiveness and Organizational Commitment of University Teachers*” submitted to Lovely Professional University for the award of Degree Doctor of Philosophy in Education, is my original research work and has been prepared by me in School of Education at Lovely Professional University under the supervision of Dr. Savita Gupta, Professor, Lovely Professional University. No part of this thesis has formed the basis for the award of any degree or fellowship previously.

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Everyone can't be mentioned but none is forgotten...

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ABSTRACT

The present study is conducted to study the Predictive Role of Job Crafting and Work Engagement on Teacher Effectiveness and Organizational Commitment of University Teachers. Descriptive survey method was used in this study. The sample of the study consisted of 800 university teachers selected from Punjab by using convenience sampling technique. The objectives of the study were: to study the level of job crafting, work engagement, teacher effectiveness and organizational commitment of university teachers ; to study the relationship of job crafting and work engagement with teacher effectiveness and organizational commitment among university teachers; to find out the significant differences among university teacher's in their job crafting, work engagement, teacher effectiveness and organizational commitment on the basis of gender and type of school; to study the predictive role of job crafting and work engagement on teacher effectiveness and organizational commitment among university teachers. The Job Crafting Scale Standardized by Tims, M., Bakker, A. B., & Derks, D. (2012); Work Engagement scale developed by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002); Teacher Effectiveness Scale standardized by Dr. (Mrs.) Umme Kulsum(---); and Organizational Commitment constructed by Allen and Meyer's (1996) were used. The data was analyzed by using percentage, t-test, Pearsons Coefficient of correlation and Regression. The results of the study concluded that Percentage-wise distribution of overall sample on different levels of job crafting. It is observed that the majority of university teachers fall under the average level of job crafting. The next percentage falls under high level followed by low level of job crafting. Similarly, in gender wise distribution of job crafting it is found that majority of male university teachers fall under average level of job crafting followed by high level and low level of job crafting. Further, it is observed that majority of female university teachers fall under average level of job crafting followed by low level and high level of job crafting. In type of university wise distribution of job crafting it is found that majority of Govt. teachers possess average level of job crafting followed by followed by high level and low level of job crafting. Further, it is observed that majority of private teachers possess average level of job crafting followed by low level and high level of job crafting. Further, percentage-wise distribution of overall sample on different levels of work engagement it is observed that the highest percentage of university teachers falls under high level of work engagement followed by average level, very high level, low level and very low level of work engagement. In gender wise distribution of work engagement it is found that majority of male university teachers possess high level of work engagement followed by average level, very high level, low level and very low level of work engagement. Further, in case of female teachers it is found that majority of female university teachers possess high level of work engagement followed by average level, low level, high level and very low level of work engagement. In type of university wise distribution of work engagement it is found that majority of Govt. university teachers possess high level of work engagement followed by very high, average level, low level and very low level of work engagement. Further in case of private teachers it is found that majority of teachers possess low level of work engagement followed by very low level, average level, high level, very high level of work engagement. For teacher

effectiveness, it is observed that the majority of university teachers fall under high level of teacher effectiveness. The next percentage falls under average level followed by low level of teacher effectiveness. Thus overall most of the university teachers fall under the high level of teacher effectiveness. In gender wise distribution of teacher effectiveness it is found that majority of male university teachers possess high level of teacher effectiveness followed by average level and low level of teacher effectiveness and same is the case for female teachers. Thus both male and female university teachers fall under the high level of teacher effectiveness. In type of university wise distribution of teacher effectiveness it is found that majority of Govt. teachers possess average level of teacher effectiveness followed by high level and low level of teacher effectiveness. Further, same is the case for private teachers. Thus most of the Private and Govt. university teachers fall under the average level of teacher effectiveness. For organizational commitment, it is observed that the majority of university teachers fall under average level of organizational commitment. The next percentage falls under high level followed by low level of organizational commitment. Thus overall most of the university teachers fall under the average level of organizational commitment. In gender wise distribution of organizational commitment it is found that majority of male university teachers possess average level of organizational commitment followed by high level and low level of organizational commitment. Further, same is the case for female teachers. Thus, both male and female university teachers fall under the average level of organizational commitment. In type of university wise distribution of organizational commitment it is found that majority of Govt. teachers possess average level of organizational commitment followed by high level and low level of organizational commitment and same is the case for private teachers. Thus most of the university Private and Govt. teachers fall under the average level of organizational commitment. After analyzing the relationship, the results revealed that there exists a statistically significant positive relationship between job crafting with teacher effectiveness among university teachers. Further, the analysis revealed that, there exists significant positive relationship between job crafting with organizational commitment among university teachers. Moreover, there exists significant positive relationship between work engagements with teacher effectiveness among university teachers. Further, there exists significant positive relationship between work engagements with organizational commitment among university teachers.

The comparative analyses, On the basis of gender, the results indicate that there exists significant difference between male and female university teachers in their job crafting. It is quite evident from the results that the mean value of male teacher regarding job crafting is quite higher in comparison to female teachers. In case of type of university, there exists significant difference between government and private university teachers in their job crafting. It is revealed from the analysis that the mean value of government teachers regarding job crafting is quite higher in comparison to private teachers. For work engagement, the results indicate that there lies a significant difference in work engagement among male and female university teachers. It is quite evident from the results that male teacher regarding work engagement is quite higher in comparison to female teachers. In case of type of university, there exists

significant difference between government and private university teachers in their work engagement. It is revealed from the analysis that the mean value of government teachers regarding work engagement is quite higher in comparison to private teachers. For teacher effectiveness, that there exists no significant difference between male and female university teachers in their teacher effectiveness. Although the mean difference shows that there exists a difference but this may be due to chance factor as it shows that female teacher scored high mean value (232.08) regarding teacher effectiveness as compared to mean value (225.88) of male teachers. In case of type of university, it shows that there exists significant difference between government and private university teachers in their teacher effectiveness. It is quite evident from the results that the mean value of private teachers regarding teacher effectiveness is quite higher in comparison to government teachers. For organizational commitment, that there exists no significant difference between male and female university teachers in their organizational commitment. In case of type of university, it shows that there exists significant difference between government and private university teachers in their organizational commitment. It is quite evident from the results that the mean value of government teachers regarding organizational commitment is quite higher in comparison to private teachers.

In addition, a multiple regression analysis indicated that predictive role of job crafting and work engagement had a statistically significant contribution to teacher effectiveness among university teachers. Moreover, the result indicated that predictive role of job crafting and work engagement had a statistically significant contribution to organizational commitment among university teachers.

*Keywords: Job Crafting, work engagement, teacher effectiveness, organizational commitment
University Teachers*

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ACRONYMS

ACRONYMS	DESCRIPTION
JC	Job Crafting
WE	Work Engagement
TE	Teacher Effectiveness
OC	Organizational Commitment
SPSS	Statistical Package for the Social Sciences
UGC	University Grants Commission
CFI	Comparative Fit Index
GFI	Goodness Fit Index
CFA	Confirmatory Factor Analysis
EFA	Exploratory Factor Analysis
AGFI	Adjusted Goodness of Fit Index
RMSEA	Root Mean Square of Approximation
N	Number of Individuals
A	Alpha
*	Significant at 0.05 level
**	Significant at 0.01 level
Sig.	Significant
%	Percent
ANOVA	Analysis of Variance
Df	Degree of Freedom
Govt.	Government
<i>R</i>	Coefficient of Correlation

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Appendix I: Job Crafting Scale

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Appendix III: Teacher effectiveness Scale

Appendix IV: Organizational Commitment Scale

CHAPTER-I

INTRODUCTION OF THE PROBLEM

A teacher is a compass that activates the magnets of curiosity, knowledge and wisdom in the learners mind and considered as a guru at ancient times that lighten the path of a learner and develops total harmonious development of a learner. A teacher is considered as a 'good teacher' only when she encourages its students' faith in teaching their subject, spends time in explanation of the topics and treats every person equally. A teacher faces a lot of challenges during her tenure as she has to play different kinds of roles in her place of work. A teacher has to be very proactive, she not only plans lessons but also is involved in extracurricular activities like record making, purchasing, administrates the time table, motivational speeches etc. hence a teacher is multifaceted personality. Such circumstances can get a teacher under stress which can in turn affect their abilities while teaching. Tagore said "a teacher can never truly teach unless he is still learning himself". A lamp can never light another lamp unless it continues to burn own flam. So for, all this high level of work motivation is expected from the teacher. Trivedi (1971) studied and came out with the results that the factors which were responsible for the effective teaching in higher educational institution were the use of teaching aids effectively, illustrated, motivating, and impartial attitude of teachers. It also involved improved supervision as major factors related to teaching effectiveness.

Teaching profession is an essential line of work where learning takes place and helps to build a good society (Hamdan and Lai, 2014). The global advancement in teaching has changed the role of teachers from teacher focused to student centered and the skills of a teacher are changing with the change in time as well (Aabid hamid and Syed Hassan and Ismail, 2012). Teachers require an ongoing development to equip them with the art of teaching that is thought out to be a complex process (Lai & Hamdan, 2014). Teachers nowadays are required to prepare to meet the diverse needs of the students and along with that they need to provide the learning and teaching environment. Lai and Hamdan (2014) studied that an effective teacher will always learn to teach to improve the art of teaching which the most important feature of a good teacher to be an effective teacher she should have the liberty to mould her job accordingly. The ability of the teacher to mould shape or redefine her is called job crafting.

1.1 JOB CRAFTING

It was first termed by Wrzesniewski and Dutton in the year 2001, in order to explain the proactive, bottom-up way through which employees mould, shape or redefine their jobs. Job crafting is the physical, relational boundaries of their task and cognitive changes individuals make in the work. Dutton and Wrzesniewski in 2001 studied and came out with the results that there are three forms of job crafting; changing the relational boundaries of the job (e.g., the quality and quantity of interaction with others at work), changing the job's task boundaries (e.g., the number, scope, or types of job tasks performed at work) and changing the cognitive task boundaries of the job (e.g., the meaning and significance of the job). By changing job properties or tasks on their own initiatives, employees can employ better jobs for themselves, make a better fit between jobs and persons, and achieve satisfying jobs that showcase advances in their career building (Bindl & Parker, 2010; Fried, Grant, Levi, Hadani, & Slowik, 2007; Rosso, Dekas, & Wrzesniewski, 2010). Jobs of the employees can be made more fruitful by adopting the three aspects of their work boundaries, their task boundaries, relational boundaries and cognitive task boundaries. In routine jobs employees even have some degree of freedom to influence certain aspects of their work. The definition of job crafting implies that it is an action and those who undertake it can be called job crafters. The employees who are proactive also take a more active part in shaping their job to fit their personal needs and desires.

Wrzesniewski and Dutton (2001) defined job crafting as “a set of adaptive actions undertaken by workers to alter their jobs, including physical or cognitive manipulation of tasks or modification of mutual interactions”. According to Fried, Grant, Levi, Hadani, & Slowik, (2007), it is a continuous process that is mostly influenced by the employees' career paths and the social framework in which they perform their job. (Berg, Wrzesniewski, & Dutton, 2010) Job crafting helps the personnel to take advantage of the unique job knowledge and make them capable to craft their jobs in their own ways that creates meaning to the work. Job crafting is defined as the changes which are self-initiated and innovations that employees try to introduce in their own job demands and job resources in order to attain and/or optimize their personal (work) goals (Tims et al., 2012: 173).

Job crafting helps the employees in different aspects like to improve their work motivation and positive work outcomes. Employees can increase their engagement in more practical way through job crafting in their work. Some basic models such as the Job

Characteristics Model of Hackman & Oldham, 1975), and as the JD-R model of Demerouti et al., 2001, prove that job characteristics have an impact on employees' motivation. So by altering facets of a job in order to fit their requirements, employees can improve their focus and level of motivation. Employees who are proactive find challenges motivating and participate in effective problem solving that increases their engagement levels (Hakanen et al., 2008). To increase the influence on their job characteristics employees can be stimulated as it's linked to positive business outcomes such as profitability and productivity.

A job is formed of tasks and interpersonal relationships assigned between a person and organization. The theory of job crafting elaborates on classic job design theory that concentrates on the top-down process of managers designing jobs for the employees of the organization. Employees are often motivated to customize their jobs within a formally designated job, in order to fit their motives, strengths, and passions. Through Job crafting we can describe the ways in which employees utilize opportunities to customize their jobs by actively altering and mould their tasks and interactions with other competitors at work. Job crafters are those who engage in these types of actions and the research suggests that they can even employ three types of job crafting.

Categories of Job crafting

Increasing structural job resources: Performances can be improved at both employees as well as at organizational level by enhancing the structural resources such as demanding variety in their resources, more autonomy, responsibility improving job know-how from their employers to gain self-development and demanding more opportunity for their growth and advancement.

Decreasing hindering job demands: By doing away with some of the tasks employees may reduce the number of tasks which they feel uncomfortable with both physically and psychologically or they may consciously avoid and delay engagements that make their overall job overwhelming. Working for long hours, taking complicated decisions or ignoring people who can affect them emotionally are some of the aspects of this kind of job crafting.

Increasing social job resources: Employees may seek the guidance, opinions and feedback from superiors, subordinates and peers in order to increase their performance, and, hence can

grow up a desired social support in the work environment which has a bearing on their job performance.

Increasing challenging job demands: Employees must attempt to broaden scope of their job or mix and remix the tasks of the job to make it more challenging in order to avoid boredom. Along with that employees can take extra responsibilities and exhibiting interest in different new job developments and assignments for their job crafting.

TECHNIQUES OF JOB CRAFTING

Job crafting through changing tasks

In order to make the job more meaningful most jobs are comprised of tasks that can be altered and molded. Traditional job design theory states that higher variety of skills is seen as identifiably 'whole' piece of work (task identity; Hackman & Oldham, 1980).

Adding Tasks: Whole tasks or projects can be added by the employees that they find fruitful into their jobs.

Emphasizing Tasks: Advantages must be taken by the employees through any task, that they see as meaningful by allocating more time, energy, and attention to them. For example, a dentist must always provide health tips to its patients for healthy dental benefits and while doing this a dentist always have better leverage of an existing part of his job that is said as meaningful.

Redesigning Tasks: When time constraint makes the adding or emphasizing tasks difficult, tasks can be made more meaningful by the employees through various ways of re-engineering the existing tasks

Dutton & Wrzesniewski in 2001 studied and came out with the result that showed how people with jobs having low status made their work meaningful and felt surprisingly positive. Bakker & Tims in 2010 studied that employees' self-initiated alteration are the main reason for job crafting which helps employees balance their resources & job demands with their self needs and abilities. Demerouti, Bakker, and Xanthopoulou in 2012 studied and found that individuals involved more in job crafting were most busy in tasks and showcased better results. The engagement of the individuals was directly proportional to their control and freedom (Petrou et al. 2012; Leana et al., 2009).

Employees' proactive behavior which targets job characteristics and which also frames the job Demands-Resource model has been credited to job crafting by many researchers. It can

be termed as the modification used by the employees in order to stabilize the workload and related issues with their skills (Tim and Bakker, 2010). Wrzesniewski & Dutton in 2001 studied and defined job crafting from only changing tasks and relations to task crafting and relational crafting. Job requirements is directly linked to task engagements, i.e. varying one's responsibilities by making the demands more tough and challenging and/or reducing unchallenging needs. Relational crafting is linked to job attributes, i.e., altering the existing social resources.

Petrou et al. in 2012 studied and came out with the results that job crafting as: (a) looking for contests; (b) looking for resources; and (c) fewer demands. For employees it is necessary to seek more challenges in their jobs like finding new stimulating tasks, making oneself busy all day, or looking for more tasks after completing the already designated tasks. It encourages the work motivation and avoids boredom. Dynamic job holders normally achieve success in critical conditions, which leads to their learning. Lesser demands mean lesser expressively or substantially challenging characteristics of one's work to narrow its capacity, which makes sure that the work doesn't interfere with one's private life. Job needs, accomplishing duties and attaining ambitions make the employees to look for job resources which help in building the overall performance and presentation of the employees. Employees always keep updating the information about jobs from their colleagues and seniors in order to increase opportunities to use innovative skills. Job crafting cannot be considered with decreasing resources as it does not predict behavior with a purpose. (Hobfoll, 2001)

A study was carried out by Ingusci, et.al (2016) on Job crafting and job satisfaction of teachers: the mediating role of Perceived Organizational Support which came out with the results that Perceived Organizational Support fully mediated the relationship between job crafting and job satisfaction. The study was done on a sample size of 263 participants.

A study was conducted by Peral, et al. (2016) on effects of job crafting on subjective well-being amongst South African higher educational institution teachers. The results showcased that positive relationship was found between job crafting (increasing structural resources and challenging job demands) and work engagement, the results showcased that , psychological meaningfulness mediated the relationship between job crafting and work engagement amongst the sample of higher educational institution.

A study was carried by Polatci et al. (2018) to determine the relationship between job crafting and job satisfaction. The results showed that there was no significant difference in job crafting and job satisfaction levels of the teachers participating. Further it was found that job crafting effects job satisfaction positively, and has significant effect and regression analyses it was found that job crafting has causal effect on job satisfaction.

Khan, et al. (2018) carried out a study to ascertain the impact of job crafting on the satisfaction and the performance of faculty members employed in higher education of Pakistan. The results showed that overall job crafting has impact on job performance and wellbeing is found to be mediating the effect of job crafting on performance. Individual constructs of job crafting namely task extension and relationship extension were found to be significant estimator of job performance.

Tims, et al. (2013) conducted a longitudinal study to examine whether employees can impact their own well-being by crafting their job demands and resources. The results showed that employees who crafted their job resources in the first month of the study showed an increase in their structural and social resources over the course of the study (2 months). This increase in job resources was positively related to employee well-being (increased engagement and job satisfaction, and decreased burnout). Crafting job demands did not result in a change in job demands, but results revealed direct effects of crafting challenging demands on increases in well-being. We conclude that employee job crafting has a positive impact on well-being and that employees therefore should be offered opportunities to craft their own jobs.

Van Rhenen (2021) found that collaborative job crafting was positively related to team performance through team work engagement. It should be noted that even in work teams with low control, there remain opportunities for collaborative job crafting.

Van Wingerden, et al. (2017) conducted a study on fostering employee well-being via a job crafting intervention. The study used a quasi-experimental design with an experimental group and a control group. Teachers completed measures pre- and post-intervention. Results of analyses of variance were largely in line with our predictions. In the intervention group, job crafting, basic need satisfaction, and work engagement increased over time. In the control group, no significant changes were found on all variables.

Lichtenthaler, et al. (2018) studied and resulted that the Leadership, job crafting, and employee health and performance. The study focused on how to integrate the effects of top-down leadership and employees' bottom-up job crafting behavior on employee health and performance. The final results were that promotion-focused job crafting was positively and prevention-focused job crafting was negatively related to employees' performance and health. Employee-oriented leadership was positively related to promotion-focused job crafting but unrelated to prevention-focused job crafting. Employee-oriented leadership was indirectly related to health and performance through promotion-focused job crafting. However, promotion-focused job crafting had the strongest positive impact on adaptive performance, followed by proactive and then task performance, while prevention-focused job crafting had the strongest negative impact on task performance followed by proactive and then adaptive performance.

Bhargkavi, P. (2017) studied and examined that the relationships between job crafting (i.e., increasing challenging job demands, producing structural and social job resources, and decreasing hindering job demands), work engagement (i.e., vigor, absorption and dedication) and job performance. The overall work engagement acted as a mediating factor in the relationship between overall job crafting and job performance were showcased in the results. The study also showcased the effects of job crafting on both work engagement and job performance, and noted out the significance for education policy frame workers and school management to stimulate and inform teachers about job crafting to increase teacher's engagement and hence the job performance. Bahmani, et al. (2020) studied that the relationship between task performance and job crafting with the mediating role of job flourishing and the results showcased that there is a meaningful positive relationship between job crafting and job flourishing and a meaningful positive relationship between task performance and job flourishing.

A study was carried out by Ogbuanya, et al. (2020) and the results showcased that the work engagement and work commitment in the job crafting and job satisfaction relationship had the multiple mediating roles. There was a sample size of 247 participants who were the electrical/electronic technology education lecturers in Nigerian Universities. The results showcased that positive significant prediction of work engagement, work commitment, and job satisfaction happened due to job crafting, also work engagement and work commitment produced positive significant prediction of job satisfaction. The path analysis was done and the results showcased that work engagement and work commitment had strong multiple mediations

on the job crafting-satisfaction relationship. Similarly work engagement mediated the job crafting and work commitment relationship partially, work commitment mediated the relationship between work engagement and job satisfaction partially also.

1.2 WORK ENGANGMENT

The 21st Century's employees have an emotional connection with their work and this has gained vital importance in the fast moving information economy. In order to compete in this competitive world and to achieve the highest standard of competence, the advances in quality and efficiency should occur through new ideas. Thus, to gain the same the institutions should not only recruit top talent but also should know how to engage them effectively. The engaged work team will certainly make a difference and help the organization from its competitors.

The cognitive connection of employees with their work/job attained a significant importance in the present knowledge economy. Work society of present era depends on creativity for its progress and prosperity. Creative ideas act as the agents of advanced quality and efficiency in society. In order to persist and prosper in present competitive era, organizations in different fields should not just hire talented employees, but they should also inspire them to apply their professional competencies in their work otherwise valuable resources within them and around them will remain unexplored. Organizations of modern society expect their employees should be active, take initiatives and must be responsible for their professional welfare and also being committed to achieve the quality standards of performance and hence every organization needs dedicated and disciplined employees (Leiter & Bakker, 2010).

The term employee engagement and the term work engagement are used interchangeably in research, as defined in the words of, Shuck and Wollard (2011) who defined it "as an individual employees cognitive, emotional and behavioral state directed towards desired organizational outcomes". In particular, Work engagement refers to the relationship of an employee to his or her work (Schaufeli and Baker, 2010). In this thesis, the term work engagement will only be used, as the employee-work relationship will be researched further. The actual essence of work engagement is that which a worker experiences in their work, that which stimulates the energy to devote the time and effort, which gives a meaning and something that is

done with full concentration (Bakker et al., 2008). Engagement in the workplace can be defined as positive, fulfilling, affective- motivational way of work related well-being.

Work engagement is one of the key factors which positively contribute to the strong base of organizations (Demerouti & Cropanzano, 2010). It has been extensively used in the field of business consultancy. Usually the term “work engagement” is interchangeably used with “employee engagement” the former refers to employees’ relation with work, while lateral may also comprise relation with the organization also (Bakker & Leiter, 2010). According to Schaufeli and Salanova (2007) busy and engaged individuals are more and better able to cope up with job demands, feel connected with their work and are always energetic while performing their job. According to Schaufeli et al. (2002) and Crabtree (2005) revealed that engaged employees are more productive as engagement is positively related with the mental and physical health. On similar lines, White paper (2011) proclaimed that employees, who are engaged, take pains for their organization and always try to contribute to its success, besides they remain focused towards customers, ensures their happiness so that profits are maximized.

The origin of research on work engagement can be traced from the construct of job burnout examined in the 1970s (Maslach, Schaufeli, & Leiter, 2001). It is defined as the state of exhaustion in which an employee is not confident about his/her performance abilities and is under stress about occupational values (Maslach, Jackson, & Leiter, 1996). Maslach et al. (2001) further stated that job burnout is a well-known concept as it explores an individual’s experiences at the workplace. Defining work engagement as an antipode of burnout Schaufeli et al. (2006) considered work engagement as positive state of human resources. Focusing on optimistic approaches Lopez, Snyder and Rasmussen (2006) reported that work engagement improves both mental and physical health of the employees. Later on, Schaufeli and Salanova (2007) found that study of work engagement coincides with the emergence of positive psychology.

“Work Engagement” as defined by the various authors based on different aspects of an employee like, Kahn (1990) gave the concept of engagement as, “harnessing of organizational members selves to their work roles”. While being engaged, people employ and express themselves physically, cognitively, emotionally and mentally during role performances” (p. 694). Maslach and Leiter (1997) stated that work engagement is characterized by energy, efficacy and

involvement of an employee. But Rothbard (2001) proposed a different viewpoint of work engagement and defined it as a two-dimensional concept including attention and absorption of an employee regarding his/her work. Schaufeli and Taris (2005) considered its two factors: vigor and dedication as the opposite of two fundamental burnout symptoms exhaustion and cynicism respectively. On similar lines, Gonzalez-Roma et al. (2006) labeled vigor and exhaustion as “energy”, while dedication and cynicism as “identification”. Schaufeli et al. (2001) on the basis of critical analysis of in-depth interviews included absorption as a third fundamental component of work engagement. Continuing the voyage Schaufeli et al. (2002) affirmed that work engagement is, “positive, fulfilling, work-related state of mind characterized by vigor, dedication and absorption”. Vigor is represented by mental resilience, energy, persistence and willingness to invest one’s effort, while the sense of significance, enthusiasm, inspiration, challenge and pride represents dedication and the extent to which one is absorbed in its work and level where it is impossible for him to detach from his work represents absorption. Various other researchers have defined work engagement as an individual’s mental (emotional and intellectual) commitment with the organization (Baumruk, 2004; Richman, 2006; Shaw, 2005). On the other hand, Frank, Finnegan and Taylor (2004) defined it as the subtotal of discretionary efforts that an employee exhibits during the job. Likewise, Truss et al. (2006) defined it as a passion for work, a mental state encompassing all the three dimensions given by the Kahn (1990). Similarly, Bates (2004); Gubman (2004) referred to work engagement as an individual’s sensitive emotional attachment towards work, organization, seniors and subordinates. For creating the particular definition of employee engagement researchers emphasized one or two of the three factors over the others. It is emphasized by some definitions that work engagement is cognitive connection with work or organization and successive behaviors that employees demonstrate on the job. Further, these researchers are in agreement that work engagement is composed of interaction between cognitive, emotional and behavioral factors, which reveals the connection between an employee and organization. Focusing on cognitive aspects researches like Council (2004); Blessing White (2005); Smythe (2005) reported that concepts like commitment and satisfaction enhance the employee work engagement. While, Bates (2004); Baumruk (2004); Gubman (2004) stressed that cognitive and emotional factors are straddled while defining engagement as a situation where employees are committed both emotionally and intellectually. Another group of researchers stated that irrespective of causes the behavioral outcome of employee is primary

focus for engagement which shows willingness of an employee to invest flexible efforts at work (Towers Perrin, 2002, 2005; Shaffer, 2004). Supporting the behavioral view Blessing White (2005) declared retention as behavioral outcome of work engagement.

It has been argued that work engagement always emphasizes the optimal function of employees at the workplace. According to Maslach et al. (2001) engaged employees are connected energetically and effectively with their work role. Therefore, engagement refers to physical as well as psychological presence of an employee while performing organizational roles. Kahn (1990) reported existence of a dynamic two-way relationship between a person and the work role. On one hand, the worker assigns physical, cognitive, emotional and mental energy to work role and in return work role allows them to express themselves. Further, Kahn (1992) distinguished between the concept of work engagement and psychological presence of an employee by reporting presence of attention, connection, integration and focus during their role performance.

Work engagement is a concept of being a novel area in the field of human resource management and education. It focuses on enhancing the employees' well-being and also boosts a great practical utility since its inception (Kataria, Garg, & Rastogi, 2013). It has become one of the essential components of organizational psychology. Work engagement according to Sonnentag, Dormann, and Demerouti (2010) is a wide concept encompassing diversified multidimensional constructs. Right from its evolution, various researchers have tried to explore its multidimensional nature by focusing on its varied components. Kahn (1990) focused on the performing roles of an employee and advocated engagement comprises use of cognitive, affective and psychomotor domains of employees. Schaufeli et al. (2002) studied and put it as a positive condition of mind comprising of dedication, vigor, and absorption as its dimensions. Schaufeli and Bakker (2004) focused on the time perspective of employees and specified trait and state concepts of work engagement. The former comprises of stable optimistic views regarding work and life, while the latter comprises of feeling of energy at work. Further, Sontag et al. (2010) revealed that work engagement comprises of motivational dimension and attitudinal dimension. Some of the business organizations have also tried to define work engagement according to their individual perspectives like Hewitt association; conceptualized work engagement on the basis of three behaviors, Say, Stay and Strive during 'say' an employee

consistently speaks positively regarding the organization, the employees, the customers and the coworkers. In ‘stay behavior’, an employee shows passionate desire to remain a member of their organization in spite of having opportunities to work elsewhere and while demonstrating ‘strive-behavior’ an employee puts in extra initiative, time and effort in organizations success. Likewise, Development Dimensions International conceptualized work engagement on the basis of three personal aspects Cognitive, Affective and Behavioral. Cognitive refers to support and belief towards the organizational goals and values, affective refers to attachment and pride of an employee in the organization and behavioral refers to the intention to stay and willingness to work beyond formal work contracts.

Evolution of Work Engagement in India

The development of the construct ‘Work Engagement’ in Indian context is gaining critical importance as the scholars and practitioner’s interest in the particular field has increased as they have become interested in positive organizational changes in the workplace. The changes in results from the belief that a positive change in organizations motivates the individual to perform better and result in improvement of an individual and performance of the organization as a whole (Bakker and Demerouti, 2008; Bakker, Schaufeli, Leiter and Taris 2008). Among the Indian studies, the work done by Markos and Sridevi (2010) explained that engaged employees are highly involved, emotionally attached to their job with great enthusiasm and goes to the extra mile in making sure the success of the employer goes beyond the employment contractual agreement. Based on the study on work engagement by Thiagarajan and Renugadevi (2011) in Indian BPO industries, the most important variables connected with the work engagement are motivating factors, performance appraisal techniques and career development opportunities. Thakur (2014) emphasized that the research on work engagement is on a fast rise in India to attain a competitive edge. In India many organizations conduct the employee engagement surveys to assess the overall level of engagement among the other nations.

In present era, work engagement has generated a great deal of interest for researchers of organizational psychology. Many researchers claimed that work engagement predicts employees work outcome, financial performance, well-being and organizational success (Deepika & Thiruchelvi, 2013; Koyuncu, Burke, Fiksenbaum, & Lisa, 2006). Supporting these opinions

Markos, Sridevi, and Waltair (2010) reported work engagement as a strong predictor of organizational performance showing a visible two-way relationship between employee and employer. Further, Markos et al. (2010) found that engaged employees show strong emotional attachment with their organization and high involvement of their jobs with great enthusiasm for their employer's success by going beyond the limits of formal job agreement. Energy, efficacy and involvement in a role shapes the engagement. The attitude of employees differs because of their work engagement on the basis of the perception of benefits they get and to create willingness among its employee's, to motivate the employees an organization must design the work culture accordingly and make them get the work done reflecting a link between levels of engagement and organizational climate. Therefore, better the climate employee's work in, more they feel engaged and motivated in their roles this in turn increases the organizational performance (Deepika & Thiruchelvi, 2013).

Current situation of Work Engagement

Over the previous decade, and especially during the previous three years, employees and representatives have confronted human capital challenges and an uncertain economy. The financial downturn that began in 2008 has had a huge effect on organizations and the subsequent choices made by the administrations. These choices affect the work engagement levels and recognitions internationally, prompting changes in driving the drivers of worker engagement. In uncertain times, organizations need to concentrate on harnessing the discretionary effort that engaged employees deliver. This has the impact on how organizations are affected in the midst of the financial downturn, how quickly they come out of it, and how robust they are later on after the downturn passes. According to 'The State of the Global Workplace: Employee engagement insights for Business Leaders Worldwide' report the highlights of the findings made from Gallup's ongoing study of workplaces in 140 and more countries in the year 2011 to 2012. Only 13% of the employees are engaged across worldwide and in India just 9% of the employee working for an employer is engaged. In education sector also the number is not different and the number of teachers leaving their job in the first ten years of their career is more than 50% and many switch over to other professions due to lack of **engagement (Ingersoll, 2011)** which has given rise to many research in the particular area and emphasized that these engaged employees create their own success, appreciation and recognition. Thus, for an organization to gain

competitive advantage, it has to nurture on its human and intellectual assets (Arthur, 1994; Becker and Huslid, 2000; Buckingham and Vosburg, 2001) and a successful way to navigate the challenges and capitalize the human capital the organizations have to cultivate the work engagement among their employees.

Mujdalen et al. (2012) revealed that dedication domain of work engagement is more affected by social responsibility domain of ethical climate than other two. Work engagement is a level of commitment and involvement that an employee possesses towards the organization. An engaged employee keeps up-to-date knowledge of the work and cooperates with the colleagues to improve work performance which in turn benefits their organization. Here, organizations should also play a positive role by developing and nurturing the work engagement by adopting and maintaining a two-way relationship between employee and employer. Work engagement acts as a “Barometer” determining the association between a person and the organization. Iqbal, Khan, and Iqbal (2012) reported from past 10 years concept of work engagement is gaining a substantial importance, engaged employees of present era have become strategic competence tools in the hands of organizations, in order to compete with their counterparts. But intense competition and the effort to maintain top position among organizations bring complex challenges, increased responsibilities and substantial workload on employees which in turn leads towards occupational stress. Likewise, researchers Coetzee and De Villiers (2010); Padula et al. (2012) asserted that engagement at work is significantly related with occupational/work stress of employees and various demographic factors. Ways to deal with occupational stress also plays an important role in determining the relationship of work engagement and occupational stress of employees.

Amini Faskhodi, et al. (2018) studied on ‘the relationship between work engagement and teachers’ sense of burnout, along with associations between work engagement, burnout, and teachers’ years of experience’. It was found that there exists significant and negative relationship between work engagement and burnout. The results showed that the higher the participants’ experience is, the greater is the amount of their work engagement. Minghui, et al. (2018) found in his study that the teacher efficacy and socio-demographic factors, work engagement, and social support among university teachers have relationship among each other. Correlation analysis was done and it showcased that work engagement, social support, and teacher efficacy

were significantly correlated with each other. However, years of experience, gender and monthly salary were significant predictors of teacher efficacy. It was showcased in the structural equation modeling analysis that social support exerted its indirect effect on teacher efficacy via the mediation of work engagement.

Bay, et al. (2014) studied and came out with the results that the organizational satisfaction and level of work engagement of the teachers that are important things to consider for understanding the performance of the organization and also for its people most important the faculty members who always remain in the forefront of the production of quality instruction to the primary customer of the university. The results showcased that the faculty members were generally satisfied in the services which were provided by the university such as learning and development; leadership; reward and recognition, and work environment. Educational background of the faculty members can be made better through program accreditation while requiring them to finish graduate studies. It also provides guidance and a smooth path for learning which could enhance the career of the faculty members with the time frame of when to complete their master's and doctorate degrees. Employees can attain a good behavior towards their job if they are provided enough services which will help them to complete the assignments.

Gülbahar, (2017) study came to a result that in order to determine the relationship between higher educational institution teachers' sense/understanding of work engagement and their understanding of organizational trust. The results showed that there is a positive, high level of significant relationship between participant teachers' perceptions of work engagement and their perceptions of organizational trust.

Zahoor, A. (2018) conducted a study on teacher proactivity influencing student satisfaction and loyalty role of job crafting and work engagement. It was showcased in the results that a significant positive influence of teacher pro-activity on student satisfaction and their loyalty. Job crafting and work engagement also played an important role and it was found to mediate the relationship between teacher pro-activity and student outcomes more significantly and sequentially.

Kadiyono, et al. (2021) carried out a study on 'teacher-learning climate through improvement of work engagement at teachers related to higher educational institution in

Bandung'. There were 109 participants\teachers who were actively teaching in different institutions. The final results showcased a positive correlation between work engagement and teacher learning climate. Engagement to their job increased their perception to learn at college.

Another study by Khan, S. (2016) studied 'organizational culture influences the work engagement of government educational institution teachers'. The study showcased that the organizational culture is a significant predictor of the work engagement of the government educational institutional teachers and that there was a strong relationship between the organizational culture and the work engagement. The study results implied that for teachers to be highly engaged in the work they do the role, behaviors, values and the patterns manifested in the organization play an essential part in achieving the desired results.

1.3 TEACHER EFFECTIVENESS

It is prerequisite to understand the concept of effectiveness before going deep into the concept of teaching effectiveness. Effectiveness is the requirements of a competency based teacher education, which includes knowledge, skills and values the teacher, must demonstrate for successful completion of the teacher education programs. Anderson (1991) stated that an effective teacher is the one who is quite consistently achieve goals with either directly or indirectly focus on the learning of their students. The education ministers, legislators and other government officials' tend to set goals for the college and university teachers and to achieve these goals teachers work hard and with dedication they achieve it and are known as effective teachers. In order to achieve the goals at time teachers must work hard and must possess good quality and vast knowledge, better skills, and broader vision. "Effective teachers tend to be aware of and actively pursue goals." The interactions with the students in the classroom can get better if a proper guide will be followed to regulate the planning and behavior of the teachers. The goals are usually set by others and teachers are not always aware of those goals. The goals can be also termed as 'standards' (sometimes 'content standards' or 'curriculum standards'). These goals are mostly set to make the students learn and be able to do and follow the instructions they receive. Another assumption is that the teaching is an intentional and reasoned act." Teaching as we know is intentional as we always teach for a purpose, mainly to facilitate learning. What teachers teach is judged by the students to be worthwhile and hence teaching is considered as reasoned.

A study was conducted by Dembo and Gibson (1985) on ‘teacher efficiency and its influence on teacher in classroom behavior and student achievement’. It showcased that high and low efficiency teachers differ in classroom organization instructional practices. “The vast majority of teachers’ goals is, or should be, concerned either directly or indirectly with their students’ learning” is the third assumption implicit in this definition of teaching effectiveness. A teacher is who prefers and is concerned with the learning and states that he or she intends to bring out the capabilities in the students and to develop and differentiate facts from opinions, or reality from fantasy can be referred to as direct teacher. Indirect teacher is always concerned with learning and sets out to decrease the level of disruptive attitude in the classroom, as he or she believes that learning cannot occur before the level of disruptive attitude is limited. A fourth assumption underlying this definition of teaching effectiveness is that “No teacher is effective in every aspect of their profession”.

Panday and Maikhuri (1999) studied that in effectiveness, experience also plays a major role to explore ‘the attitude of effective and ineffective teacher’s towards teaching profession’. The results showed that there was no major difference between effective teachers having high or low experience in terms of their attitude towards their job. Effective teachers with high experience, attitude was positive towards teaching profession than the teachers having low experience ineffective teachers. The age was not the matter of concern of effective teachers or a differentiating factor in their attitude towards teaching profession. Training plays an important role in communication between teacher and students. An appropriate training can help the teachers to be more effective among the students and to be more able to teach a specific subject. A good communication skill is as important as the knowledge about a particular subject. It can help a teacher to convey the knowledge about a specific subject more precisely be it a middle higher educational institutional teacher or college instructor. Teachers must be understood by their students in order to make them learn better about a specific subject and to do better in the exams. The use latest technology by the college can lead to better learning of the subjects like Mathematics, Science, and English etc. It offers the students a positive learning atmosphere. Some teachers are very good at sparking the imagination of students through many sources like hands-on learning and other creative approaches that help students to learn better and rapidly. Teacher’s primary duty is to manage the students and maintaining the discipline in the classroom which will help the students to learn better and share their thoughts with the peers.

Biswas and De (1995) studied and found that there was a certain difference between male teachers and female teachers and the results showcased that only male and female teachers are different significantly on teacher effectiveness and female teachers were found more effective comparatively to their male counterparts. Pandit Bansibihari and Lata Surwada (2006) also studied and came out with the results that female teachers are emotionally more matured/ stable than their male counterparts and apart from these, emotionally mature/stable teachers are more effective in their teaching than emotionally immature/unstable teachers. The results totally approved that sex was not a factor to create a difference between male and female.

Witcher, Ann E. (2001) carried out a study on ‘the characteristics of effective teaching: perceptions of pre-service teachers’ and the results showcased that the researcher took a sample size of 219 pre-service teachers/participants and studied about their characteristics of effective teaching and also studied those factors which could have influenced their responses. There was a total no. of six dominant themes and headed by the student centeredness and enthusiasm for teaching. A study was carried out by Vashistha and Verma (1991) and came out with the results that effective and ineffective teachers had sharp distribution in comparison to the traits of personality particularly emotional construction marked inhibition of sexuality, dependency; difficulty in establishing close personal relationship given to introspection etc. effective teachers had more impactful personality in comparison to the in effective teachers over their students was showcased in the results.

Factors Affecting Teaching Effectiveness

The factors that effecting teaching effectiveness is as mentioned:

1. Proper training

A teacher with a proper training can easily manage the students and create discipline in the class which will help the students to learn well in the respected subject.

2. Clear and appropriate communication skills

A good communication between a teacher and students is an essential part of learning. A teacher with less communication skills will be harder for its students to understand him. A better

communication will always provide good results in learning which help in creating new ideas and will also help the students to excel in the exams and other assignments.

3. Good learning environment

Students can have an edge over the different subjects like mathematics, English, science, etc. only if they are being provided a good learning environment. The use of technology in the classroom and a good quality library can provide a good learning platform for the students.

4. Imaginative pedagogies

Hands-on learning methods and creative approaches help in making the learning more joyful and the Teachers who bring out imaginations and innovations out of their students are described as effective teachers and they play an important role in the learning of the students.

5. Behavior of Students

In order to create a learning atmosphere in a classroom so that students can share their creative ideas and learn well, it is required to check the student behavior and a disciplined atmosphere in a class.

Learning doesn't only involve presenting of knowledge; it rather implies for teachers to get involved with students and to check his/her needs and outcomes. Teacher must engage students by selecting different teaching strategies and materials which require the direct involvement of the students e.g. role playing and demonstration etc. In order to promote the learning, teachers must give the students few chances to take few risks and speak their heart out to creative ideas. Student's learning style can help him/her in learning quite well and easily depending upon his/her intelligence and prior education. Different students with different capabilities learn differently like, visual learners gain knowledge by seeing or reading that what teachers teach, auditory learners by listening and tactile and psycho motor learners by doing it. A teacher can improve his chance for teaching success if he assess his student's preferred learning style, then plan teaching activities and use teaching tools appropriate to that particular style. To assess a students learning style, the student should be observed, a learning style inventory test can be administered, or simple the student can be asked that how he or she learns best. Different tools can be used by the teachers for experimental purposes of learning such as printed material,

video tapes, illustrations and actual equipment's. A fusion can be created by the teachers by mixing the students' preferred learning style and teachers' knowledge of learning domains to create a well-established learning atmosphere. A regular evaluation must be done on behavior of students and the learning style must categorize which falls in three categories: cognitive, psycho motor, affective. The affective domain involves expression of feeling about attitude, interests and values, the cognitive deals with intellectual abilities; the psychomotor domain includes physical or motor skills. Teaching competency requires performances skills as well as higher level conceptualization and knowledge. It includes having subject knowledge and skills to perform well. Understanding of process involved as well as having higher performance skills and academic and theoretical background is the requirement of competency at professional level. A study was conducted by Gupta (1995) with a sample size of 560 teachers who were selected from 50 random colleges of Ghaziabad district of Uttar Pradesh. An examination was done in order to find the relationship between job satisfaction and teacher effectiveness of higher educational institution.

A study was carried out by Amandeep and Gurpreet (2005) on teacher effectiveness in relation to teaching competency, it was found in the results that there is no significant difference and female teachers were found to be more effective in their teaching than male teachers. Teacher effectiveness in teachers is also determined by the competency. Female teachers are more competent than male staff.

Roul (2007) studied on two different aspects first is autonomous college and second type is non-autonomous college. The study reveals that autonomous college teachers are more effective in their teaching in comparison to non-autonomous. Female teachers of autonomous college are more effective in their work than to non-autonomous college staff. The effective organizational climate was found in the teachers of autonomous college with respect to non-autonomous college teachers/ college teachers A study was carried out by Arokiadoss (2005) on teacher effectiveness of teachers from total no. of 275 college teachers of Tamil Nadu state by using Teacher Effectiveness scale and personal information schedule. Moderate level of teacher effectiveness was found in 67% teachers while high level teacher effectiveness was found in 18% of teachers and 15% teachers showed low level of teacher effectiveness. The results showcased that teachers having research degrees had motivating skill and were able to develop

rapport with students effectively and also possessed mastery over the subjects. Female teachers were also effective in advising and guiding the students and also possessed better skills of teaching and evaluation. Arts teachers had better grip on the subjects they teach and also showed involvement in college activities.

A study was conducted by Khatal (2019) with a sample size of 300 teachers of university teachers to investigate the intelligence and anxiety in teacher effectiveness and the results revealed that the effective teachers happened to be more intelligent to that of the non-effective teachers and the teachers who possessed neither too low nor too high anxiety, performed their job more effectively and properly.

A study was conducted by Pandey and Maikhuri (2005) studied on the effectiveness and ineffectiveness of the teachers. Teachers' effectiveness is shown on the behalf of work that what type of work they did. Effectiveness in work is essential for making proper teaching practices and for effectiveness in the work of individual. If there is effectiveness in work only then the organization properly may run. Effectiveness is new term but it is very essential for developing a nation. For the growth of a institution it is very essential.

A study conducted by Sawhney and Kaur (2011) on 'teachers to examine teacher effectiveness in relation to self-concept of teachers' had the results which indicated that there is no significant difference in the teacher effectiveness of male and female teachers and there is no significant difference between self-concept of male and female teachers. There existed a significant relationship between teacher effectiveness and self-concept of both male and female college teachers. A study was conducted by Sridhar and Badiei (2007) and examined 'teacher efficacy and emotional intelligence of 100 university teachers in south Mysore' and the results showcased that teacher efficacy levels and emotional intelligence of university teachers came under the moderate category; job satisfaction, teachers' willingness to implement innovation, student achievements, were the factors which determined effective teaching and high level of both teacher efficacy and emotional intelligence. It was shown in the results that the younger teachers' teaching efficacy was higher to that of the older teachers.

A study was conducted by Sreenivasuler et al. (2012) and came with the results on higher educational institutional teachers and their relation of teacher effectiveness with stress, mental health, and emotional intelligence and it was found that mental health and stress had no

significant impact on teaching effectiveness while as emotional intelligence had significant impact on teaching effectiveness.

A study was conducted by Satwinderpal (2008) 'occupational stress in relation to teacher effectiveness among the higher educational institutional teachers' in the state of Punjab. A sample size of 1000 government teachers' representative was randomly collected from the four districts i.e. Ludhiana, Patiala, Muktsar, and Mansa of Punjab. 213 highly effective and 203 less effective teachers were identified and 200 highly effective and 200 less effective teachers through teacher effectiveness scale. -.871, -.468 and -.892 were the values of correlation coefficients which came after the results between teacher effectiveness and occupational stress for the highly effective, less effective and total group of teachers respectively. The negative values being significant suggested that with the increase in the occupational stress, the effectiveness of teachers reduced.

Kumar (2013) came out with the results in his study on 'the professional commitment in relation to thinking style and teacher effectiveness of teachers working in teachers training institutions of Haryana'. The results showcased there was a difference in the commitment of teachers in these training centers; 33% teachers were found highly committed, 38% teachers were moderately committed while 29% teachers were found less committed. Self-financed training institutes showed different results to that of govt. aided training centers. The results were as follows; 46% highly committed teachers, 36% moderate and 18% less committed teachers were found in self-aided centers, while govt. aided centers had 16% high committed teachers, 43% moderate and 41% less committed teachers. The results showcased that positive correlation existed between the professional commitment and teacher effectiveness of the teachers working in teacher training institutions.

A study was conducted by Sridhar and Badiei (2008) in which a comparison was made between the teacher efficacy of higher educational teachers in India and Iran by surveying 222 Iranian teachers and 225 Indian teachers. The scores were almost high in teacher efficacy overall. High personal efficacy was shown by the Iranian teachers than their Indian counterparts. The results also showcased that there is no significant differences even on comparing with the function of the country regarding and efficacy beliefs on both dimensions for number of years of teaching experience.

Malik et.al (2013) explored in a study on teacher effectiveness of teachers in relation to their Professional commitment that found that gender of teacher does not bear any relationship with teaching effectiveness and professional commitment. It also showcased that locality of college does not influence the teaching effectiveness but affect the professional commitment of college teachers.

A study conducted by Agarwal (1988) “teaching efficiency on a sample of female teachers and came out with the result that there was a problem in adjustments in more effective teachers due to social factors while as less effective teachers suffered from emotional problems.

A study conducted by Gupta (1988) on “effective teachers of art and science subjects in intermediate colleges of Agra district”. The results showcased that the more intellectual teachers belonged to science streams while as arts stream teachers were better adjusted, and the teacher effectiveness was found higher in the age group of 30-35 yrs and it was negatively correlated with salary of the teachers. A study was conducted by Rani (2013) on ‘the relationship between emotional intelligence and teacher effectiveness of college teachers’ and the results showcased that no significant relationship between emotional intelligence and teacher effectiveness of teachers.

A study was conducted by Raja et al. (1998) on the ‘teacher effectiveness and organizational climate of boys’ in higher educational institution in Tuticorin. A sample size which comprised of 279 teachers of eight higher educational institutional teachers and four rural colleges was taken. The results showcased that there was no significant difference among teachers on the basis of age, marital status, order, birth, caste, group, cadre, medium of instructions, nature and locale of college etc. A well-managed college climate was found only in all of the higher educational institution. The difference was found among private and govt. colleges and also between the college according to their location i.e. urban or rural. Autonomous college climate created highly effective teachers in comparison to a well-managed college climate.

A study conducted by Dhillon and Navdeep (2010) to explore “the teacher effectiveness in relation to their value patterns”. A sample size of 200 participants; 100 male and 100 female was taken for the study’. It was showcased in the results that no relationship between teacher effectiveness and value patterns of teachers and also there was no significant difference

in the level of teacher effectiveness of male and female, government and private institutional teachers. No significant difference in the value patterns of male and female teachers and government and private educational teachers as well. A study was conducted Sawhney and Kaur (2011) on “teacher effectiveness in relation to self- concept of teachers”. The results showcased that male and female teachers showed no significant differences in terms of teacher effectiveness. But a significant difference was found in between self-concept of male and female teachers. Also it was found that there is a significant relationship between teacher effectiveness self-concept of male and female teachers.

A study done by Bala, et al. (2020) had the results that significant relationship exists between teaching effectiveness of college teachers with work motivation. In this study the teaching effectiveness of college teachers in relation to with work motivation was explored. A sample size of 200 teachers which were selected from Kashmir region of the jammu and Kashmir state was taken along with Scale standardized by Yashmin Ghani Khan (2011) and Work Motivation Questionnaire by Dr. K. G Agarwal (2006) was administered to collect the data.

Johal and Singh (2016) conducted a study on Teacher Effectiveness teachers in relation to their Spiritual Intelligence. A significant positive relationship between Teacher Effectiveness and Spiritual Intelligence was found in the results when the teachers of government colleges were rated by their heads or by themselves. No significant relationship was found in case of teachers when they were rated by their heads but a significant relationship was found when they rated themselves. The study also indicated that Spiritual Intelligence and Teacher Effectiveness are not influenced by gender and type of colleges. However, High Spiritual Intelligence Group shows more Teaching Effectiveness as compared to Low Spiritual Intelligence Group.

Babu and Kumari (2013) studied organizational climate as predictor of Teacher Effectiveness. The study revealed that there exists open climate in Government colleges whereas Closed Climate exists in Private colleges, Further, maximum number of effective teachers are in Government colleges where Open Climate exists compared to Private colleges were Closed Climate exists and there is a significant difference between the Teacher Effectiveness of college teachers in relation to their Organizational Climate. Bella (2019) examined ‘the teacher effectiveness and professional competency of higher educational institutional teachers in

Kottayam'. A sample size of 395 college teachers was taken for the study. The findings showed no significant correlation between Teacher Effectiveness and Professional Competency among college teachers.

Reddy et al., (2012) carried out a study on 'Teacher Effectiveness in relation to Mental Health, Stress and Emotional Intelligence of higher educational institutional teachers'. Mental Health had no significant impact on Teacher Effectiveness as revealed in the results but it was found that stress had an impact on Teacher Effectiveness. Less effective teachers were found stressed and teachers which were effective experienced less amount of stress. Emotional intelligence had a significant impact on teacher effectiveness. Significant interaction between Stress and Emotional Intelligence on Teacher Effectiveness was found and the results indicated that there is no significant difference in Teacher Effectiveness on the basis of type of institution gender, locality etc.

1.4 ORGANIZATIONAL COMMITMENT

The credit of introducing organizational commitment goes to Mowday in 1982. When attitude of employees' is measured on faithfulness is termed as Organizational Commitment. It shows an individual's identification and attachment to an organization. Organizational commitment is a measure of the employee's willingness to remain with an organization in future also. In fact organizational commitment binds an employee towards their organization like a strong magnetic force. Organizationally committed employees do not change their job. A highly committed employee will probably see himself as a true member of the organization. High organizational commitment is usually found in long term employees and those who have achieved personal growth and success in the organization. It can be observed by the job related behavior of the individuals.

Organizational commitment can be defined as an attitude whereby employees and organization goals are similar. Mowday, Steers, and Porter (1979) defined organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Organizational commitment refers as an attitude which reflects feelings such as attachment, identification, and loyalty to the organization.

Organizational commitment is the individual's psychological attachment to the organization. Meyer and Allen (1997) stated that organizational commitment is a psychological state that characterizes the employee's relationship with the organization and implication for the decision to continue membership in the organization. Northcraft and Neale (2019) said commitment is an attitude reflecting an employee's loyalty to the organization and an ongoing process through which members express their concern and commitment for the organization.

Organizational commitment has been defined by Robbins (2005) as the degree to which an employee finds and identifies the goals and achievements required by the organization to maintain membership. Similarly Moorman, Niehoff, and Organ (1993) defines it as when an organization having committed work force is always better positioned than the other counterparts of the organization in the market field. Organizational commitment is always related to confidence and acceptance of the values and objectives of the organization which aids as a booster for the organization led by the employees.

Allen and Meyer (2004) suggest that employees can be made to work hard through strong organizational commitment. Similarly Porter, Steers, Mowday, and Boulian (1974) stressed on the fact that committed employees can always be trusted for their loyalty and productivity. It helps in the productivity of the employees and the efficiency is always maintained and keeps growing with time. An organization can face a lot of problems if it lacks committed employees that can make the organization loss in profit and also face the lack of human resources.

It can be said that organizational commitment shows an individual's attachment towards the organization. A highly committed person will probably see oneself as a true member of the organization (for example, referring to the organization in personal terms such as We provide job placement to all our students. Such people overlook minor issues of dissatisfaction, and see themselves as the part of organization. While on the other hand, an employee who is less committed likely to see himself as an outsider for example, referring to the organization in less personal terms like they don't pay their employees very well to criticize the organization, to express more discontentment about things, and don't see himself/ herself as a long-term member of the organization.

The success of an organization up to a large extent depends upon its committed employees. High commitment environment improves employee retention rate, reduces operating

costs and promotes employee performance and efficiency. Employees can achieve the objectives set by the organization easily through high organizational commitment. High organizational commitment of an employee can help him a lot in its confidence building towards the organization and can also make him believe as a true member of organization. It can help him in being tolerant of minor sources of dissatisfaction. Thus, it can be said that, while job involvement means identifying with one's job, Organizational commitment means identifying with one's employing organization.

CHARACTERISTICS OF ORGANIZATIONAL COMMITMENT

Organizational commitment is a trait of the employee. The characteristics of organizational commitment as a trait are as follows:

1. Organizational commitment is the individual psychological attachment to the organization.
2. Organizational commitment reflects the strength of the bond which employees feel towards their organization.
3. Organizational commitment is considered as an emotional dependency on the organization.
4. Organizational commitment reflects the psychological status between employees and organization.
5. It often reflects the employees' belief in the mission and goals of the organization.
6. It is in fact an attitude reflecting employee's loyalty to their organization.
7. Organizational commitment shows a feeling of involvement in organizational duties.
8. Intrinsic rewards are especially important for the development of organizational commitment.
9. Organizational commitment can be measured by the degree to which an employee fulfills his/her job responsibilities.
10. Organizational commitment implies employee's determination of whether to stay or not stay in the organization.

On the basis of the above characteristics of organizational commitment as a trait, it can be said that Organizationally Committed employees demonstrate a great willingness to share and make the sacrifices required for the organization to thrive. Such employees usually have good

attendance record, demonstrate a willing adherence to organizational policies and have lower turnover rates. They are less likely to quit and accept other jobs. They require less supervision and perceive the value and importance of integrating individual and organizational goals and are always labeled by the commitment they show towards the organization. Such employees tend to achieve more and higher ranks in the organization and tend to remain for longer times with the organization than the uncommitted employees.

Being committed to an organization does not mean only committed or not committed. The major question arises here is what kind of commitment they possess. After years of research, Meyer and Allen in 1990s, has given “Three Component model of commitment.” They classified commitment into three categories i.e. normative, continuance and affective commitment. An individual’s relationship with the organization can be understood better only when these three types of commitments are taken into consideration. With the increase in the commitment increases the desires of an employee to stay with the organization. The detail analysis of the “three component model of commitment” is as follows:

1. Affective commitment

Affective commitment depends on the emotional commitment of the employee towards the organization. In fact affective commitment refers to feelings of belonging and sense of attachment to the organization. It happens only when an employee is committed physically and psychologically with the organization. Example: A Gardener may be affectively committed to the organization because of involvement with the plants from the day one of the organization. A teacher can be considered to be affectively committed with the feeling that he had been in the particular organization since beginning i.e. when the institution started. Such an employee found himself/herself bound emotionally with the organization, so it becomes difficult for him to leave it. If the employees are committed, they feel to be the part of the organization. If the gap is bigger between individual and organizational goals, affective commitment tends to be on the higher side. It consists of three factors:

- A belief in the goals and values of the organization.
- A willingness to put forth efforts on behalf of the organization.
- A desire to remain a member of the organization.

2. Continuance Commitment

Continuance Commitment is considered to be an employee's tendency to be the part of the organization because one cannot afford to leave. Such employee personally feels that leaving the organization may cause harm to him. He/ She find it difficult to leave the organization due to cost incurred or having few or no alternatives on leaving job. It can be said that Continuance commitment is related to perceived costs of leaving, both financial and non-financial. Sometimes employees believe that, if they leave, they will lose a great deal of their investment- in terms of time, effort and benefits that they have made in the organization and they cannot replace these investments. This commitment shows economic as well as non-economic cost. There are few aspects which also help in work commitment like economic costs and socials which include pension benefits and close friendship ties with the co-workers respectively. Many people are committed to stay on their job simply they are reluctant to lose these things. Continuance commitment can be increased through "the appropriate use of rewards, Job redesign, goal setting, and career planning and organizational goals". If there is adequate provision of promotion within the organization, continuance commitment can be increased.

3. Normative Commitment

Normative commitment refers to employee's feeling of moral obligation to stay with the organization. Employees who have high degree of normative commitment are greatly concerned about what others would think of them of leaving. Such employee does not want to disappoint their employers and co-workers. Normative commitment can be said to be the reflection of an individual's feelings of obligation towards the organization and only for the personal reasons and benefits and only for the ethical and obligatory reasons. It shows an individual's loyalty towards organization. For example, an employee(Teacher)who is teaching board classes in inter college, may morally think to stay with the college because he/ she feels that his/ her leaving would keep the college in lurch. Due to the normative commitment the employees can always believe to be a part of the organization and be loyal towards it. In fact normative commitment comes from a moral of sense duty and value system of an individual. Normative commitment is usually seen in the organization, where there is a close bonding between employer and employees, where employers systematically communicate the fact to employees with rewards, incentives and with other strategies.

FACTORS AFFECTING ORGANIZATIONAL COMMITMENT

Employment opportunities

Organizational commitment of teachers can be affected by the existence of the employment. If the employees feel that they have abundance of job options, they will hardly care for the organization in which they are employed. They may become less committed to the organization, while on the other hand, if the teachers find that there is a lack of employment opportunities, they will be more committed towards the organization. They will leave no stone unturned to work for the organization as they don't have any other option of leaving job.

Personal Characteristics

Organizational commitment of the teachers is also affected by their personal characteristics such as work ethics, value system, age, years of service and gender. The other important factor which influences the organizational commitment of teacher is their personal value system and work ethics. Some people have very sound value system while other people are totally devoid of values. In whatever organization they serve, their organizational commitment is affected by their personal qualities.

Work Environment

The working environment of the organization is one of the major factors which influence the organizational commitment of the teachers. When teachers are given congenial atmosphere in the organization, given autonomy and also are provided with some important and are made to be a part of the decision making process, and thence definitely they respond positively and have high organizational commitment. Contrary to this, if the work of the employees is not recognized, they are not given their due respect and their work is underestimated, definitely they tend to have low organizational commitment.

Positive Relationship

Working relationship of the organization is one of the major factors which lead to organizational commitment. The most important type of relationship is supervisory relationship. When teachers find that supervisory and administrative relationship in the organization is based on fair practices, they tend to be more committed towards the organization. A committed

atmosphere can be created in an organization if there is a mutual respect present between the individuals.

Organizational Structure

Organizational structure has a significant role in organizational commitment. In bureaucratic organizational structure, the authority is generally centered. Rules and policies are framed by the high authorities. Employees are never given the opportunity to be the part of it because it usually has a negative effect on organizational commitment. The organizational commitment of the employees can be increased only by providing greater direction and influence.

Management Style

Management style is that which encourages an employee's involvement and can help to satisfy the desire for empowerment and demand for a commitment to organizational goals. Obviously flexible and participatory management style can strongly and positively enhance the organizational commitment.

The success of any organization depends on its committed staff. College is also one of the organizations because it has its own set up, objectives, working strategy, ethos, believes and values. In spite of same curriculum in all the institutions, their motto and working strategy is different. Much of the progress of the institution depends on its teachers. Committed teachers lead to the development of organization. If there are not committed teachers in the institution then college will become static and there will be no progress around.

As we know that teaching is considered to be one of the oldest and noble profession. Every teacher is expected to be an ideal person imbued with a high moral character. Professionally, he/she is supposed to have rapport with the students. It is expected that teacher must always be committed towards his profession, which can help the society to develop better. Quality of teaching can be maintained by dedicated and committed teachers only.

Commitment plays a decisive role in effective teaching. The more a teacher is committed, more competencies would be acquired and more he/she would tend to be performing teacher. A committed teacher would certainly respond to most of the issues through his/her professional expertise and appropriate utilization of relevant competencies. As teaching is a profession and

college is an organization so self-efficacy, job involvement and organizational commitment are very essential for the teacher. In this way, it becomes very essential to study these three important variables in reference to teacher in different levels of education.

A study was conducted by Gupta et al. (2013) to determine “the effect of job satisfaction, work motivation and type of institutional on organizational commitment of teachers”. The results revealed that type of colleges and job satisfaction had significant effect on organizational commitment of the teachers. There was no significant difference found in organizational commitment of college teachers with different level of motivation i.e. low and high. The govt. institutional teachers were found better due to high motivation than their counter parts due to their work commitment towards the organization.

A study was carried out by Mathew, (2003) of “organizational commitment of Teachers in relation to work values, self-actualization and leader behaviour of principals”. A sample size of 450 degree college students (225 males and 225 females) was taken for the study. Male teachers were found to be committed more than their female counterparts as revealed in the results. Govt. college teachers were found less committed than the private college teachers.

A study was conducted by Eslami, et al. (2012) to investigate “the role Job satisfaction on Organizational commitments”. The results showcased that organizational commitments were affected by three factors of job satisfaction i.e. Personal relationships, Promotions, and Favorable conditions of work

A study conducted by Kumar, et al. (2004) on “organizational commitment, Attitude towards work and job-satisfaction of post graduated teachers” was based on a sample of 138 postgraduate teachers (76 males and 62 females) of the state of Goa and revealed that female teachers were less committed than their male counterparts. There is a moderate relation between organizational commitment and work attitude. It means that individuals who are committed towards organization have positive attitude towards work and have high job satisfaction.

Jamal, et al. (2007) carried out a study and examined “the predictors of organizational commitment of teachers”. 615 teachers were taken as a sample for the study. The results showcased that there was positive correlation of teacher morale and socio-emotional climate with organizational commitment and the most important predictor of organizational commitment was the teacher stress.

Joolideh, et al. (2008) conducted a study on organizational commitment among higher educational institutional Teachers. The main purpose of this study was to influence of teachers' gender and types of institution on organizational commitment of teachers. It was revealed in the study results that female teachers were more committed towards their organization than their male counterparts. It was also found that the Private teachers were more committed towards their organization than the government teachers.

A study was carried out by Mishra, R. (2011) on 'teacher effectiveness, Job satisfaction and Institutional commitment among teachers'. It revealed a close relationship between organizational commitments with teacher effectiveness. The factors responsible for the commitment of the teachers like; the quality of the procedures and level of teacher's appreciation of their students, interaction among the teachers in the colleges, and the communication between the students and teachers, which affect the level of teacher's organizational commitment. The most committed towards the organization were the most satisfied teachers than their less satisfied counterparts. Female teachers were less committed towards the organization than their male counterparts.

A study was carried out by Du, (2013) on "the influence of distributed leadership on teacher organizational commitment". 76 teachers of lower secondary were taken as sample for the study. The results revealed that females show fewer commitments toward the organization than their male counterparts and teachers tend to be more committed when they get an opportunity of decision making.

A study conducted by Chi, et al. (2013) on "organizational commitment, personality traits and teaching efficacy of Teachers: The Meditating Effect of Job Involvement". 349 teachers were considered for the sampling for the study. Results revealed that job involvement has a meditating effect between teaching efficacy and organizational commitment. Organizational commitment and Job involvement have a positive effect on teaching efficacy.

A study conducted by Selamat, et al. (2014) on "organizational commitment and emotional Intelligence of teachers". A positive and moderate relationship between emotional intelligence and organizational commitment occurred was found in the results. Organizational commitment was higher in the teachers who were emotionally committed towards the organization.

A study was carried out by Okubanjo, (2019) on “Organizational Commitment and job satisfaction as determinant teachers”. 200 higher educational institutional teachers were taken as sample for the study. It was found that turnover intention to a large extent depends on organizational commitment and the Level of job satisfaction of the teachers. The teachers in the age group of 30 and 51 had more job satisfaction and were committed towards their organization as shown in the results.

A study was conducted by Nart, et al. (2018) on “the relationship between work, family conflict, job stress, organizational commitment, and job performance”. 400 teachers were taken as sample for the study. It was revealed that work, family conflict, and job stress had a considerable effect on organizational commitment of college teachers.

A study was carried out by Khan, (2015) on “organizational Commitment among public and private teachers”. 150 college teachers, 75 each from government and private colleges were taken as sample sizes for the study. It was revealed that teachers were more committed to college teachers

A study was conducted by Hamid, et al. (2013) on “Organizational Commitment and Psychological Empowerment of primary teachers”. It was found in the results that there was a moderate and positive linear relationship between organizational commitment and psychological empowerment.

A study was conducted by Peretomode, et al. (2018) on “the level of teachers’ overall commitment and the level of commitment in each of the three dimensions of organizational commitment”. The results highlighted that the overall level of teachers’ commitment to official duties was quite high and even high across all the three dimensions of organizational commitment. A study was conducted by Azmi, et al. (2015) on “the relationship between job related factors (pay, promotion opportunities and supervision and work-schedule flexibility), job satisfaction and organizational commitment of teaching staff”. It was highlighted that pay satisfaction and work-schedule flexibility had a positive relationship with job commitment and satisfaction. A supervised satisfaction was positively correlated to job satisfaction only.

1.5 SIGNIFICANCE OF THE STUDY

There is a desire and hope of every country to make the life better for their people as it is in different developed countries, so also every higher educational institution hopes to have a name for itself that its teachers and students do their best in teaching and learning as it should be while teaching and learning about a subject. Education has always determined the prosperity, welfare, and security of a nation. A well-managed and sound educational system is considered to be the backbone of a developing country like India and the teacher is the center around which its educational system revolves. The quality and capability of a teacher always denotes the strength of an education system. Teacher being the main force behind a successful society in a long run should be taken care of. Education leads to accomplishment of the goals of progress and growth of every nation, it is the resource which provides well qualified and well-adjusted teachers who form the base of every nation, it is necessary for every society that it must possess a strong base so that present and future of the nation will develop in harmony. The development of every nation depends upon the performance of teachers. The modern world is always focused on the enhancing of teaching effectiveness and reduces the stress of the human resource to increase productivity by drawing out an individual's full potential. Every society is exploring the means to enhance the teaching effectiveness so they can exist in this competitive world.

To become an efficient teacher, teachers are required to possess many qualities. Job crafting and work engagements two of them because for the success of teachers, the teaching effectiveness among teachers in prerequisite and Job crafting and work engagement among teachers is one of the important factors that play a very important role in determining the teaching effectiveness. Teachers work engagement is a teacher's attitude, characterized by vigor, dedication and engrossments, thus making teachers feel attentive, integrated and focused in their work environment. Job crafting necessitates teachers to adopt an active role in determining their work experience as it indicates potential as an operative workplace intervention. It identifies that although teachers are normally not able to redesign their jobs, there will be opportunities in the framework of almost any job where teachers can initiate changes to tasks, interactions, and ways they think about their job to make it personally meaningful. Job crafting leads to many positive outcomes for the teachers and for the organization. Job crafting realized positive contributions to job satisfaction, work engagement and teachers perceptions of wellbeing. If teacher has no job

crafting and work engagement then teaching will not be effective and also students will not achieve goals properly.

On the basis of previous studies, it has been observed that teaching effectiveness and organizational commitment is influenced by many factors including job stress, job satisfaction, work motivation, professional training, love for the profession, engagement towards their work and so on. There are many studies which have explored the relationship between Work engagement and teacher effectiveness (Mohammadtaheri, 2011); teacher proactively Influencing Job Crafting and Work Engagement (Zahoor, 2018); teacher-learning climate with work engagement (Kadiyono, et al. 2018); organizational culture influences the work engagement (Khan, 2016); job satisfaction and teacher effectiveness (Gupta 1995); teacher effectiveness in relation to teaching competency (Amandeep & Gurpreet 2005); teacher effectiveness and organizational climate (Roul, 2007); occupational stress in relation to teacher effectiveness (Satwinderpal 2008); professional commitment in relation to thinking style and teacher effectiveness (Kumar 2013); teacher effectiveness with organizational climate (Raja et al. 1998); Organizational Commitment with job satisfaction (Okubanjo, 2014); Bhargkavi, P. (2017); job crafting, work engagement with job performance (Bhargkavi, 2017).

These studies highlight the gaps that the present study endeavors to fill and find the predictive role of job crafting and work engagement on teacher effectiveness and organizational commitment of university teachers which is totally unexplored from the Indian point of view. The study further shows the gap that there is hardly any study which has explored the combined relationship between all the four variables (Job Crafting and Work Engagement on Teacher Effectiveness and Organizational Commitment) from the educational point of view. The study shows further gap that there is hardly any study which has explored the combined predictive role between all the variables (Job Crafting and Work Engagement on Teacher Effectiveness and Organizational Commitment) among college teachers; therefore there is a critical need for documentation in this area as a way of advancing the same. The purpose of the proposed study is to fill the vacuum in knowledge by providing an insight in exploring the role of Job Crafting and Work Engagement on Teacher Effectiveness and Organizational Commitment.

The present study will act as empirical evidence for further researches because work needs to be done in this field since there is a great need to explore this area. Findings of the present research will be of great help to teachers as it will guide them to manage their job-related

stress, maintain their interest and develop their teaching effectiveness so that they can perform better in their profession. This study will be helpful to all those who are concerned with planning and implementation of educational strategies. It will help in opening new frontiers in educational practices.

1.6 STATEMENT OF THE PROBLEM

Deriving from the significance, the problem has been stated as follows, **PREDICTIVE ROLE OF JOB CRAFTING AND WORK ENGANGMENT ON TEACHER EFFECTIVNESS AND ORGANIZATIONAL COMMITMENT OF UNIVERSITY TEACHERS**

1.7 OPERATIONAL DEFINITION OF THE TERMS

Job Crafting

Job crafting refers as the self-initiated changes that employees make in their own job demands and job resources to attain and/or optimize their personal (work) goals. Job crafting consists of three conceptually different dimensions, namely: (1) increasing job resources; (2) increasing challenging job demands; and (3) decreasing hindering job demands.

Work Engagement

Work engagement is considered as individual employee's cognitive, emotional and behavioral state directed toward desired organizational outcomes.

Teacher Effectiveness

It is the competence on the part of teachers to play their roles and duties efficiently such as the effective preparation and planning for teaching, efficient classroom management, knowledge of subject matter and application of new techniques and activities in teaching.

Organizational Commitment

Organizational commitment is a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization.

1.8 OBJECTIVES OF THE STUDY

1. To study the level of job crafting, work engagement, teacher effectiveness and organizational commitment of university teachers.
2. To study the relationship of job crafting and work engagement with teacher effectiveness and organizational commitment among university teachers.
3. To find out the significant differences among university teacher's in their job crafting, work engagement, teacher effectiveness and organizational commitment on the basis of gender and type of university
4. To study the predictive role of job crafting and work engagement on teacher effectiveness and organizational commitment among university teachers.

1.9 HYPOTHESES OF THE STUDY

1. There exists no significant relationship of job crafting with teacher effectiveness among university teachers.
2. There exists no significant relationship of job crafting with organizational commitment among university teachers.
3. There exists no significant relationship of work engagement with teacher effectiveness among university teachers.
4. There exists no significant relationship of work engagement with organizational commitment among university teachers.
5. There exists no significant difference between male and female university teachers in their job crafting.
6. There exists no significant difference between government and private university teachers in their job crafting.
7. There exists no significant difference between male and female university teachers in their work engagement.
8. There exists no significant difference between government and private university teachers in their work engagement.

9. There exists no significant difference between male and female university teachers in their teacher effectiveness.
10. There exists no significant difference between government and private university teachers in their teacher effectiveness.
11. There exists no significant difference between male and female university teachers in their organizational commitment.
12. There exists no significant difference between government and private university teachers in their organizational commitment.
13. There exists no significant predictive role of job crafting and work engagement on teacher effectiveness among university teachers.
14. There exists no significant predictive role of job crafting and work engagement on organizational commitment among university teachers.

1.10 DELIMITATIONS

1. Keeping in mind paucity of time and resources present study is delimited three regions of Punjab i.e Majha, Malwa and Doabha and Union Territory.

CHAPTER II

METHODOLOGY

The methods and procedures are the backbone of the research and it heavily depends upon research methodology .A good research needs a good research methodology. It plays an important role in research. The various steps adopted by a researcher can be discussed in the research methodology. Solving a research problem depends on its research methodology. It includes logical planning and it can be termed as the science of studying how the research is done scientifically. It is a frame work of ‘what is to be done’ and how it is done’ it is a way a researcher follows throughout its research in order to achieve the objects. Research design can be termed as a plan of collecting and analyzing the data and plan of action in an efficient and relative manner. Research methodology is the first thing to be carried out by the researcher before the start of a research. The success of research depends highly on the design of the study i.e. research methodology. It helps a researcher to be more concise about the research and saves the time. This chapter presents the participant’s, instrumentation, and procedures followed for the study’s quantitative data collection and analyses, addressing the rationale, means of selection, and parameters of the target sample population; design, testing, and validation of the instrument employed; and steps taken for the study’s quantitative data collection and analysis.

- ❖ Research method
- ❖ Sampling
- ❖ Tools
- ❖ Procedure of Data Collection
- ❖ Statistical technique

2.1 RESEARCH METHOD

Method refers to the way a logical plan of solving a problem. In research there are number of methods and procedures to be applied such as experimental method, historical method and deceptive survey method etc. It is the way of doing something especially a systematic way of solving a problem. It is an orderly arrangement of parts and steps to accomplish an end. A set of prescribed action or events must be enacted or have taken place in order to achieve a certain result. The study’s methodology depends on the scope and type of the problem. Present study

relies heavily upon the descriptive survey method. It is the most popular methodology used for research in education.

Descriptive research studies are designed to obtain pertinent and precise information concerning the facts. It helps to explain educational phenomena in terms of the conditions or relationships that exists, opinions that are held by the students, teachers, parents and experts. It can be said that opinions, attitude, suggestions for improvement of educational practices and instructions, and other data can be obtained through descriptive method only.

2.2 SAMPLING

A small proportion of population which is selected for the observations and analyses can be termed as sampling. It is defined as “A subset of the population to which the researcher intends to generalize the results” by Wiersma (2000). By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn as sample is a small representation of the population. Samples are not selected haphazardly rather they are chosen in a systematic way according to some rule or plan so that they are representative of the population.

Sampling can be said to be the most rigorous form in quantitative research as the investigator can claim that the sample is representative of the population and also can make generalizations to the population (Creswell, 2008). Hence, in order to achieve appropriate sample, random sampling technique was used.

Three regions of punjab state that is Majha ,Malwa ,Dhoaba and one union territory were selected . In the selected Punjab regions and union territories total 26 universities are existing, comprising of 11 Government universities and 15 Private universities. As per categorization for the present study, the list of universities was collected from website of UGC. Out of three regions and union territory 1 Government and 1 Private university were selected on the basis of maximum number of faculty members existing in the universities. From each stratum for getting representative sample, 8 universities were selected, 2 from each region 1 Government and 1 Private university. An equivalent demonstration of both male and female university teachers equally distributed from all selected universities.

Sample Size: To determine the sample size for this study the investigator explored the university websites, prospectus, UGC website and personal visit. The investigator obtained the approximate population size of 11197 university teachers of selected universities. The sample size for the present study was calculated with online sample size calculator to be 880 which constitutes 05% of the total population.

Sample: 880 questionnaires were distributed comprising 110 per university in eight selected universities. Responses of 838 participants were collected back. The questionnaires collected were analyzed carefully for comprehensiveness, respondent detachment, misplaced outliers and values (Hair et al. 2010). 38 questionnaires were rejected analyzing the data statistically which came out as outliers. Equal number of male and female came due to chance factor moreover equal representation of male and female respondents was considered in the study. The final dataset contained of 800 responses which is tabulated in the table 2.1.

Demographic profile sheet was constructed together general information about the respondents which included name, age, gender etc. Then all the 800 university teachers were contacted personally, consent from the higher officials of each University was sought. Researcher presented himself as an investigator and expressed them about the purpose of research and scope of the present study. They were pleaded to response honestly and correctly. Further they were informed that all the given information will be kept confidential and will be used for research purpose only. The data were to be held in reserve and to be used only for investigation resolutions. Demographic outline was adopted to start a decent understanding, and then, all the surveys were specified to the topics, one at a period and they were requested to recite the directions specified on the top of each survey. Investigator clarified the determination of the research. It was cleared that there were no right or wrong replies and if they required any inquiries, they could ask the investigator. The investigator motivated to finish all assessments to each subject in one day. The process of assessment management was unchanging for all subjects. The respondents were guaranteed that their replies will be kept confidential. Due care has been taken that the respondents did not leave any item incomplete. This method was found to be of huge worth in giving lucidity to the research. Scoring has been done as per directions specified in the respective manuals.

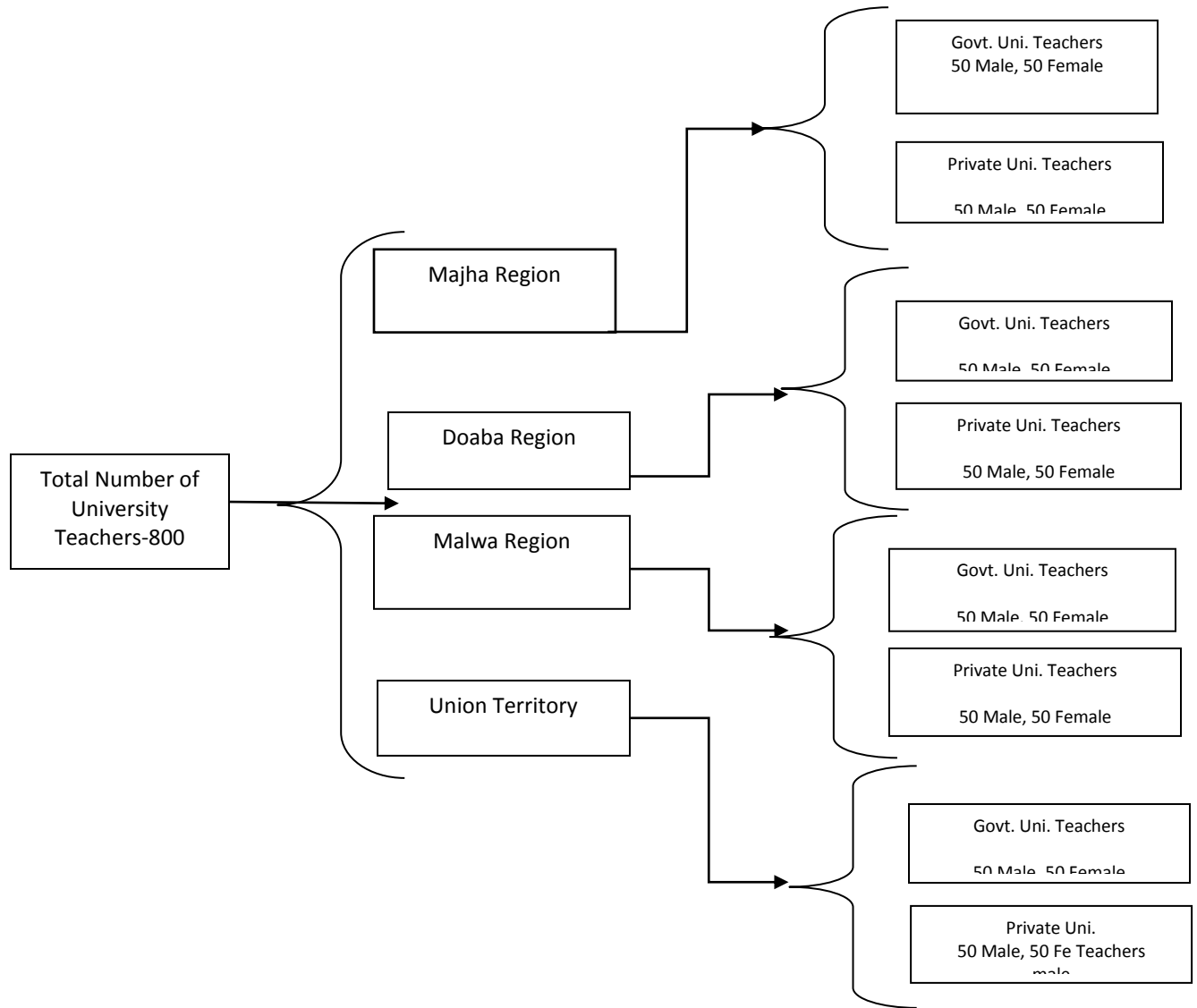
For the present study a sample of 800 university teachers has been of eight universities has been selected via applying convenience sampling technique. Several reasons would be adequate to

support this type of sampling approach. Ahuja (2014) said in research situations where appropriate list of the respondents is not available probability sampling will be difficult and inappropriate. Further, Panneerselvam (2012) reported that the researcher can choose sampling at their convenience because many respondents do not cooperate, some refuse to answer and some respondents either do not return the questionnaire or return an incomplete one. So number of university teachers from whom data was collected per universitie is shown in table 2.1.

Table 2. 1: Table showing List of Universities where data has been collected

S. No	Name of the University	Type of university	Number of university teachers
1	Guru Nanak Dev University, Amritsar	Government	100
2	Shri Guru Ramdas University, Amritsar	Private	100
3	Punjabi University	Government	100
4	Guru Kashi University Talwandi Sabo, Bathind	Private	100
5	I.K.Gujral Technical University, Kapurthala, Jalandhar	Government	100
6	D.A.V University, Jalandhar	Private	100
7	Punjab University, Chandigarh	Government	100
8	Chandigarh University	Private	100
Total			800

Figure 2.1: Distribution of the sample



2.3 TOOLS USED

To carry out any type of research investigation, data is gathered from which the hypothesis may be tested. The methods and procedures are the backbone of the research and it heavily depends upon research methodology. Appropriate tools must be used for data analysis or result interpretations. Tools should be appropriate, reliable and valid as well as suitable for the kind of sample involved in research work. The data gathering tools used in this study comprised of four separate survey instruments. In the present study Likert scale based tools have been used in order to collect the required information, it is found to be most reliable and valid technique. The selection of tests/tools is based on certain criteria like nature of objectives, type of sample, appropriateness of tools, feasibility of time and competence of the researcher. Keeping these criteria in mind the researcher used following different research instruments to measure the research constructs.

- a. *Job Crafting scale was constructed by Tims, M., Bakker, A. B., & Derks, D. (2012) (validated in Indian context.)*
- b. *Work engagement scale developed by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002). (Validated in Indian context)*
- c. *Teacher Effectiveness Scale developed by Dr. Umma Kulsum (2010) (validated on university teachers)*
- d. *Organizational Commitment scale developed by Allen and Meyer (2010) (validated in Indian context)*

DESCRIPTION AND DEVELOPMENT OF TOOLS

The details of the four research instruments used by the investigator are as follows:-

2.3.1. Job Crafting

In the present research study, Job Crafting scale was constructed by Tims, M., Bakker, A. B., & Derks, D. (2012) was used to measure employee job crafting. The questionnaire includes 20 statements which has four components increasing structural job resources, decreasing hindering job demands, increasing social job resources, increasing challenging job demands

In this study Job Crafting has been adapted from original scale of Tims, Bakker, & Derks (2012). In India as well as worldwide this questionnaire is used but there is no validation or adaptation procedure that has been followed by the previous researchers. In India, Gangwar, et al. (2017) used this instrument but did not revalidate its validity. In this study highly validation procedure was adapted to confirm the structural job crafting.

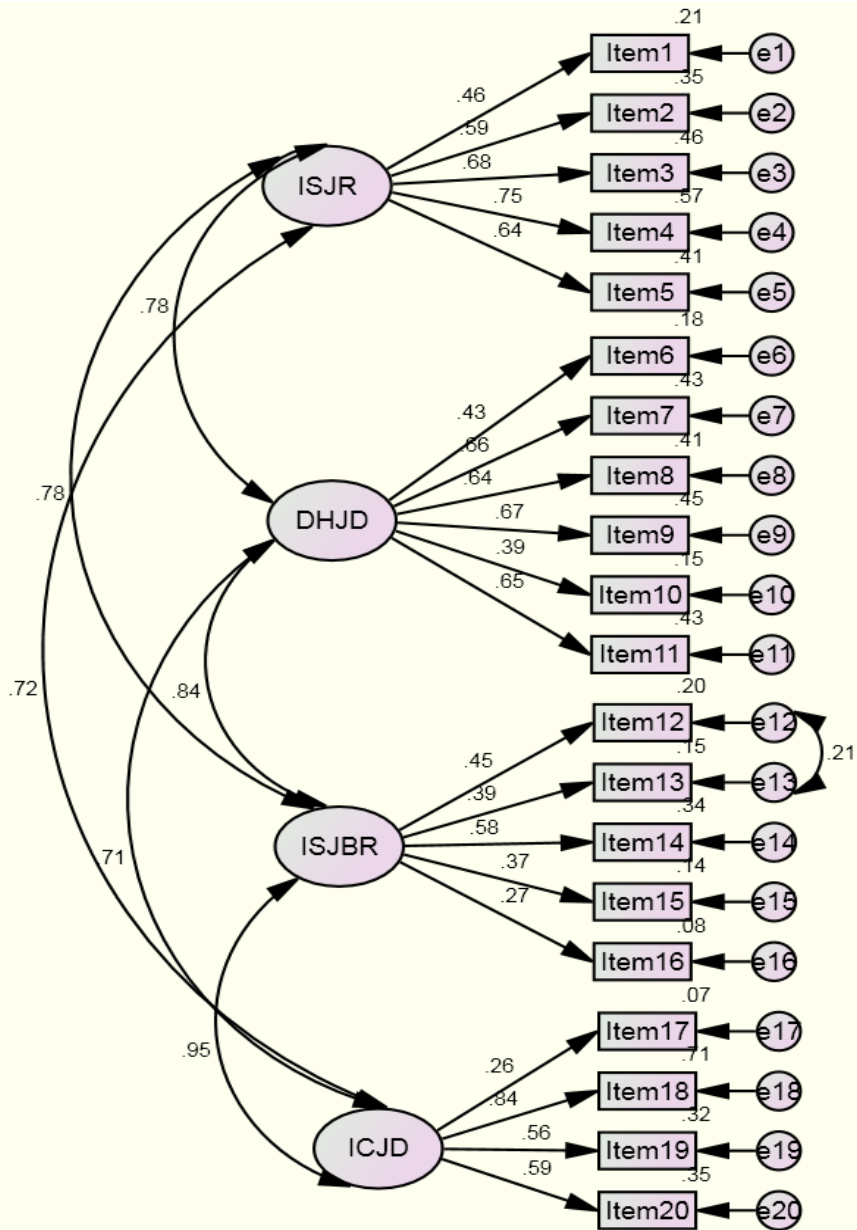
The questionnaire Job Crafting have 20 items to be responded on five point rating i.e. almost never, Rarely, sometimes, Often, very often. 5 items are included in the scale for increasing job resources, for decreasing hindering there are 6 items, 5 items for decreasing hindering job demands, and increasing challenging job demands there are 4 items.

The confirmatory factor analysis was applied to the five factors which has 20 items. While doing confirmatory analysis inspection of the results revealed that all indices are above the threshold level. After the inspection of the squared multiple correlations, variances and modification indices no statements were deleted.

Confirmatory Factor Analysis

Sorbom & Joreskog, (2004) says that Confirmatory factor analysis is a different case of Structural Equation Modeling which is also recognized as linear structural relationship model. The confirmatory factor analysis was applied using SPSS Amos 22 version to the four factors. The indices of the model were (CMIN/DF=1.304, Comparative Fit Index (CFI) =.955, Goodness Fit Index (GFI) =.916, AGFI=.892, Root Mean Square of Approximation (RMSEA) =.036 and Chi-square=212.518 ($p>0.01$). Confirmatory Factor analysis model is provided in fig 2.2.

Figure 2.2: Confirmatory factor analysis



Scoring Procedure Job Crafting

Therefore the present scale comprised 5-point Likert format, each statement is rated on five sequential points, (almost never=1, rarely=2, sometimes=3, often=4, very often=5). The details regarding scoring of the scale are given below in table 2.2.

Table 2.2: Scoring Procedure of Job Crafting

Very Often	Often	Sometimes	Rarely	Never
5	4	3	2	1

Thus, the total score for each item ranges from 1 to 5, whereas the grand total of the Job Crafting scale ranges from 1 to 100. Higher scores reveal greater amount/ higher degree of Job Crafting, whereas lower scores reveal the lower amount/ lower degree of Job Crafting.

Reliability Analysis

Internal consistency is measured by alpha coefficient regularly and it is important to verify whether the alpha coefficient high. Reliability was measured by interpreting the obtained value of Cronbach's Alpha (Cronbach, 1951) to assess the internal consistency. The final set of statements. It was checked by using SPSS -22 versions. The Cronbach's alpha for the final set of statements was found out to be .870. It shows a high degree of internal consistency among the items. The consistency of this measure is good to explore job crafting among university teachers. The interpretation made by Gliem & Gilem, (2003) shows that the reliability coefficient Alpha is normally ranges from 0 and 1. The thumb rule acknowledged by George & Mallery (2003) for the interpretation of Alpha is: "0.80 to 0.9 Good; and above 0.9 Excellent". Cronbach's alpha showed good internal reliability for job crafting scale ($\alpha = .870$) for this scale. Reliability analysis resulted that job crafting scale is internally consistent .

Table 2.3: Reliability Statistics

Cronbach's Alpha	Number of Statements
.870	20

Norms

The respondents of the study were selected from Punjab by using stratified random sampling technique ensuring that participants are appropriate in terms of representativeness and adequacy for proposed population. The range of individual respondents score calculated from raw score on present scale is 36 to 98, on the basis of descriptive statistics, z-score score norms based on 230 responses have been prepared. The mean score of job crafting scale is 71.43 and standard deviation is 14.72. Norms for interpretation of the levels of job crafting have been given in table 2.4.

Table 2.4: Z-score Norms for Job Crafting Scale

Mean: 71.43 SD: 14.72 N: 230

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
36	-2.40	57	-0.98	78	+0.44
37	-2.33	58	-0.91	79	+0.51
38	-2.27	59	-0.84	80	+0.58
39	-2.20	60	-0.77	81	+0.65
40	-2.13	61	-0.70	82	+0.71
41	-2.06	62	-0.64	83	+0.78
42	-1.99	63	-0.57	84	+0.85
43	-1.93	64	-0.50	85	+0.92
44	-1.86	65	-0.43	86	+0.98
45	-1.79	66	-0.36	87	+1.05
46	-1.72	67	-0.30	88	+1.12
47	-1.65	68	-0.23	89	+1.19
48	-1.58	69	-0.16	90	+1.26

49	-1.52	70	-0.09	91	+1.32
50	-1.45	71	-0.02	92	+1.39
51	-1.38	72	+0.03	93	+1.46
52	-1.31	73	+0.10	94	+1.53
53	-1.25	74	+0.17	95	+1.60
54	-1.18	75	+0.24	96	+1.66
55	-1.11	76	+0.31	97	+1.73
56	-1.04	77	+0.37	98	+1.80

Table 2.5: Norms for Interpretation of the levels of Job Crafting Scale

Levels	Raw	Z-Score
Low Job Crafting	Below 57	Below -0.98
Average Job Crafting	58-85	-0.97 to 0.92
High Job Crafting	86 Above	0.93 Above

2.3.2. Work Engagement Scale

In present research Work Engagement of University Teachers has been measured by work engagement scale developed by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002). The questionnaire included 17 statements which have three components Absorption, Vigor, and Dedication by which an individual's work engagement is measured through different perspectives: cognitive, affective, psychomotor and social.

In this study work engagement has been adapted from original scale of Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002). This scale is widely used all over the world as well as in India. In India, Alok (2013); Chaudhary, Rangnekar, and Barua (2012); Kataria, Garg, and Rastogi (2013) validated this scale but we again revalidate its validity in Punjab sample. In this study highly validation procedure was adapted to confirm the structural of work engagement.

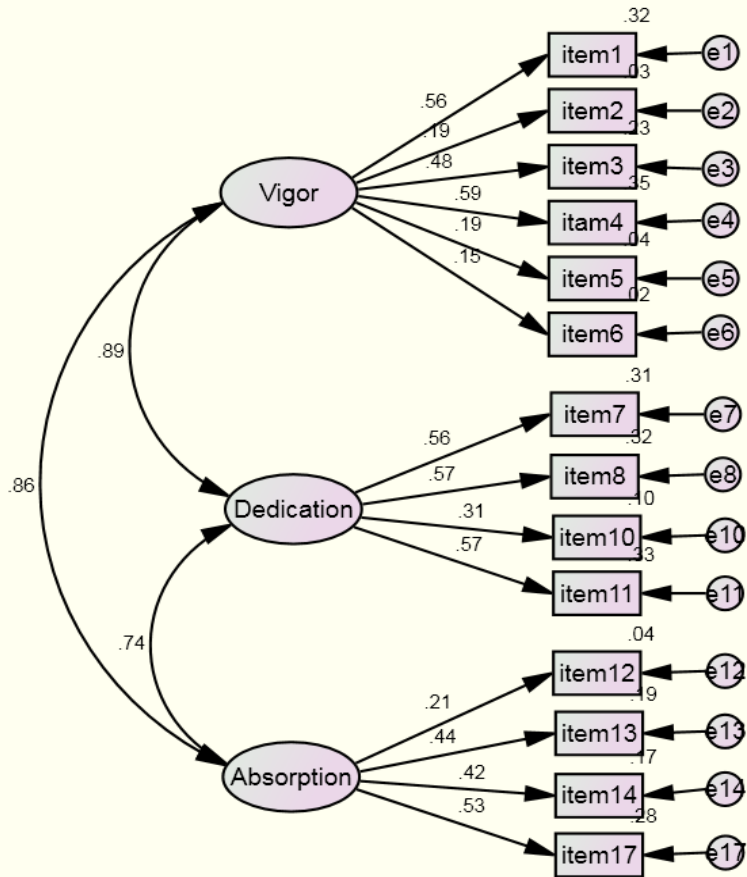
The scale work engagement have 17 items to be responded on seven point rating i.e. never, almost never, Rarely, sometimes, Often, very often, always. The scale has 06 items for Vigor, 05 items for Dedication, 06 items for absorption. The confirmatory factor analysis was

applied to the three factors which has 17 items. While doing confirmatory analysis inspection of the results showcased that some indices are below the threshold level. After the inspection of the squared multiple correlations, variances and modification indices three statements were deleted.

Confirmatory Factor Analysis

Sorbom & Joreskog, (2004) defined Confirmatory factor analysis as a different case of Structural Equation Modeling that is known as linear structural relationship model. The confirmatory factor analysis was applied using SPSS Amos 22 version to the three factors. The indices of the model were (CMIN/DF=1.411, Comparative Fit Index (CFI) =.900, Goodness Fit Index (GFI) =.935, AGFI=.908, Root Mean Square of Approximation (RMSEA) =.044 and Chi-square=104.398 ($p>0.01$). Confirmatory Factor analysis model can be viewed in fig. 2.3

Figure 2.3: Confirmatory factor analysis



Dimension wise item distribution of Work Engagement scale is provided below in Table 2.6.

Table 2.6 Dimension wise item distribution of Work Engagement scale

Sr. No.	Components	Items	Total
1	Vigor	1, 2, 3,4,5,6.	6
2	Dedication	7,8,10,11.	4
3	Absorption	12,13,14,17.	4
Total			14

Scoring Procedure of Work Engagement

For the purpose of scoring, a seven point like scale ranging from 0 to 6 for “Never”, “Almost Never”, “Rarely”, “Sometimes”, “Often”, “Very Often” and “Always” respectively was used in Work Engagement scale by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2012). The work engagement scale has 14 items. The details regarding scoring of the work engagement scale are given below in table 2.7.

Table 2.7: Scoring procedure of Work Engagement

Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
0	1	2	3	4	5	6

Reliability Analysis

To measure the internal consistency alpha coefficient is used regularly and also it is important to keep a check on the alpha coefficient to be high. Cronbach’s Alpha was obtained value was used to measure the reliability to assess the internal consistency of the scale.

The final set of statements was checked for internal consistency using SPSS-22 version. The Cronbach’s alpha for the final set of statements was found out to be .710. This illustrates a good degree of internal consistency among the items. The consistency of this measure is good to explore work engagement among university teachers. Gliem & Gilem, (2003) made the interpretation and shows that the reliability coefficient of Alpha normally ranges from 0 and 1. Cronbach’s alpha showed good internal reliability for work engagement scale ($\alpha = .710$) for this scale. The reliability analysis shows that work engagement scale is internally consistent.

Table 2.8: Reliability Statistics

Cronbach's Alpha	Number of Statements
.710	14

Norms

The respondents of the study were selected from Punjab by using stratified random sampling technique ensuring that participants are appropriate in terms of representativeness and adequacy for proposed population. The range of individual respondents score calculated from raw score on present scale is 21 to 77, on the basis of descriptive statistics, z-score score norms based on 214 responses have been prepared. The mean score of work engagement scale is 57.65 and standard deviation is 8.16. Norms for interpretation of the levels of work engagement have been given in table 2.9.

Table 2.9: Z-score Norms for Work Engagement Scale

Mean: 57.65 SD: 8.16 N: 214

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
21	-4.49	41	-2.04	61	+0.41
22	-4.36	42	-1.91	62	+0.53
23	-4.24	43	-1.79	63	+0.65
24	-4.12	44	-1.67	64	+0.77
25	-4.00	45	-1.55	65	+0.90
26	-3.87	46	-1.42	66	+1.02
27	-3.75	47	-1.30	67	+1.14
28	-3.63	48	-1.18	68	+1.26
29	-3.51	49	-1.06	69	+1.39
30	-3.38	50	-0.93	70	+1.51
31	-3.26	51	-0.81	71	+1.63
32	-3.14	52	-0.69	72	+1.75
33	-3.02	53	-0.56	73	+1.88
34	-2.89	54	-0.44	74	+2.00

35	-2.77	55	-0.32	75	+2.12
36	-2.65	56	-0.20	76	+2.24
37	-2.53	57	-0.07	77	+2.37
38	-2.40	58	+0.04		
39	-2.28	59	+0.16		
40	-2.16	60	+0.28		

Table 2.10 : Norms for Interpretation of the levels of Work Engagement Scale

Levels	Raw	Z-Score
Very Low Work Engagement	Below 41	Below -2.04
Low Work Engagement	42 to 50	-2.03 to -0.93
Average Work Engagement	51 to 66	-0.92 to +1.02
High Work Engagement	67 to 74	+1.03 to +2.00
Very High Work Engagement	75 above	+2.01 above

2.3.3. Teacher Effectiveness Scale

Teacher Effectiveness Scale constructed and standardized by Dr. (Mrs.) Umme Kulsum is brought into use to assess the teaching effectiveness. 60 statements including five mechanisms grounding and forecasting for teaching, Classroom administration, subject matter knowledge, Teacher features, Interpersonal relationships were used in the study.

Teacher effectiveness has been adapted from original scale of Dr. (Mrs.) Umme Kulsum. Indian researchers have used this scale widely but no such validation and adaptation procedure was adapted by previous researchers. In India, Dutta, R., Halder, S., & Sen, M. K. (2017); Pachaiyappan, P., & Raj, U. (2014); Dwivedi, A. (2019); Abdollah poor, Z., Sadeghi, K., & Ghaderi, F. (2017); used this instrument but did not revalidate its validity. In this study highly validation procedure was adapted to confirm the structural, construct and convergent validity of teacher effectiveness.

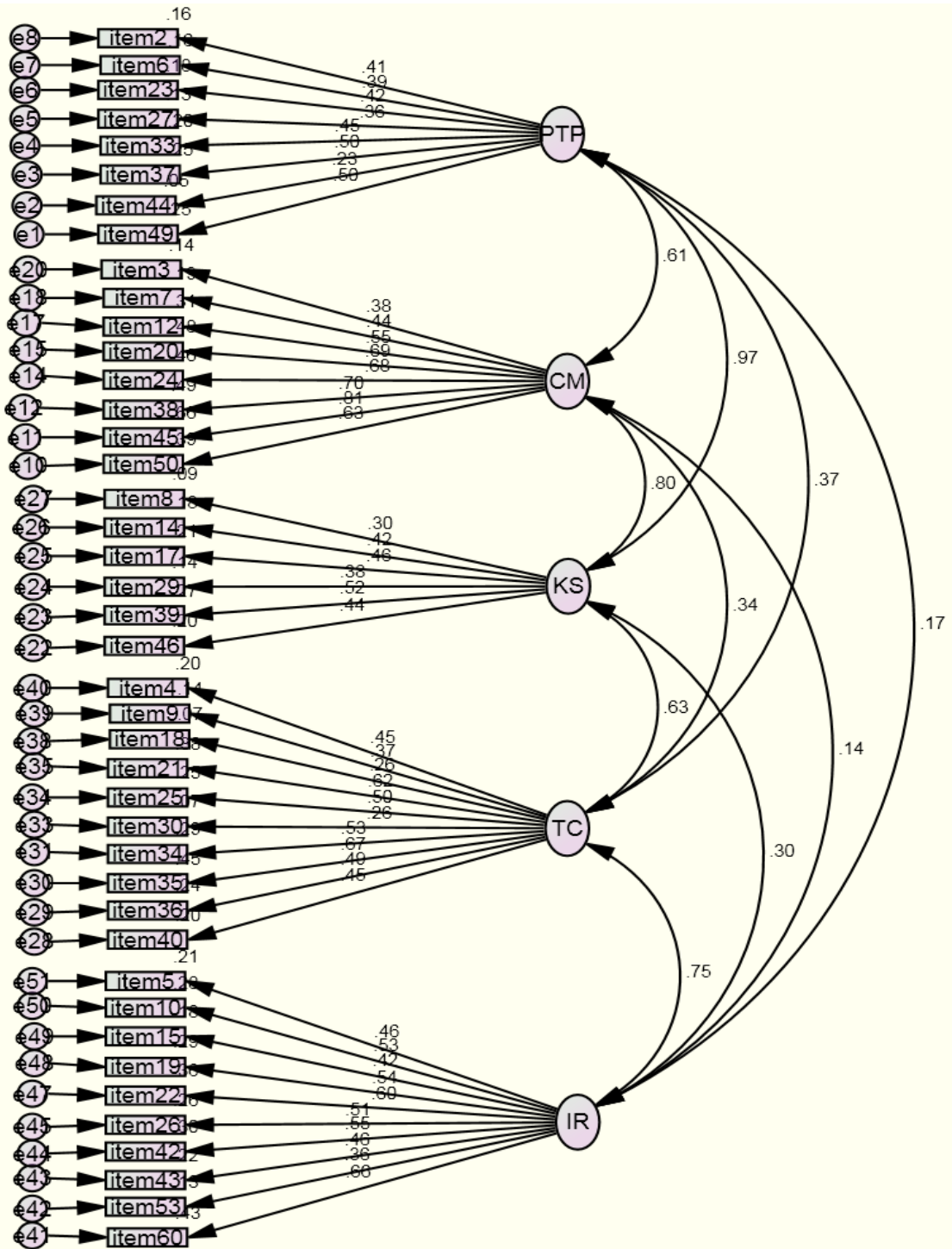
The teacher effectiveness has 60 items to be responded on (1) step numeral on now, and (2) step numeral aspirants to achieve in following three years. The scale has 08 items for grounding and scheduling for teaching, 08 items for classroom organization, 06 items for knowledge of subject

matter, 10 items for teacher characteristics, and 11 items for interpersonal relationships. The confirmatory factor analysis was applied to the five factors which has 60 items. During confirmatory analysis inspection of the results revealed that some indices are below the threshold level. After the inspection of the squared multiple correlations, variances and modification indices eighteen statements were deleted.

Confirmatory Factor Analysis

Confirmatory factor analysis according to Sorbom & Joreskog, (2004) is a different case of Structural Equation Modeling, also known as linear structural relationship model. The confirmatory factor analysis has been applied using SPSS Amos 22 version to five factors. The directories of the model are (CMIN/DF=1.513, Comparative Fit Index (CFI) =.905, Goodness Fit Index (GFI) =.923, AGFI=.914, Root Mean Square of Approximation (RMSEA) =.041 and Chi-square=281.690 ($p>0.01$). Figure 1 provides a holistic view of the Confirmatory Factor analysis model.

Figure 2.4: Confirmatory factor analysis



Scoring of the Scale

Every item produces two retorts; (1) step numeral on now, and (2) step numeral aspirants to achieve in following three years. The time measurement of following three years stood scoring as a mount of locus for the now (present) effectiveness, hence the step numeral assumed for every piece for current time has been taken as the score of efficiency of each of the plaintiff teacher.

Reliability Analysis

Alpha factor is frequently used to amount the interior constancy. In exercise, it is indispensable to confirm whether the alpha (α) factor is high. So, the dependability has been amounted by understanding the gained worth of Cronbach's Alpha (Cronbach, 1951) to measure the interior constancy of the scale. The final set of statements was check for internal consistency using SPSS-22 version. The Cronbach's alpha for the final set of statements was found out to be .869. This exemplifies a decent grade of interior constancy amongst the items. The constancy of this measure is decent to discover instruction efficiency among University teachers. The explanation by Gliem & Gilem, (2003) displays that the dependability factor Alpha typically ranges from 0 and 1. Cronbach's alpha indicated good internal reliability for teaching effectiveness scale $\alpha = .869$. Hence, dependability examination advises that instruction efficiency scale is inside constant.

Table 2.11: Reliability Statistics

Cronbach's Alpha	Number of Statements
.869	42

Norms

The respondents of the study were selected from Punjab by using stratified random sampling technique ensuring that participants are appropriate in terms of representativeness and adequacy for proposed population. The range of individual respondents score calculated from raw score on present scale is 89 to 262, on the basis of descriptive statistics, z-score score norms based on 400 responses have been prepared. Norms for interpretation of the level of teaching effectiveness have been given in table 2.12.

Table 2.12: Z-score Norms for Teaching Effectiveness Scale**Mean: 177.57 SD: 31.69 N: 400**

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
89	-2.79	133	-1.40	177	-0.01	221	+1.37
90	-2.76	134	-1.37	178	+0.01	222	+1.40
91	-2.73	135	-1.34	179	+0.04	223	+1.43
92	-2.70	136	-1.31	180	+0.07	224	+1.46
93	-2.66	137	-1.28	181	+0.10	225	+1.49
94	-2.63	138	-1.24	182	+0.13	226	+1.52
95	-2.60	139	-1.21	183	+0.17	227	+1.55
96	-2.57	140	-1.18	184	+0.20	228	+1.59
97	-2.54	141	-1.15	185	+0.23	229	+1.62
98	-2.51	142	-1.12	186	+0.26	230	+1.65
99	-2.47	143	-1.09	187	+0.29	231	+1.68
100	-2.44	144	-1.05	188	+0.32	232	+1.71
101	-2.41	145	-1.02	189	+0.36	233	+1.74
102	-2.38	146	-0.99	190	+0.39	234	+1.78
103	-2.35	147	-0.96	191	+0.42	235	+1.81
104	-2.32	148	-0.93	192	+0.45	236	+1.84
105	-2.29	149	-0.90	193	+0.48	237	+1.87
106	-2.25	150	-0.86	194	+0.51	238	+1.90
107	-2.22	151	-0.83	195	+0.55	239	+1.93
108	-2.19	151	-0.80	196	+0.58	240	+1.97
109	-2.16	153	-0.77	197	+0.61	241	+2.00
110	-2.13	154	-0.74	198	+0.64	242	+2.03
111	-2.10	155	-0.71	199	+0.67	243	+2.06
112	-2.06	156	-0.68	200	+0.70	244	+2.09
113	-2.03	157	-0.64	201	+0.73	245	+2.12
114	-2.00	158	-0.61	202	+0.77	246	+2.15

115	-1.97	159	-0.58	203	+0.80	247	+2.19
116	-1.94	160	-0.55	204	+0.83	248	+2.22
117	-1.91	161	-0.52	205	+0.86	249	+2.25
118	-1.87	162	-0.49	206	+0.89	250	+2.28
119	-1.84	163	-0.45	207	+0.92	251	+2.31
120	-1.81	164	-0.42	208	+0.96	252	+2.34
121	-1.78	165	-0.39	209	+0.99	253	+2.38
122	-1.75	166	-0.36	210	+1.02	254	+2.41
123	-1.71	167	-0.33	211	+1.05	255	+2.44
124	-1.69	168	-0.30	212	+1.08	256	+2.47
125	-1.65	169	-0.27	213	+1.11	257	+2.50
126	-1.62	170	-0.23	214	+1.14	258	+2.53
127	-1.59	171	-0.20	215	+1.18	259	+2.56
128	-1.56	172	-0.17	216	+1.21	260	+2.60
129	-1.53	173	-0.14	217	+1.24	261	+2.63
130	-1.50	174	-0.11	218	+1.27	262	+2.66
131	-1.46	175	-0.08	219	+1.30		
132	-1.43	176	-0.04	220	+1.33		

Table 2.13: Norms for Interpretation of the levels of Teaching Effectiveness Scale

Levels	Raw	Z-Score
Low Teaching Effectiveness	Below 146	Below -0.99
Average Teaching Effectiveness	146 to 209	-0.98 to +0.99
High Teaching Effectiveness	210 above	+1.00 above

2.3.4. Organizational Commitment Scale

In the present research study, Organizational Commitment constructed by Allen and Meyer's (1996) was used to measure Organizational Commitment. The scale includes 24 statements which have three basic sections including Affective Commitment, Normative Commitment, and Continuance Commitment.

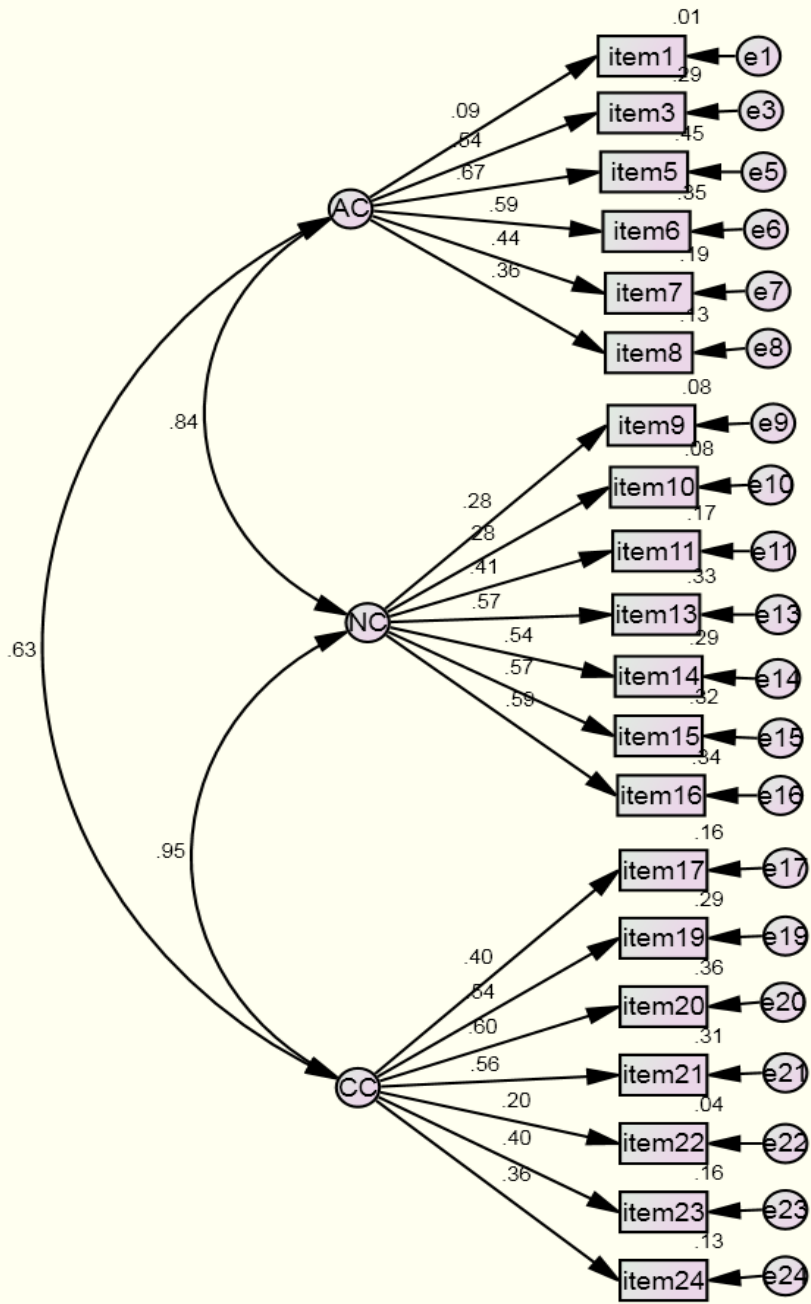
In the present research, Organizational Commitment has been adapted from original scale of Allen and Meyer's (1996). This scale is broadly adopted throughout the world and India as well, but no such validation and adaptation procedure was adapted by previous researchers. In India, Jena, et al. (2017); Awasthy, et al. (2010); Sharma, P. (2015) used this instrument but did not revalidate its validity. In this study highly validation procedure was adapted to confirm the structural, construct and convergent validity of Organizational Commitment.

The scale organizational Commitment has 24 items to be responded on five-point Likert scale format: almost never, rarely, occasionally, frequently, and very frequently. The scale has 08 items each pertaining to Affective Commitment, Normative Commitment, and Continuance Commitment. The confirmatory factor analysis has been applied on three factors which has 24 items. During confirmatory analysis inspection of the results revealed that some indices are below the threshold level. After the inspection of the squared multiple correlations, variances and modification indices four statements were deleted.

Confirmatory Factor Analysis

Confirmatory factor analysis according to Sorbom&Joreskog, (2004) is a different case of Structural Equation Modeling which is also recognized as linear structural relationship model. The confirmatory factor analysis has been applied using SPSS Amos 22 version to the three factors. The indices of the model were (CMIN/DF=1.416, Comparative Fit Index (CFI) =.908, Goodness Fit Index (GFI) =.912, AGFI=.900, Root Mean Square of Approximation (RMSEA) =.041 and Chi-square=236.470 ($p>0.01$). Figure 2.5 provides a holistic view of the Confirmatory Factor analysis model.

Figure 2.5: Confirmatory factor analysis



Scoring Procedure of Organizational Commitment

Consequently, the current scale included 5-point Likert format, each declaration is valued on five consecutive points, (almost never=1, rarely=2, sometimes=3, often=4, very often=5). The details regarding scoring of the scale are given below in table 2.14.

Table 2.14: Scoring procedure of Organizational Commitment

Very Often	Often	Sometimes	Rarely	Never
5	4	3	2	1

Reliability Analysis

Alpha factor is frequently used to amount the interior constancy. In exercise, it is indispensable to confirm whether the alpha (α) factor is high. So, the dependability has been amounted by understanding the gained worth of Cronbach's Alpha (Cronbach, 1951) to measure the interior constancy of the scale. The final set of statements was check for internal consistency using SPSS-22 version. The Cronbach's alpha for the final set of statements was found out to be .870. This exemplifies a decent grade of interior constancy amongst the items. The constancy of this measure is decent to discover instruction efficiency among University teachers. The explanation by Gliem&Gilem, (2003) displays that the dependability factor Alpha typically ranges from 0 and 1. Cronbach's alpha indicated good internal reliability for teaching effectiveness scale ($\alpha = .870$). Hence, dependability examination advises that instruction efficiency scale is inside constant.

Table 2.15: Reliability Statistics

Cronbach's Alpha	Number of Statements
.813	20

Norms

The respondents of the study were selected from Punjab by using simple random sampling technique ensuring that participants are appropriate in terms of representativeness and adequacy for proposed population. The range of individual respondents score calculated from raw score on present scale is 35 to 94, on the basis of descriptive statistics, z-score score norms based on 250 responses have been prepared. The mean score of organizational commitment scale is 68.67 and standard deviation is 12.65. Norms for interpretation of the levels of organizational commitment has been given in table 2.16.

Table 2.16: Z-score Norms for Organizational Commitment Scale

Mean: 68.67 SD: 12.65 N: 250

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
35	-2.66	55	-1.08	75	+0.50
36	-2.58	56	-1.00	76	+0.57
37	-2.50	57	-0.92	77	+0.65
38	-2.42	58	-0.84	78	+0.73
39	-2.34	59	-0.76	79	+0.81
40	-2.26	60	-0.68	80	+0.89
41	-2.18	61	-0.60	81	+0.97
42	-2.10	62	-0.52	82	+1.05
43	-2.02	63	-0.44	83	+1.13
44	-1.95	64	-0.36	84	+1.21
45	-1.87	65	-0.29	85	+1.29
46	-1.79	66	-0.21	86	+1.36
47	-1.71	67	-0.13	87	+1.44
48	-1.63	68	-0.05	88	+1.52
49	-1.55	69	+0.02	89	+1.60
50	-1.47	70	+0.10	90	+1.68
51	-1.39	71	+0.18	91	+1.76
52	-1.31	72	+0.26	92	+1.84

53	-1.23	73	+0.34	93	+1.92
54	-1.15	74	+0.42	94	+2.00

Table 2.17: Norms for Interpretation of the levels of Organizational Commitment Scale

Levels	Raw	Z-Score
Low Organizational Commitment	Below 56	Below -1.00
Average Organizational Commitment	57 to 81	-0.99 to +0.97
High Organizational Commitment	82 above	+0.98 above

2.4 PROCEDURE OF DATA COLLECTION

Demographic profile sheet was constructed together general information about the respondents which included name, age, gender etc. Then all the 800 university teachers were contacted personally, consent from the higher officials of each University was sought. Researcher presented himself as an investigator and expressed them about the purpose of research and scope of the present study. They were entreated to response honestly and correctly. Further they were informed that all the given information will be kept confidential and will be used for research purpose only. The data were to be held in reserve and to be used only for investigation resolutions. Demographic outline was adopted to start a decent understanding, and then, all the surveys were specified to the topics, one at a period and they were requested to recite the directions specified on the top of each survey. Investigator was clarified momentarily but clearly the determination of the research. If they did not comprehend all, it was cleared by the investigator. It was cleared that there were no right or wrong replies and if they required any inquiries, they could enquire the investigator. The investigator vexed to finish all assessments to each subject in one day. The process of assessment management was unchanging for all subjects. The defendants were guaranteed that their replies will be kept private. Due care has been taken that the defendants did not leave any item spotless. This method was found to be of huge worth in giving lucidity to the research. Scoring has been done as per directions specified in the respective manuals.

2.5 STATISTICAL TECHNIQUES

In order to examine the data with appropriate numerical techniques, the following statistical process has been used in current study.

1. To analyze the level of job crafting, work engagement, teacher effectiveness and organizational commitment of university teachers, percentage has used.
- 2 To study the relationship of job crafting and work engagement with teacher effectiveness and organizational commitment among university teachers, Pearson's correlation was used.
3. To find out the significant differences among university teacher's in their job crafting and work engagement, teacher effectiveness and organizational promise on the foundation of gender and type of school, ANOVA was employed.
4. To study the predictive role of job crafting and work engagement on teacher effectiveness and organizational commitment among university teachers, regression was employed.

CHAPTER – III

ANALYSIS AND INTERPRETATION

The crucial stage in the practice of research, after the data collection, is the organization, analysis and interpretation of the data and arriving at the conclusions and generalizations to get a meaningful picture out of the raw information thus collected. Present chapter highlights the use of various statistical tools for analysis of the data. Data is a meaningless heap of information unless a researcher does not classify it systematically, analyze scientifically, interpret intelligently and conclude rationally. The data analysis was carried by quantitative analysis techniques applying both descriptive and inferential statistics. Apart from percentage statistics data was analyzed by applying Pearson product movement correlation, ANOVA and regression analysis. The interpretation and analysis signifies the application of deductive and inductive logic to the research process. Analysis means categorizing, manipulating the data to reach a solution of the research problem. Interpretation calls for a critical examination of analysis. The data has no meaning in tabulated form, unless it is interpreted and analyzed by using proper statistical techniques. Interpretation is important for the sample purpose that the utility and usefulness of research results lie in appropriate interpretation. It comes by analysis by rendering processes and relations that underlie his findings by the researcher. The present chapter deals with the results and their corresponding interpretation in accordance with the objectives and hypotheses. An analysis of data signifies studying the tabulated information in order to determine the inherent factors or meanings. It includes in breaking up the complex factors into simpler ones and put the new arrangements for the purpose of interpretation. The findings prove the tentative hypotheses and finally lead to conclusion. The data analyses, results and interpretation of findings have been presented through the statement of hypotheses and their testing. The data analysis and interpretation of findings have been presented in the following headings.

3.1. DATA SCREENING

3.2 DESCRIPTIVE ANALYSIS

3.2.1. Results pertaining to levels of Job crafting, work engagement, teacher effectiveness and organizational commitment among university teachers.

3.3. CORRELATION ANALYSIS

3.3.1. RELATIONSHIP OF JOB CRAFTING AND WORK ENGAGEMENT WITH TEACHER EFFECTIVENESS AND ORGANIZATIONAL COMMITMENT AMONG UNIVERSITY TEACHERS

3.3.1.1 Relationship between job crafting with Teacher Effectiveness among university teachers

3.3.1.2 Relationship between job crafting with Organizational Commitment among university teachers

3.3.1.3 Relationship between Work Engagement with Teacher Effectiveness among university teachers

3.3.1.4 Relationship between Work Engagement with Organizational Commitment among university teachers

3.4. COMPARATIVE ANALYSIS

3.4.1. COMPARISON OF JOB CRAFTING, WORK ENGAGEMENT, TEACHER EFFECTIVENESS AND ORGANIZATIONAL COMMITMENT ON THE BASIS OF GENDER AND TYPE OF UNIVERSITY

3.4.1.1. Comparison between Job Crafting among university teachers with respect to gender

3.4.1.2. Comparison between Job Crafting among university teachers with respect to type of university

3.4.1.3. Comparison between Work Engagement among university teachers with respect to gender

3.4.1.4. Comparison between Work Engagement among university teachers with respect to type of university

3.4.1.5. Comparison between Teacher Effectiveness among university teachers with respect to gender

3.4.1.6. Comparison between Teacher Effectiveness among university teachers with respect to type of university

3.4.1.7. Comparison between Organizational Commitment among university teachers with respect to gender

3.4.1.8. Comparison between Organizational Commitment among university teachers with respect to type of university

3.5. REGRESSION ANALYSIS

3.5.1. REGRESSION ANALYSIS FOR JOB CRAFTING AND WORK ENGAGEMENT ON TEACHER EFFECTIVENESS AND ORGANIZATIONAL COMMITMENT AMONG UNIVERSITY TEACHERS

3.5.1.1. Predictive role of job crafting and work engagement on teacher effectiveness and organizational commitment among university teachers

SECTION 1

3.1. DATA SCREENING

Before proceeding with data analysis, the investigator must rigorously analyze the data for identification of missing values and outliers (responses falling outside the range). According to Van den Broeck, Cunningham, Eeckels, & Herbst (2005) data cleaning is a process of quality assurance which facilitates a researcher with screening/monitoring, diagnosing and eliminating abnormalities of a data set. Due to its diverse benefits data cleaning has attained a substantial attention of researchers (Hadi, 1992). The main purpose of data cleaning is to identify and remove the errors and minimize their effect on obtained results. The current study prior to analysis and result generation data was strictly analyzed for missing values and outliers using SPSS 21. The linearity and normality of the measures were also screened through the examination of the Skewness, histograms, kurtosis, normality plots, Q-Q plots and box plots, in order to meet the assumptions of the multivariate analysis. The scatter plots inspected for determining the linearity of the relations between most of the research variables showed that the linearity assumption was met. In terms of normality, all of the research variables were normally distributed.

SECTION 2

3.2 DESCRIPTIVE ANALYSIS

3.2.1 Results pertaining to levels of job crafting, work engagement, teacher effectiveness and organizational commitment among university teachers.

3.2.1.1 Levels of job crafting among university teachers.

3.2.1.2 Levels of work engagement among university teachers.

3.2.1.3 Levels of teacher effectiveness among university teachers.

3.2.1.4 Levels of organizational commitment among university teachers.

3.2.1.1 Job Crafting among university teachers

The objective 1 of the present study was to explore the level of job crafting among university teachers. This section deals with the data relating to the job crafting among university teachers based gender, type of university and overall sample distribution. Presentation of the data is given in Table 3.1.

Table 3.1

DATA RELATING TO JOB CRAFTING AMONG UNIVERSITY TEACHERS

VARAIBLES			JOB CRAFTING CATEGORY			Total
			High	Average	Low	
Gender	Male	Number	133	197	70	400
		%	16.7%	24.6%	8.7%	50.0%
	Female	Number	87	204	109	400
		%	10.8%	25.6%	13.6%	50.0%
Type of University	Private	Number	49	205	146	400
		%	6.1%	25.6%	18.3%	50.0%
	Govt.	Number	147	186	67	400
		%	18.4%	23.2%	8.4%	50.0%
Total		Number	260	354	186	800
		% of Total	32.5%	44.6%	23.2%	100%

Table 3.1 shows the data relating to the percentage wise representation of university teachers in different levels of job crafting. Table is preceded by showing the number and percentage of university teachers distributed in different levels of job crafting on the basis of type of university and gender.

A look at the Table shows the gender wise distribution of university teachers, 16.7% male university teachers and 10.8 % female university teachers possess high level of job crafting. It

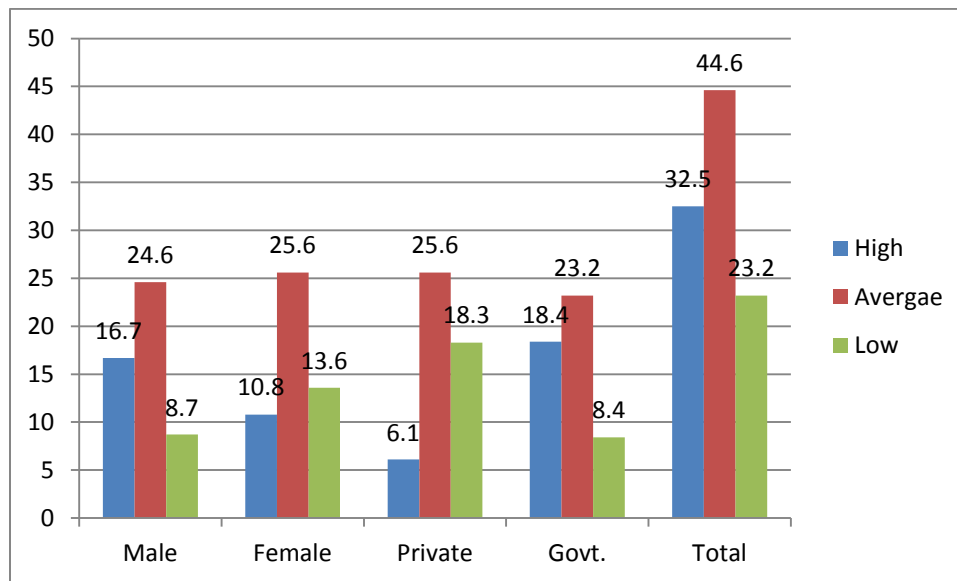
also observed that 24.6% male university teachers and 25.6% female university teachers possess average level of job crafting. Also 8.7% male university teachers, 13.6% female university teachers possess low level of job crafting.

Further, table shows type of university wise distribution of university teachers, 6.1% private teachers, 18.4% Govt. teachers possess high level of job crafting. It also observed that 25.6% private teachers, 23.2% Govt. teachers possess average level of job crafting. Further 18.3% private teachers, 8.4% Govt. teachers possess low level of job crafting.

In total, 32.5% university teachers falls under high level of job crafting, 44.6% falls under average level of job crafting, and 23.2% falls under low level of job crafting. Thus overall most of the university teachers fall under the average level of job crafting.

FIGURE 3.1

GRAPHICAL REPRESENTATION OF LEVEL OF JOB CRAFTING OF UNIVERSITY TEACHERS



3.2.1.2 Levels of work engagement among university teachers.

In continuation to objective 1 of the present study was to explore the level of work engagement among university teachers. This section deals with the data relating to the work engagement among university teachers based gender, type of university and overall sample distribution. Presentation of the data follows the below given in Table 3.2.

Table 3.2

DATA RELATING TO WORK ENGAGEMENT AMONG UNIVERSITY TEACHERS

VARAIBLES			WORK ENGAGEMENT CATEGORY					Total
			Very High	High	Average	Low	Very Low	
Gender	Male	Number	55	170	115	40	20	400
		%	6.9%	21.2%	14.4%	5.0%	2.5%	50.0%
	Female	Number	47	149	120	51	33	400
		%	5.8%	18.6%	15.0%	6.4%	4.2%	50.0%
Type of University	Private	Number	23	39	63	187	88	400
		%	2.8%	4.9%	7.9%	23.4%	11.0%	50.0%
	Govt.	Number	92	197	81	17	13	400
		%	11.5%	24.6%	10.1%	2.2%	1.6%	50.0%
Total		Number	111	269	234	103	83	800
		% of Total	13.8%	33.7%	29.3%	12.8%	10.4%	100%

Table 3.2 shows the data relating to the percentage wise representation of university teachers in different level of work engagement. Table is prefaced by showing the number and percentage of university teachers distributed in different levels of work engagement on the basis of gender and type of university.

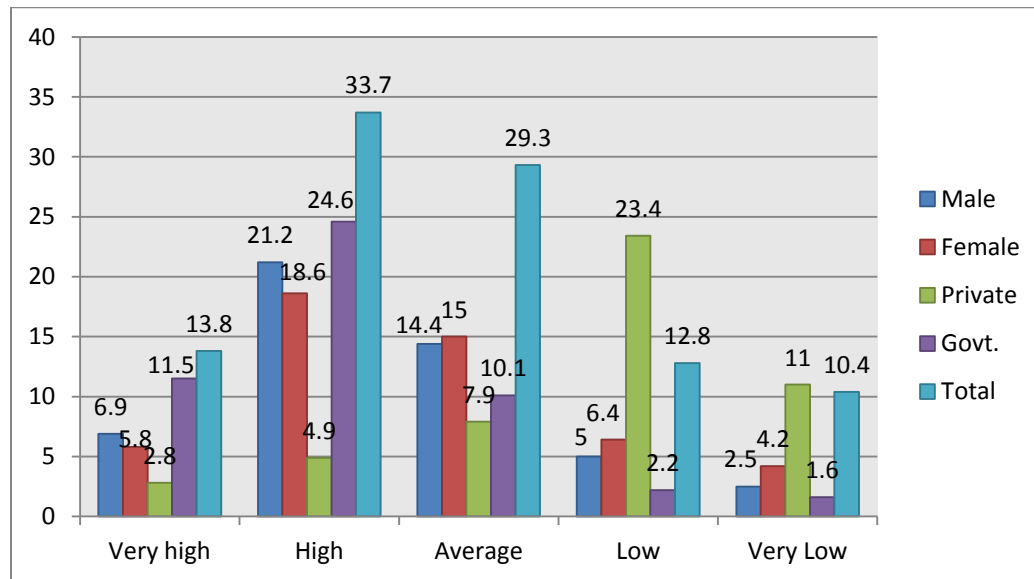
A look at the Table shows the gender wise distribution of university teachers, 6.9% male university teachers and 5.8% female university teachers possess very high level of work engagement. 21.2% male university teachers and 18.6% female university teachers possess high level of work engagement. Further 14.4% male university teachers and 15% female university teachers possess average level of work engagement. It was also observed that 5% of male university teachers and 6.4% of female university teachers possess low level of work engagement. Similarly, 2.5% male university teachers and 4.2% of female university teachers possess very low level of work engagement. So, male as well as female teachers fall under high level of work engagement.

Further, table shows type of university wise distribution of university teachers, 2.8% private teachers, 11.5% Govt. teachers possess very high level of work engagement. Similarly, 4.9% private teachers, 24.6% Govt. teachers possess high level of work engagement. It also observed that 7.9% private teachers, 10.1% Govt. teachers possess average level of work engagement. Further 23.4% private teachers, 2.2% Govt. teachers possess low level of work engagement. Similarly, 11% private teachers, 1.6% Govt. teachers possess very low level of work engagement. Thus, most of the Govt. teachers have high level of work engagement.

In total, 13.8% university teachers falls under very high level of work engagement, similarly, 33.7% falls under high level of work engagement and 29.3% falls under average level of work engagement. Moreover, 12.8% falls under low level of work engagement and 10.4% falls under very low level of work engagement. Thus overall most of the university teachers fall under high level of work engagement.

FIGURE 3.2

GRAPHICAL REPRESENTATION OF LEVEL OF WORK ENGAGEMENT OF UNIVERSITY TEACHERS



3.2.1.3 Levels of teacher effectiveness among university teachers

The objective 1 of the present study was to explore the level of teacher effectiveness among university teachers. The following section deals with the data relating to the teacher effectiveness among university teachers based on gender, type of university, and overall sample distribution. Presentation of the data is given below in Table 3.3.

Table 3.3
DATA RELATING TO TEACHER EFFECTIVENESS AMONG UNIVERSITY TEACHERS

VARAIBLES			TEACHER EFFECTIVENESS			Total
			CATEGORY			
			High	Average	Low	
Gender	Male	Number	204	144	52	400
		%	25.5%	18.0%	6.5%	50.0%
	Female	Number	181	157	62	400
		%	22.6%	19.7%	7.7%	50.0%
Type of University	Private	Number	134	189	77	400
		%	16.7%	23.6%	9.7%	33.3%
	Govt.	Number	147	163	90	400
		%	18.3%	20.4%	11.3%	50.0%
Total		Number	359	286	155	800
		% of Total	44.9%	35.7%	19.4%	100%

Table 3.3 shows the data relating to the percentage wise representation of university teachers in different levels of teacher effectiveness. Table is preceded by showing the number and percentage of university teachers distributed in different levels of teacher effectiveness on the basis of gender and type of university.

Look at the Table it shows the gender wise distribution of university teachers, 25.5% male university teachers and 22.6% female university teachers have high level of teacher effectiveness. It also observed that 18% male university teachers and 19.7% female university teachers possess average level of teacher effectiveness. Also 6.5% male university teachers,

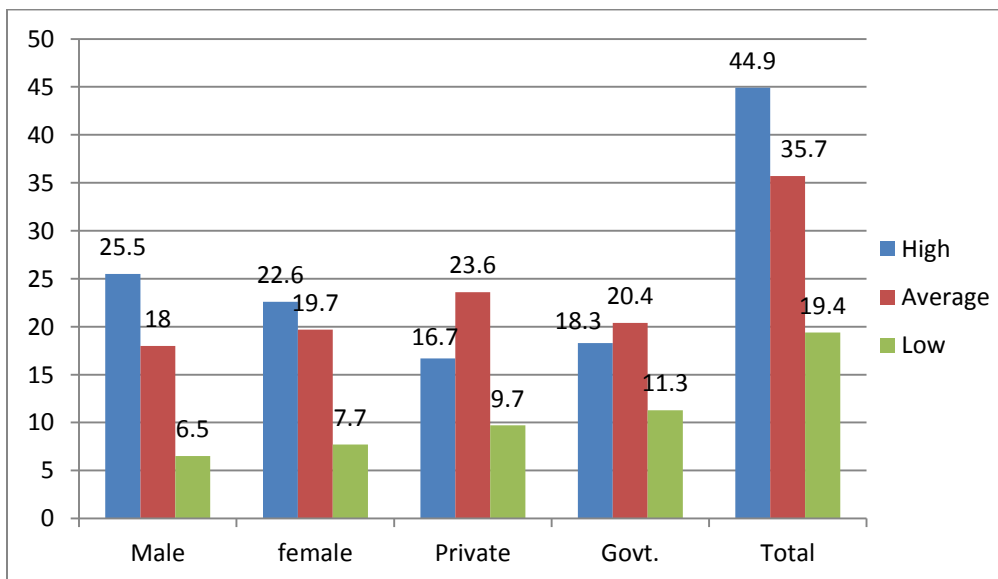
7.7% female university teachers possess low level of teacher effectiveness. Thus both male and female university teachers fall under the high level of teacher effectiveness.

Further, table shows type of university wise distribution of university teachers, 16.7% private teachers, 18.3% Govt. teachers have got high levels of teacher effectiveness. It also observed that 23.6% private teachers, 20.4% Govt. teachers have average level of teacher effectiveness. Further 9.7% private teachers, 11.3% Govt. teachers have low level of teacher effectiveness. Thus most of the Private and Govt. university teachers fall under the average level of teacher effectiveness.

In total, 44.9% university teachers falls under high level of teacher effectiveness, 35.7% falls under average level of teacher effectiveness, and 19.4% falls under low level of teacher effectiveness. Thus overall most of the university teachers fall under the high level of teacher effectiveness.

FIGURE 3.3

GRAPHICAL REPRESENTATION OF LEVEL OF TEACHER EFFECTIVENESS OF UNIVERSITY TEACHERS



3.2.1.4 Levels of organizational commitment among university teachers

The objective 1 of the present study was to explore the level of organizational commitment among university teachers. This section deals with the data relating to the organizational commitment among university teachers based gender, type of university and overall sample distribution. Presentation of the data follows the below given in Table 3.4.

Table 3.4
DATA RELATING TO ORGANIZATIONAL COMMITMENT AMONG UNIVERSITY TEACHERS

VARAIBLES			ORGANIZATIONAL COMMITMENT CATEGORY			Total
			High	Average	Low	
Gender	Male	Number	133	228	39	400
		%	16.6%	28.5%	4.9%	50.0%
	Female	Number	112	248	40	400
		%	14.0%	31.0%	5.0%	50.0%
Type of University	Private	Number	180	197	23	400
		%	22.5%	24.7%	2.8%	50.0%
	Govt.	Number	156	174	70	400
		%	19.5%	21.7%	8.8%	50.0%
Total		Number	292	412	96	800
		% of Total	36.5%	51.5%	12.0%	100%

Table 3.4 shows the data relating to the percentage wise representation of university teachers in different levels of organizational commitment. Table is preceded by showing the number and percentage of university teachers distributed in different levels of organizational commitment on the basis of gender and type of university.

A look at the Table shows the gender wise distribution of university teachers, 16.6% male university teachers and 14% female university teachers possess high level of organizational commitment. It also observed that 28.5% male university teachers and 31% female university teachers possess average level of organizational commitment. Also 4.9% male university teachers, 5% female university teachers possess low level of organizational commitment. Thus,

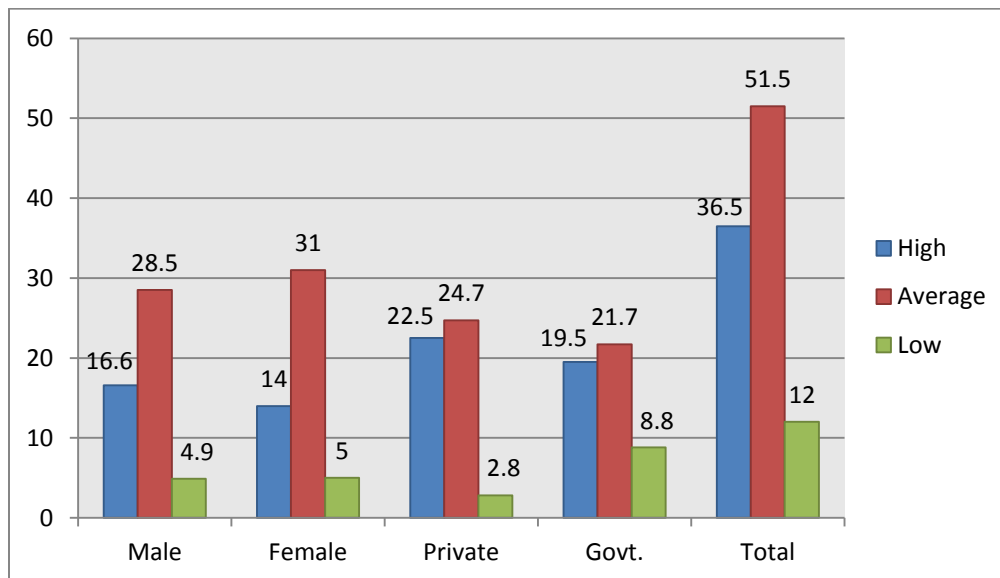
both male and female university teachers fall under the average level of organizational commitment.

Further, table shows type of university wise distribution of university teachers, 22.5% private teachers, 19.5% Govt. teachers possess high level of organizational commitment. It also observed that 24.7% private teachers, 21.7% Govt. teachers possess average level of organizational commitment. Further 2.8% private teachers, 8.8% Govt. teachers possess low level of organizational commitment. Thus most of the university Private and Govt. teachers fall under the average level of organizational commitment.

In total, 36.5% university teachers falls under high level of organizational commitment, 51.5% falls under average level of organizational commitment, and 12% falls under low level of organizational commitment. Thus overall most of the university teachers fall under the average level of organizational commitment.

FIGURE 3.4

GRAPHICAL REPRESENTATION OF LEVEL OF ORGANIZATIONAL COMMITMENT OF UNIVERSITY TEACHERS



SECTION 3

3.3. CORRELATION ANALYSIS

3.3.1. Relationship of Job Crafting and Work Engagement with Teacher Effectiveness and Organizational Commitment among university teachers

Relationship between job crafting and work engagement with teacher effectiveness and organizational commitment among university teachers has been analysed separately under the following headings.

3.3.1.1 Relationship between Job Crafting with Teacher Effectiveness among university teachers

3.3.1.2 Relationship between Job Crafting with Organizational Commitment among university teachers

3.3.1.3 Relationship between Work Engagement with Teacher Effectiveness among university teachers

3.3.1.4 Relationship between Work Engagement with Organizational Commitment among university teachers

3.3.1.1. Relationship between job crafting with teacher effectiveness among university teachers

The current study analysed to find out the relationship between job crafting with teacher effectiveness among the university teachers. In order to achieve this, the Pearson's product moment correlation was constructed and examined to see how measured variable correlated with the other variable in the study. Investigations of the correlation between job crafting with teacher effectiveness are presented in the Table 3.5.

TABLE 3.5
SUMMARY OF CORRELATION BETWEEN JOB CRAFTING AND TEACHER
EFFECTIVENESS AMONG UNIVERSITY TEACHERS

DEPENDENT VARIABLES	INDEPENDENT VARIABLES
	Job Crafting
Teacher Effectiveness	.166**

**Significant at 0.01 and 0.05 level of significance

The statistical outcome in table 3.5 shows the correlation coefficient between job crafting with teacher effectiveness of university teachers. Investigation of the relationship matrix reveals that job crafting has the highest correlation with the teacher effectiveness ($r=.166^{**}$, $p<.01$). So it reveals that job crafting with teacher effectiveness correlated significantly among university teachers. So, the hypothesis ‘there exists no significant relationship of job crafting with teacher effectiveness among university teachers is rejected. Thus there exists significant positive relationship between job crafting with teacher effectiveness among university teachers. Therefore it can be concluded that the teachers who have job crafting they have good teaching effectiveness.

DISCUSSION ON RESULTS

The analysis of the results gives some significant results. Based on the findings of the hypothesis high correlations were found between independent and dependent variables. The high correlations may indicate that those who have high job crafting they have high effectiveness in teaching. The results indicate a number of different justifications. For instance, crafting in job imposes teachers to embrace a role actively in asserting their work familiarity as it specifies potentially as an active workplace involvement. It classifies that teachers are capable to reform their jobs normally; therefore in any job there are opportunities so teachers can start modifications to tasks, relations, and ways they think about their job to make it individually purposeful. Crafting in job indicates to various optimistic results for the organization as well as teachers. It also enhances teacher’s perceptions of wellbeing, work engagement and job satisfaction. It is a right tool in the hands of teachers to enhance motivation in work and

engagement in job. So, if teacher has no job crafting then teaching will not be effective and also students will not achieve goals properly.

Teacher's role in education requires many various abilities. One of such fundamental capacities in this is job crafting. Job crafters can cognitively change their jobs by altering how they perceive tasks or thinking about the tasks involved in their job as a collective whole as opposed to a set of separate tasks. Secondly, job crafters can change their relationships at work by altering the nature or extent of their interactions with other people. Third, Job crafters have the capabilities of changing the boundaries of their jobs by taking on more or fewer tasks, expanding or diminishing the scope of tasks, or changing how they perform tasks. Every teacher wants to give their best performance in their job. While they get achievement, they too get a emotional and mental pleasure. To perform academic duties smoothly and efficiently it is necessary to have job crafting.

When teachers involve in job crafting, it impacts teacher's performance levels and job attitudes such as teacher's performance, readiness to change, perceived control, and absenteeism quality of self-image, job commitment, and job satisfaction. The results of this study have support from different researches reported that teachers who have crafting in job shows high levels of job satisfaction, work commitment and performance (Appelbaum & Shevchuk, Leana, 2009). Another study are in line showed that in order to deal with the highly complex and challenging nature of their work teachers continuously craft their working practices (Ghitulescu, 2006).

It can be concluded that teacher effectiveness is very important which includes efficiency in strategies teaching, learning process, student and classroom management, college environment, college discipline, uses of teaching aids, measurement, evaluation and feedback etc. this is only because the procedure of crafting in job puts the positive, agented behaviors of employees center-stage, conceptualizing and empirically exploring the creative and motivational bases of employees altering their jobs to improve their experience of work. Job crafting enhances to our understanding of positive organizational psychology through its focus on the range of generative outcomes of job crafting containing the experience of positive sense and performance, commitment, turnover, sense of self engagement.

3.3.1.2. Relationship between job crafting with organizational commitment among university teachers

The present study explored to find out the relationship between job crafting with organizational commitment among university teachers. In order to achieve this, the Pearson's product moment correlation was constructed and examined to see how measured variable correlated with the other variable in the study. Investigations of the correlation between job crafting with organizational commitment are presented in the Table 3.6.

TABLE 3.6
SUMMARY OF CORRELATION BETWEEN JOB CRAFTING AND ORGANIZATIONAL COMMITMENT AMONG UNIVERSITY TEACHERS

DEPENDENT VARIABLES	INDEPENDENT VARIABLES
	Job Crafting
Organizational Commitment	.159**

**Significant at 0.01 and 0.05 level of significance

The statistical outcome in table 3.6 shows the coefficient of correlation between overall score of job crafting with overall score of organizational commitment of university teachers. Viewing the entries in abovementioned table shows that job crafting was positively and significantly related with organizational commitment ($r = .159^{**}$). So it reveals that significant correlation is found between job crafting with organizational commitment among university teachers. Thus, the hypothesis ‘there exists no significant relationship of job crafting with organizational commitment among university teachers is rejected. So thus there exists significant positive relationship between job crafting with organizational commitment among university teachers.

DISCUSSION ON RESULTS

The results from the present research seem to support the notion that job crafting with organizational commitment among university teachers. Examination of results recommends a number of different justifications. According to Wrzesniewski and Dutton (2001) states that crafting in job is a powerful mechanism for altering how one defines who one is at work. Achievement of any organization is dependent highly upon excellence of human resource.

Crafting in job is highly meaningful in the context of changing nature of work. Organizational identity is essential form of work identity of an individual. One essential form of work identity is a person's organizational identity. An individual's organizational identity captures who one is and who one is becoming at work. By Harter et al. (2002) and Warr (1999) states that well-being in workplace is considered as a important component of successful organizations contributing to necessary results like as higher performance and job retention. Teacher's beliefs regarding the workplace are expanding, many looking for employment that will afford opportunities for well-being, fulfillment, and personal development. Teachers are progressively looking for to derive social connections, meaning, and happiness from their work as well as opportunities for personal growth and professional learning.

It can be concluded that the teachers who have good job crafting they can change the way in which they think about or perceive their jobs (cognitive crafting). Second, they can change the quality and/or amount of interaction they have with others at work (relational crafting). Lastly they can proactively modify the number, scope, or types of tasks they perform at work (task crafting). By crafting in job, employees can modify their existing jobs to more closely align with their skill sets, values, and needs, producing a more internalized motivation for their work and thus creating a more meaningful experience, engaging, and enjoyable on the job (Wrzesniewski and Dutton 2001; Wrzesniewski 2003; Berg et al. 2010). The findings are in line with our results that job crafting has positive effect on organizational commitment (Ghitulescu, 2007; Leana et al. 2009; Ingusci et al. 2016).

3.3.1.3. Relationship between work engagement with teacher effectiveness among university teachers

The present study explored to find out the relationship between work engagement with teacher effectiveness among university teachers. In order to achieve this, the Pearson's product moment correlation was constructed and examined to see how measured variable correlated with the other variable in the study. Investigations of the correlation between work engagement with teacher effectiveness are presented in the Table 3.7.

TABLE 3.7
SUMMARY OF CORRELATION BETWEEN WORK ENGAGEMENT AND TEACHER
EFFECTIVENESS AMONG UNIVERSITY TEACHERS

DEPENDENT VARIABLES	INDEPENDENT VARIABLES
	Work Engagement
Teacher Effectiveness	.169**

**Significant at 0.01 and 0.05 level of significance

The statistical outcome in table 3.7 shows the coefficient of correlation between work engagements with teacher effectiveness of university teachers. Examination of the correlation matrix reveals that work engagement has the highest correlation with the teacher effectiveness ($r=.169^{**}$, $p<.01$), so the results showcased that significant correlation between work engagements with teacher effectiveness among university teachers is found. The hypothesis will be ‘there exists no significant relationship of work engagement with teacher effectiveness among university teachers is rejected. Significant positive relationship between work engagements with teacher effectiveness among university teachers can be said as existing.

DISCUSSION ON RESULTS

The analysis of the results gives some significant results. Based on the findings of the hypothesis high correlations were found between independent and dependent variables. The high correlations may indicate that a high work engagement increases effectiveness in teaching. It was assumed mostly university teachers choose their profession by choice and they love their profession and mostly remain engaged in finding possible methods to improve their skills, proficiency and effectiveness in the organization. They perceive their working conditions in a positive way, besides they also believe perks and benefits provided by their organizations are adequate according to their job profile.

The results showed that teachers with higher levels of work engagement reported high energy levels and mental resilience; they show more willingness to invest their efforts in their work, these teachers show less signs of fatigue, and also show persistence in facing difficulties at work. High performing teachers usually show more energy, zest and stamina while working. These teachers derive a sense of importance from their work, they are more excited and have a

feeling of pride in their job, they feel motivated and challenged by their work. Therefore it can be concluded that teachers teaching at the university level are found more dedicated and absorbed in their job. The findings also confirmed that dedicated employees take initiatives to improve their performance by creating a congenial atmosphere, coordinating with colleagues, following procedures, defending their organization and so on. In the study, Deligero & Laguador (2014) reported teachers working in higher educational institutes showed high work engagement with highly satisfied performance evaluation; they demonstrate competency, credibility, commitment and collaboration. Teachers being the center for any type of educational system, they play a significant role in shaping the future of students and efficient teachers have main significance for comprehending necessary educational goals. Effectiveness of teacher is the excellence level productivity and efficiency on the part of the teacher. Teachers have been the most important resource in the education sector since humanity existed. In addition commitment of teacher is an essential tool in the hand of teacher regarding quality in institution. According to Karluki et al, (2014) examined that colleagues and the society, profession, teaching activities, students and commit themselves to their colleges' are very crucial in the hand of the teacher.

Effectiveness of teacher is recognized to be the premium quality of a teacher. As a quality, it signifies his behavior in the best of his form. The influence of teacher on student's personality improvement is tremendous, therefore it is important that our universities should have efficient teachers who are capable to overcome with the pressure of their work and are capable to provide excellence results in terms of learning outcomes and student's achievement and adjust with their environment. Teacher's cheerfulness, healthy happiness and positive attitude directly affected on students. The role of a teacher is crucial and without a positively oriented teacher, committed teachers, education system would crumble. So with the presence of effective teachers this leads to achieve the goals of education. The studies which support the results examined that it is not only sufficient to have good educational infrastructure but there are necessary of committed teachers (Odor 1975). Another study which showed that committed teachers always helpful in and outside the classroom and makes the good relationship during teaching and outside teaching (Mutchter's 2005). So teacher's commitment is necessary for successful operation of the university system, effectiveness in teaching and learning which leads better achievement of students, higher pass rates for learners and better university performance.

3.3.1.4. Relationship between work engagement with organizational commitment among university teachers

The present study explored to find out the relationship between work engagement with organizational commitment among university teachers. In order to achieve this, the Pearson's product moment correlation was constructed and examined to see how measured variable correlated with the other variable in the study. Investigations of the correlation between work engagement with organizational commitment are presented in the Table 3.8.

TABLE 3.8
SUMMARY OF CORRELATION BETWEEN WORK ENGAGEMENT AND ORGANIZATIONAL COMMITMENT AMONG UNIVERSITY TEACHERS

DEPENDENT VARIABLES	INDEPENDENT VARIABLES
	Work Engagement
Organizational Commitment	.144**

**Significant at 0.01 and 0.05 level of significance

The statistical outcome in table 3.8 shows the coefficient of correlation between total score of work engagement with total score of organizational commitment of university teachers. Viewing the entries in abovementioned table shows that work engagement was positively and significantly related with organizational commitment ($r = .144^{**}$). So it reveals that significant correlation is found between work engagement with organizational commitment among university teachers. Thus, the hypothesis ‘there exists no significant relationship of work engagement with organizational commitment among university teachers is rejected. So thus there exists significant positive relationship between work engagement with organizational commitment among university teachers.

DISCUSSION ON RESULTS

The results from the present research seem to support the notion that work engagement is positively related with organizational commitment of university teachers. Examination of results recommends a number of different justifications. Teachers who are unified with work showing better performance, they take responsibilities, and they depend organizations success and give everything for organizations goals. Engaged teachers work in organization long time, their job

satisfactions are high, they have lower stress, they make an effort and devote time depend on wish. Achievement of organizations is possible when there are efficient teachers so teacher's social and psychological requirements would afford for ensuring organizational commitment. Commitment in organization of teacher's satisfaction of teachers about their work influences university achievements and student's academic achievements. According to Uslu, et al (2012) examined that organizational commitment influence positive about teacher's relationship with colleagues, students and parents of students.

Engaged teachers also tend to feel that their work actually positively affects their psychological and physical well-being. By Lockwood (2007) examined that engaged employees invest and express themselves physically, cognitively, and emotionally in their role performance and expectations of their work. In similar way Schaufeli & Bakker (2004) states that engaged employees are highly resilient and energized in performing their job, exhibit strong work involvement along with experiencing feelings of significance, put their heart into their jobs with willingness and persistence to invest effort, fully concentrate and immerse themselves in their work without noticing that time passes, challenge from their work, excitement, pride, inspiration, passion, and enthusiasm. According to Vance (2006) states that engagement of employees has also been linked to good relationship with co-workers, loyalty, retention, and satisfaction.

Moreover, it has been observed that teachers with high work engagement demonstrate good supervisory skills, innovativeness, adjustable nature, assistance to colleagues and students, keeps themselves up-to-date with changing rules and regulation of their organization, they attend social welfare programs and integrate modern techniques in teaching learning process which enhance their work performance. Further, high work engagement reported higher levels of energy and capacity to recover quickly from difficulties, toughness; they willingly invest their efforts in work, and also show persistence in facing difficulties at work. These teachers usually show a lot of energy, zest and stamina while working. High engagement also derive a sense of significance from their work, they show more enthusiasm and have a feeling of pride in their job. They strongly identify themselves with their work as they experienced it as meaningful, inspiring, and challenging. Besides, they are also found completely and happily immersed in their work, so they feel time passes quickly and they forget everything else around them.

So, in conclusion, it was assumed that engaged teachers do not feel excessive workload, and do not believe university authorities practice favoritism, or discriminate among teachers,

they feel their hard work is recognized and are provided with sufficient opportunities to develop their skills and proficiency. Besides, they do not feel physical and mental stress after working hours, they get sufficient time to perform their work and they do not bring office assignment to their home. Engaged teachers shoulder the responsibility of personality development of their students, progress and prosperity of their organization. They like the challenges and are ready to work under tense circumstances. The results of this study have support from different researches like Ongel, E. (2014) states that there exists positive relationship between work engagement and organizational commitment. San, et al. (2017) states that there exists positive relationship between work engagement and organizational commitment.

SECTION 4

3.4. COMPARATIVE ANALYSIS

3.4.1. COMPARISON OF JOB CRAFTING, WORK ENGAGEMENT, TEACHER EFFECTIVENESS AND ORGANIZATIONAL COMMITMENT ON THE BASIS OF GENDER AND TYPE OF UNIVERSITY

Comparison of job crafting, work engagement, teacher effectiveness and organizational commitment among university teachers has been analysed separately under the following headings.

3.4.1.1. Comparison between Job Crafting among university teachers with respect to gender

3.4.1.2. Comparison between Job Crafting among university teachers with respect to type of university

3.4.1.3. Comparison between Work Engagement among university teachers with respect to gender

3.4.1.4. Comparison between Work Engagement among university teachers with respect to type of university

3.4.1.5. Comparison between Teacher Effectiveness among university teachers with respect to gender

3.4.1.6. Comparison between Teacher Effectiveness among university teachers with respect to type of university

3.4.1.7. Comparison between Organizational Commitment among university teachers with respect to gender

3.4.1.8. Comparison between Organizational Commitment among university teachers with respect to type of university

3.4.1.1. COMPARISON BETWEEN JOB CRAFTING AMONG UNIVERSITY TEACHERS WITH RESPECT TO GENDER

In order to find the difference between job crafting of male and female university teachers. To achieve this mean, standard deviation, t-test was computed and results have been given below:

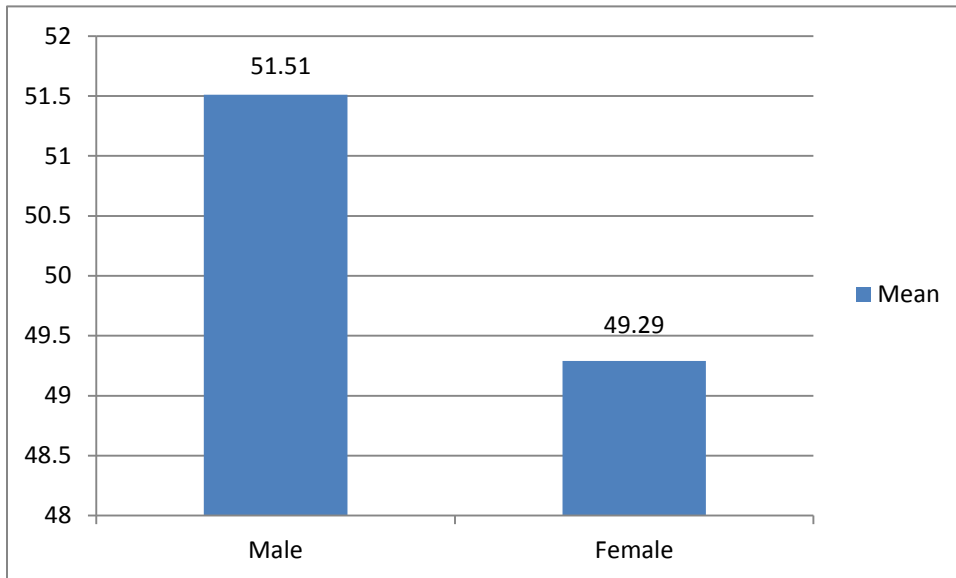
TABLE 3.9
DIFFERENCE IN JOB CRAFTING OF MALE AND FEMALE UNIVERSITY TEACHERS

Groups	N	Mean	SD	t-value	Level of Significance
Male	400	51.51	13.39	2.59	Significant
Female	400	49.29	10.69		

**Significant at 0.01 level of significance

Above table shows that the mean score of male and female teachers in job crafting found to be 51.51 and 49.29 respectively whereas standard deviation (SD) of male teachers and female teachers came out to be 13.39 and 10.69 respectively. For 400 male teachers and 400 female teachers, the calculated t-value came out to be 2.59. Table value for ‘t’ at 0.01 levels is 2.59. Hence, the calculated value is found to be significant at 0.01 levels of significance. Therefore, the hypothesis which states that “There exists no significant difference between male and female university teachers in their job crafting”, stands rejected. It means that there lies a significant difference in job crafting among male and female university teachers. It is quite evident from the table 3.9 that the mean value of male teacher regarding job crafting is quite higher in comparison to female teachers.

Graph 3.5: Graphical Representation of Showing Mean Score of Job Crafting of Male and Female Teachers.



DISCUSSION ON RESULTS

The results from the present research seem to support the notion that gender significantly differ job crafting. In considering the findings collected within the empirical research, it found that there lays a significant difference in job crafting among male and female university teachers. The result indicates that males job crafting is quite higher in comparison to female counterparts.

Examination of findings suggests a number of diverse explanations for males job crafting is quite higher in comparison to female counterparts. It may be due to the fact that male university teachers maintain a congenial work atmosphere by upholding good interpersonal relations and cooperating with their colleagues, they demonstrate good communication skills at work place. They welcome the academic discussion and believe discussions enhance their job knowledge. With regard to administrative skills male university teachers demonstrate good administrative qualities in case of emergencies by showing readiness to supervise different events, by providing alternative solutions to their colleagues, by making workable suggestions in absence of supervisor. Apart from this male teachers also exhibit parallel contextual performance, they voluntarily participate in different social activities, they keep themselves up-to date with dynamic organizational environment, and willingly attend meetings/functions that are

not compulsory but are considered important for organization development. They remain vigilant and suppress the behavior that can affect the image of their organization. They willingly integrate modern techniques to teach their students and demonstrate cultural adaptability by respecting cultural sentiments of their colleagues. Tims et al., (2013) and Petrou et al., (2015) examined that teachers who have crafted in job uses specific strategy of proactive work behavior to adjust their jobs to their needs, skills and preferences.

In conclusion male teachers achieving work goals, they can balance job demands, reducing those demands which represent psychological and physiological costs; they can improve skills development and personal growth.

3.4.1.2 COMPARISON BETWEEN JOB CRAFTING AMONG UNIVERSITY TEACHERS WITH RESPECT TO TYPE OF UNIVERSITY

In order to find the difference in job crafting of government and private university teachers. To achieve this mean, standard deviation, t-test was computed and results have been given below:

TABLE 3.10
DIFFERENCE IN JOB CRAFTING OF GOVERNMENT AND PRIVATE UNIVERSITY TEACHERS

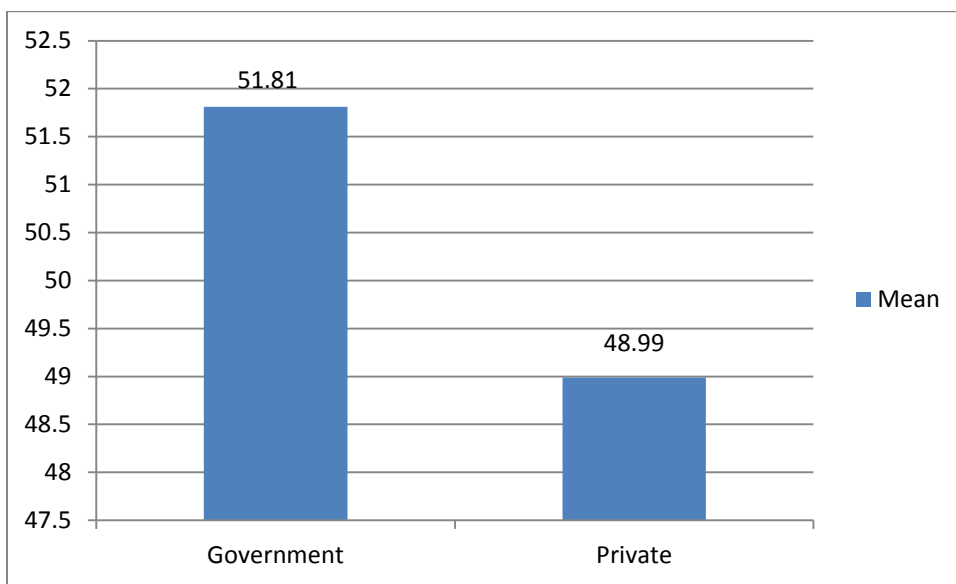
Groups	N	Mean	SD	t-value	Level of Significance
Government	400	51.81	12.90	3.29	Significant
Private	400	48.99	11.20		

**Significant at 0.01 level of significance

Viewing the entries of above table shows that the mean score of government and private teachers in job crafting found to be 51.81 and 48.99 respectively whereas standard deviation (SD) of government teachers and private teachers came out to be 12.90 and 11.20 respectively. For 400 government teachers and 400 private teachers, the t-value which was calculated came out to be 3.29 and the Table value for 't' at 0.01 levels is 3.29. Hence, the calculated value is

found to be significant at 0.01 levels of significance. Therefore, the hypothesis which states that “There exists no significant difference between government and private university teachers in their job crafting”, stands rejected. It was resulted that there exists significant difference between government and private university teachers in their job crafting. It is hence crystal clear from the table 3.10 that the mean value of government teachers regarding job crafting is quite higher in comparison to private teachers.

Graph 3.6: Graphical Representation of Showing Mean Score of Job Crafting of Government and Private Teachers



DISCUSSION ON RESULTS

The present research came out with the results that seem to support the concept that type of university significantly differ in job crafting. In considering the findings collected within the empirical research, it was found that there were significant differences between government and private teachers in job crafting. The result indicates that government teachers job crafting is quite higher in comparison to private teachers.

It can be concluded from the results that teachers working in different universities i.e. government and private significantly differ in the scores of their job crafting. Analysis of mean tables revealed that government university teachers have higher job crafting as compared to private university teachers. It is presumed that Government University teachers show higher

teaching proficiency, problem solving and decision-making abilities as compared to their counterparts. They believe that knowledge regarding job crafting and effective teaching methodology helps in handling work related challenges. They maintain good interpersonal relationships at work and voluntarily participate in social welfare activities. Teachers belonging to government universities are found more helpful to their colleagues and students. They make changes in their work procedures to address the academic needs of their students and colleagues. They feel it is their responsibility to comply with rules and regulations of the organization and are ready to shoulder more responsibilities during crisis.

While as on the other hand private university teachers are always been found over occupied and they believe that assisting colleagues is not that important for their job crafting. They always depend on their self-expertise to solve job related problems and feel less calm during working hours. They are found less sympathetic towards their students and occasionally get irritated with linguistic accent of their multicultural colleagues. Therefore it was assumed that different factors like, work culture, teaching pedagogy, methods of teaching, infrastructure, type of administration, workload, job security and financial benefits of government and private universities differ greatly and hence teachers working in different types of universities differ in their job crafting.

3.4.1.3. COMPARISON BETWEEN WORK ENGAGEMENTS AMONG UNIVERSITY TEACHERS WITH RESPECT TO GENDER

To find out the difference in work engagement of male and female university teachers and to achieve this mean, standard deviation, t-test was computed and results have been given below:

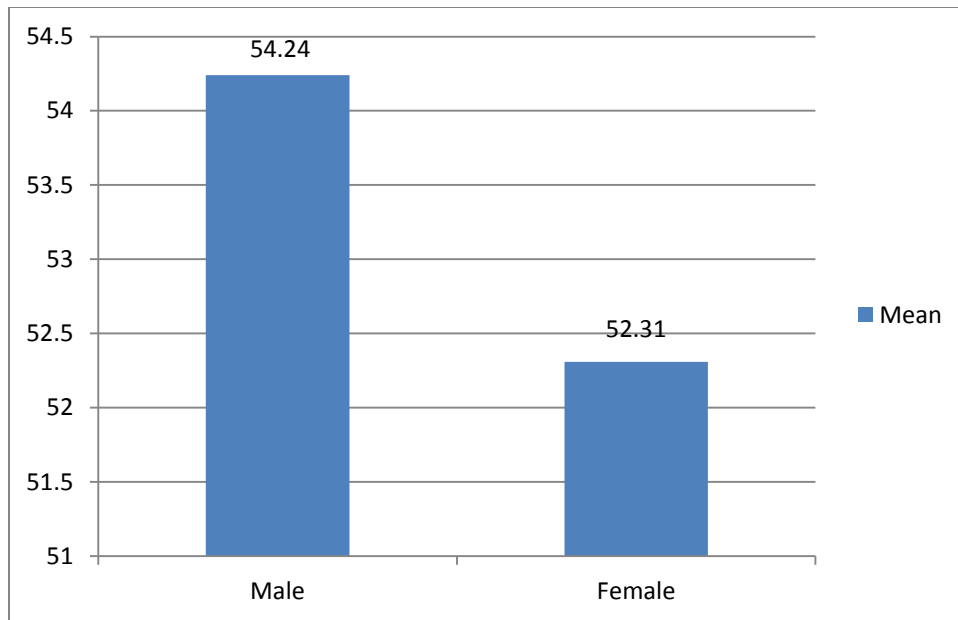
TABLE 3.11
DIFFERENCE IN WORK ENGAGEMENT OF MALE AND FEMALE UNIVERSITY
TEACHERS

Groups	N	Mean	SD	t-value	Level of Significance
Male	400	54.24	11.38	2.49	Significant
Female	400	52.31	10.44		

*Significant at 0.05 level of significance

Above table shows that the mean score of male and female teachers in work engagement found to be 54.24 and 52.31 respectively whereas standard deviation (SD) of male teachers and female teachers came out to be 11.38 and 10.44 respectively. For 400 male teachers and 400 female teachers, the calculated t-value came out to be 2.49. Table value for 't' at 0.05 levels is 2.49. Hence, the calculated value is found to be significant at 0.05 levels of significance. Therefore, the hypothesis which states that "There exists no significant difference between male and female university teachers in their work engagement", stands rejected. It means that there lies a significant difference in work engagement among male and female university teachers. It is quite evident from the table 3.11 that the mean value of male teacher regarding work engagement is quite higher in comparison to female teachers.

Graph 3.7: Graphical Representation of Showing Mean Score of Work Engagement of Male and female Teachers



DISCUSSION ON RESULTS

The outcome of the above results showed that there were significant gender differences in work engagement of university teachers. In considering the findings collected within the empirical research, it found that there were significant differences between males and females in work engagement. The result indicates that male teachers work engagement is quite higher in comparison to female teachers.

Examination of findings suggests a number of diverse explanations for male teachers show higher levels of work engagement as compared to female university teachers. It may be due to the fact that male teachers have high levels of energy and resilience. They show more willingness to invest their efforts in work, they do not feel frequent exertion, and also show persistence in difficult situations at work. The male teachers usually show more energy, zest, and stamina while working as compared to female university teachers. Likewise, in case of dedication male teachers derive a sense of significance from their work; they are more enthusiastic and have the feeling of pride in their job. They feel inspired and challenged by their work. Male teachers strongly identify themselves with their work as they find it meaningful, inspiring, and challenging.

Further, male teachers are found totally and happily immersed in their work and find it difficult to detach themselves from it, so they feel that their time passes quickly and they forget

everything else that is around. Therefore, male teachers show higher mental resilience, robustness, and prominent energy while discharging their duties. They reflect inspirational and enthusiastic work approach; they demonstrate higher levels of concentration and engrossment during working hours. They are more vigorous, dedicated, and absorbed in their work as compared to their female counterparts. Our results are in the line with the results of other researchers Iyer (2016) stated that teaching profession provides insufficient financial benefits to males, so if they (males) choose teaching as their career it may be possible they are fascinated towards this profession and consequently they will exhibit more engagement tendencies than their female counterparts. Similarly, Tartari and Salter (2015) reported that despite having equal professional status, male and female teachers differ with regard to work engagement within universities. They further reported that female teachers show less work engagement as they mostly take joint research projects and repeated consultation as compared to male teachers. Reason for such results may be that female teachers are less in number, they have to work in male-dominated environment in the universities and when they try to collaborate, they face barriers in their career development due to lack of female peers and role models in industry. Similarly, Ram, Strohschein, and Gaur (2014) argued that Indian children experience gender differences in early stages of life where girls' role is equated to maintain and manage household chores and boys' role is of authority and superiority. Noor and Zainuddin (2011) reported the emotional labor created due to professional and personal responsibilities as a main cause for burnout augmentation among female teachers which in-turn reduces their work engagement. But on contrary, Ray and Pena (2012) reported that female teachers exhibit higher levels of work engagement as compared to their male counterparts.

3.4.1.4. COMPARISON BETWEEN WORK ENGAGEMENTS AMONG UNIVERSITY TEACHERS WITH RESPECT TO TYPE OF UNIVERSTY

To find out the difference in work engagement of government and private university teachers and to achieve this mean, standard deviation, t-test was computed and the results are depicted below:

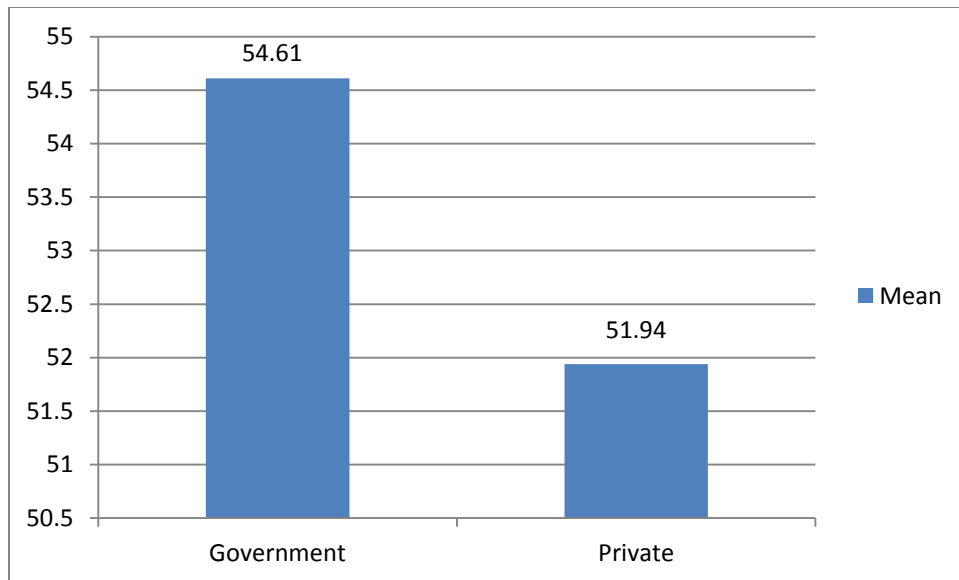
TABLE 3.12
DIFFERENCE IN WORK ENGAGEMENT OF GOVERNMENT AND PRIVATE
UNIVERSITY TEACHERS

Groups	N	Mean	SD	t-value	Level of Significance
Government	400	54.61	11.12	3.47	Significant
Private	400	51.94	10.65		

**Significant at 0.01 level of significance

Viewing the entries of above table shows that the mean score of government and private teachers in work engagement found to be 54.61 and 51.94 respectively whereas standard deviation (SD) of government teachers and private teachers came out to be 11.12 and 10.65 respectively. For 400 government teachers and 400 private teachers, the calculated t-value came out to be 3.47. Table value for ‘t’ at 0.01 levels is 3.47. Hence, the calculated value is found to be significant at 0.01 levels of significance. Therefore, the hypothesis which states that “There exists no significant difference between government and private university teachers in their work engagement”, stands rejected. Hence, it shows that there exists significant difference between government and private university teachers in their work engagement. It is quite evident from the table 3.12 that the mean value of government teachers regarding work engagement is quite higher in comparison to private teachers.

Graph 3.8: Graphical Representation of Showing Mean Score of Work Engagement of Government and Private University Teachers



DISCUSSION ON RESULTS

The results from the present research seem to support the concept that type of university significantly differ in work engagement. In considering the findings collected within the empirical research, we found that there were significant differences between government and private teachers in work engagement. The result indicates that government teachers work engagement is quite higher in comparison to private teachers.

From the results it can be concluded that teachers working in different universities i.e. government and private significantly differ in the scores of their work engagement. Analysis of mean tables showed that government university teachers possess higher work engagement as compared to private university teachers. It was assumed that government university teachers are more energetic at work place and find their work more meaningful and purposeful in relation to their career development. They feel more enthusiastic, remain more involved, immersed in their work and show more mental resilience and perseverance at work even in unfavorable conditions. They are highly inspired with their job and show a willingness to work for longer hours and feel proud of the work.

Moreover, it appears that government university teachers have positive feelings and experiences regarding their work and they exhibit higher levels of engagement. In order to understand the reasons for less engagement of private university teachers, observation of psychographic profile and expectation of an employee is necessary. Private university teachers

are mostly younger, ambitious with dire need for achievement and want a fast-track growth. These groups of teachers have a heightened sense of inequality when they make comparisons of their pay structure, job security and job profile with teachers working in government universities. Hence, the expectations of teachers working in private universities are not met regarding their work load, growth opportunities, compensation, financial benefits, job security, job profile, and social status which creates disillusion among employees. The present findings are in keeping with the findings of Taufek, et al. (2016) who reported that academic staff of government universities shows higher levels of work engagement; they credited the climate, work load, and job security at government universities as main factors for such type of variation.

3.4.1.5. COMPARISON BETWEEN TEACHER EFFECTIVENESS AMONG UNIVERSITY TEACHERS WITH RESPECT TO GENDER

To find out the difference in teacher effectiveness of male and female university teachers and to achieve this mean, standard deviation, t-test was computed and results have been given below:

TABLE 3.13
DIFFERENCE IN TEACHER EFFECTIVENESS OF MALE AND FEMALE
UNIVERSITY TEACHERS

Groups	N	Mean	SD	t-value	Level of Significance
Male	400	225.88	96.29	0.90	Not Significant
Female	400	232.08	98.31		

Not Significant at 0.05 & 0.01 levels of significance

It is clear from the table 3.13 that the mean score of male and female teachers in teacher effectiveness found to be 225.88 and 232.08 respectively whereas standard deviation (SD) of male teachers and female teachers came out to be 96.29 and 98.31 respectively. For 400 male teachers and 400 female teachers, the calculated t-value came out to be 0.90. Table value for 't' at 0.05 level is 0.90 and 0.01 levels is 0.90. Hence, the calculated value is found to be insignificant at both levels of significance. Therefore, the hypothesis which states that "There

exists no significant difference between male and female university teachers in their teacher effectiveness”, stands accepted. Hence it can be interpreted that there exists no significant difference between male and female university teachers in their teacher effectiveness. Although the mean difference shows that there exists a difference but this may be due to chance factor as it shows that female teacher scored high mean value (232.08) regarding teacher effectiveness as compared to mean value (225.88) of male teachers.

DISCUSSION ON RESULTS

The outcome of the above results shows that there were no significant differences in teacher effectiveness of university teachers on the basis of gender. In considering the findings collected within the empirical research, it found that there were insignificant differences between males and females in teacher effectiveness. The result indicates that male teachers as well as female teachers have same teaching effectiveness. Examination of findings suggests a number of diverse explanations for male teachers as well as female teachers have same teaching effectiveness. It may be due to the fact that both male and female teachers have set of experiences, traits, behaviors and dispositions that are typically evident in effective teacher. They use different resources to plan and organize learning opportunities, assess and monitor student progress formatively, adopting and innovate new methods of instructions as needed and evaluate learning using multiple sources for the development of classroom and university.

The probable reason for the present findings could be accounted to the fact that that gender is not an overriding variable in being a teacher and that the skills needed to teach are simply those required for the job, rather than being gender specific hence the effectiveness level is also not dependent on the gender of the teacher. Teachers are the central point for any type of educational system. Teachers are the people who give the shape to the future of the students. They are the role models for students. They are expected to exercise a duty of care and belongingness, which a careful and responsibly superior parent would exercise in similar circumstances. Their behavior attitude and interpersonal relationship with students, colleagues and other staff place a great impact on overall environment of the organization.

In addition, teaching at any level demands a lot from the teacher. Whether it is at the elementary stage, college level or the university level, the effectiveness of the teacher is not dependent on the level s/he teaches in but more so on the amount of effort and dedication the

teacher puts into his/her teaching. If a teacher decided to put his/ her best foot forward and give his/her best shot, the outcome from it is bound to be a positive one, be it at any stage or class. If the teacher chose to perform otherwise, even if given the easiest of task, s/he would still fail to produce a desirable result. This goes to show that much of the teacher's effectiveness is not really related to the class/level s/he teaches but more on the hard work put in to complete the task at hand. Therefore the rationale for the present finding that there is no significant difference between male and female in teacher effectiveness could be attributed to this fact.

Our results are in the line with the results of other researchers (Naik et al. 2018, Lalchandami., & Lalnunfeli, 2019, Kumari, & Chahal 2017, Sawhney & Kaur 2011, Anjali, & Sambit 2014, Mohanta, 2017, Umasankar, & Pranab 2016) stating that there is no gender difference in teacher effectiveness. Similarly, Biswas (2017) found that male teachers and female teachers do not differ significantly in their teacher effectiveness. Also Chauhan (2016) found that there is no difference in the teacher effectiveness of male teachers and female teachers. Pachaiyappan & Raj (2014) examined that there exists no significant difference in their teacher effectiveness. But on contrary, it is found that male and female teachers differ significantly (Amandeep & Gurpreet 2005, Gargs, & Islam, 2018, Alam, 2018, Reddy & Rao 2018, Manju, 2017). Another study by Ranju (2017) found that female teachers have higher level of teacher effectiveness than their male counterparts.

3.4.1.6. COMPARISON BETWEEN TEACHER EFFECTIVENESS AMONG UNIVERSITY TEACHERS WITH RESPECT TO TYPE OF UNIVERSITY

To find out the difference in teacher effectiveness of government and private university teachers and to achieve this mean, standard deviation, t-test was computed and results have been given below:

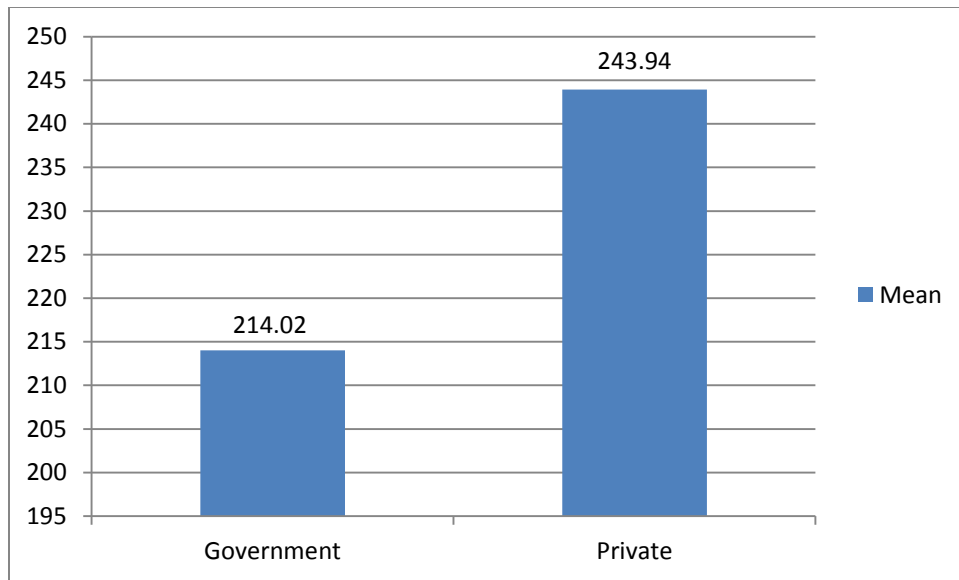
TABLE 3.14
DIFFERENCE IN TEACHER EFFECTIVENESS OF GOVERNMENT AND PRIVATE
UNIVERSITY TEACHERS

Groups	N	Mean	SD	t-value	Level of Significance
Government	400	214.02	92.13	4.39	Significant
Private	400	243.94	100.10		

*Significant at 0.01 level of significance

Viewing the entries of above table shows that the mean score of government and private teachers in teacher effectiveness found to be 214.02 and 243.94 respectively whereas standard deviation (SD) of government teachers and private teachers came out to be 92.13 and 100.10 respectively. For 400 government teachers and 400 private teachers, the calculated t-value came out to be 4.39. Table value for 't' at 0.01 levels is 4.39. Hence, the calculated value is found to be significant at 0.01 levels of significance. Therefore, the hypothesis which states that "There exists no significant difference between government and private university teachers in their teacher effectiveness", stands rejected. Hence, it shows that there exists significant difference between government and private university teachers in their teacher effectiveness. It is quite evident from the table 3.13 that the mean value of private teachers regarding teacher effectiveness is quite higher in comparison to government teachers.

Graph 3.9: Graphical Representation of Showing Mean Score of Teacher Effectiveness of Government and Private Teachers



DISCUSSION ON RESULTS

The results from the present research seem to support the concept that type of university significantly differ in teacher effectiveness. In considering the findings collected within the empirical research, it found that there were significant differences between government and private teachers in teacher effectiveness. The result indicates that private teachers' teacher effectiveness is quite higher in comparison to government teachers. From the results it can be concluded that teachers working in different universities i.e. government and private significantly differ in the scores of their teacher effectiveness. Analysis of mean tables showed that private university teachers possess higher teacher effectiveness as compared to government university teachers. It was assumed that private university teachers are more energetic at work place and find their work more meaningful and purposeful in relation to their career development and their teaching are evaluated by higher authorities. The effective education can be attained through the efforts of effective and competent teachers and well qualified teachers. In order to realize the objectives of universalization of elementary and secondary education, the Indian education system is highly dependent on its teachers- their commitment and dedication, their competency and effectiveness. Understanding the importance of efficient teachers in maintaining quality in education and improving the achievement of the students, it is the duty of all stakeholders to show more concern towards the effectiveness of the teachers in schools and also in maintaining this efficiency through various professional development programs.

Private teachers performance is assessed by higher authorities so they explain the concepts the properly for better understanding of students, they are enthusiastic, dynamic and energetic in nature, they are good planner, director, instructor towards development of subject matter, they form the material in a sequential manner to facilitate better learning, method of teaching etc. In addition private teachers create congenial environment for studies, they use appropriate strategies to solve the classroom problem, they have high level of creativity and intelligence, they have well-balanced personality, they monitor students' progress formatively adapting instruction as needed and as essential for efficiency and mental health, they use different resources to plan and structure learning opportunities. Our results are in the line with the results of other researcher (Gargs, & Islam, 2018., & Alam, 2018) stated that teacher effectiveness of private and government teachers. Another study by Priyanka (2016) revealed that their exists significant difference of teacher effectiveness among government and private teachers. But in contrary, Sawney, & Mangat, (2015) found that teacher effectiveness of government teachers is higher than the teacher effectiveness of private teachers. In similar way Ranju (2017) found that government teachers are more effective than private teachers. Another study by Manju (2017) found that teacher effectiveness of government and private teachers does not differ significantly.

3.4.1.7. COMPARISON BETWEEN ORGANIZATIONAL COMMITMENT AMONG UNIVERSITY TEACHERS WITH RESPECT TO GENDER

To find out the difference in organizational commitment of male and female university teachers and to achieve this mean, standard deviation, t-test was computed and results have been give

TABLE 3.15

**DIFFERENCE IN ORGANIZATIONAL COMMITMENT OF MALE AND FEMALE
UNIVERSITY TEACHERS**

Groups	N	Mean	SD	t-value	Level of Significance
Male	400	51.99	15.54	1.00	Not Significant
Female	400	50.89	15.21		

Not Significant at 0.05 & 0.01 levels of significance

It is clear from the table 3.15 that the mean score of male and female teachers in organizational commitment found to be 51.99 and 50.89 respectively whereas standard deviation (SD) of male teachers and female teachers came out to be 15.54 and 15.21 respectively. For 400 male teachers and 400 female teachers, the calculated t-value came out to be 1.00. Table value for ‘t’ at 0.05 level is 1.96 and 0.01 levels is 2.58. Hence, the calculated value is found to be insignificant at both levels of significance. Therefore, the hypothesis which states that “There exists no significant difference between male and female university teachers in their organizational commitment.”, stands accepted. Hence it can be interpreted that there exists no significant difference between male and female university teachers in their organizational commitment. Although the mean difference shows that there exists a difference but this may be due to chance factor as it shows that male teachers scored high mean value (51.99) regarding organizational commitment as compared to mean value (50.89) of female teachers.

DISCUSSION ON RESULTS

The outcome of the above results showed that there were no significant differences in organizational commitment of male and female teachers. In considering the findings collected within the empirical research, it found that there were insignificant differences between males and females in organizational commitment. The result indicates that male teachers as well as female teachers have same organizational commitment.

Examination of findings suggests a number of diverse explanations for female teachers as well as male teachers have same organizational commitment. It is only because both teachers whether female or male have attachment and citizenship behavior and have same feelings of relationship, which tend to develop organizational effectiveness and efficiency. Teachers are possibly more willing to engage in extra role and more committed when they have higher levels of organizational support. Committed teachers are highly satisfied and chase challenging work activities and always remain in organization. Teachers who are highly committed are normally achievement and innovative orientated with the ultimate aim of engaging in and refining performance. Moreover, both male and female teachers have optimistic feelings of identification with involvement, and attachment in the work organization. They have a set of behavioral intentions, strong attitude, the readiness to use significant effort and a strong desire to sustain membership of the organization. Both teachers have management style, organizational structure, positive relationships, personal characteristics, employment opportunities, and job-related factors.

Commitment in organization seems to be very important for not only a teacher's achievement during times of change but also for systems in seeking to bring about change. A teacher with goals, desires, specific skills, and expect a work setting enter organizations where they can use their skills, achieve their goals, and satisfy their desire. On the other hand, if the organization is perceived as failing to provide sufficient opportunities along these lines, organizational commitment is likely to diminish. The perception of being valued and cared about by the organization encourages the incorporation of organizational membership and role status into the employee's self-identity and thereby increases prosaically acts carried out on behalf of the organization. Our results are in the line with the results of other researchers (Shamma, 2018., & Alam, 2018) stating that there is no gender difference in organizational commitment. But on contrary, Naik, Dutta & Mahato (2016) found that there are differences in some context in organizational commitment among male and female teachers

3.4.1.8. COMPARISON BETWEEN ORGANIZATIONAL COMMITMENTS AMONG UNIVERSITY TEACHERS WITH RESPECT TO TYPE OF UNIVERSITY

To find out the difference in organizational commitment of government and private university teachers and to achieve this mean, standard deviation, t-test was computed and results have been given below:

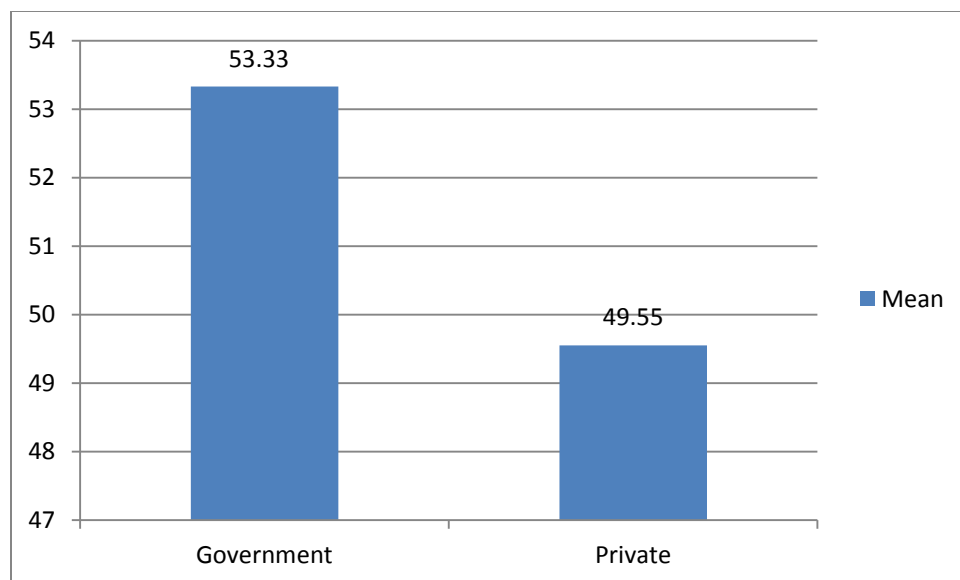
TABLE 3.16
DIFFERENCE IN ORGANIZATIONAL COMMITMENT OF GOVERNMENT AND
PRIVATE UNIVERSITY TEACHERS

Groups	N	Mean	SD	t-value	Level of Significance
Government	400	53.33	14.39	3.49	Significant
Private	400	49.55	16.09		

**Significant at 0.01 level of significance

Viewing the entries of above table shows that the mean score of government and private teachers in organizational commitment found to be 53.33 and 49.55 respectively whereas standard deviation (SD) of government teachers and private teachers came out to be 14.39 and 16.09 respectively. For 400 government teachers and 400 private teachers, the calculated t-value came out to be 3.49. Table value for 't' at 0.01 levels is 3.49. Hence, the calculated value is found to be significant at 0.01 levels of significance. Therefore, the hypothesis which states that "There exists no significant difference between government and private university teachers in their organizational commitment", stands rejected. Hence, it shows that there exists significant difference between government and private university teachers in their organizational commitment. It is quite evident from the table 3.15 that the mean value of government teachers regarding organizational commitment is quite higher in comparison to private teachers.

Graph 3.10: Graphical Representation of Showing Mean Score of Organizational Commitment of Government and Private Teachers



DISCUSSION ON RESULTS

The results from the present research seem to support the concept that type of university significantly differ in organizational commitment. In considering the findings collected within the empirical research, it found that there were significant differences between government and private teachers in organizational commitment. The result indicates that government teachers' organizational commitment is quite higher in comparison to private teachers.

From the results it can be determined that teachers working in different universities i.e. private and government teachers significantly differ in the scores of their organizational commitment. Analysis of mean tables showed that government university teachers possess higher organizational commitment as compared to private university teachers. It was assumed that government teachers categorized by difficulty, which contains all processes as well as social, emotional, motor, intellectual activities, where government teachers do to compliment and adapt the environment he lives in, solve his problems and satisfy his needs. They signifies the resilient and emotional feeling of the organization in which they works through his absolute belief in the goals and values of the organization, and the constant desire to make all possible struggles to preserve it. High level of student's achievement requires dedicated teachers who contribute effectively and need high level of organizational commitment (Tarter & Kottkamp 1991). The committed teachers are supposed to be one of the main pillars of a sound and progressive society and they have the ability to set goals for themselves and recognize their own personal value

system. It is very important for the teachers to elicit their commitment and perform their job properly and provide the climate and administrative support, environment, all such good working conditions for the teachers.

In a nutshell, it can be concluded that the government teachers have collegiality and a collaborative organizational climate, empowerment, administrative support, job satisfaction, and reducing the harmful elements such as nonalignment of personal and university goal values, high level of interpersonal conflict, and lack of communication and trust. In addition government teachers have the strength of identification with the job and the involvement in a particular organization; they have the willingness to exert considerable effort on behalf of the organization and a desire to maintain membership in it. The finding of this study support by Naik, et.al (2017) stated that government and private teachers differ in their Organizational Commitment. Another study by Colbert &Kwon 2000., Alam, 2018) found a difference between organizational commitments of employees working in public versus private organizations. But on contrary Sharma (1994) who state that government and private teachers did not differ in their Organizational Commitment.

SECTION 5

3.5 REGRESSION ANALYSIS

3.5.1 REGRESSION ANALYSIS BETWEEN INDEPENDENT VARIABLES (JOB CRAFTING, WORK ENGAGEMENT) AND DEPENDENT VARIABLE (TEACHER EFFECTIVENESS, ORGANIZATIONAL COMMITMENT) OF UNIVERSITY TEACHERS

To measure the predictive role of job crafting and work engagement on teacher effectiveness and organizational commitment among university teachers, multiple regression analysis were applied. Because, multiple regression analysis technique, a form of general linear modeling, is a multivariate statistical technique used to examine the relationship between a single dependent (Criterion) variable and set of independent (Predictor) variables (Hair, et al., 2010).However, Correlation can be a very useful research tool by they tell us nothing about predictive power of variables (Field, 2013). Multiple regressions examine prediction and explanation (Hair et al., 2010). Prediction involves the extent to which the regression varies (one

or more independent variables) can predict the dependent variable. Explanation examines the regression coefficients (the magnitude, sign, and statistical significance) for each independent (Predictor) variable and attempts to develop a substantive or theoretical reason for the effects of the independent (Predictor) variables (Hair, et al., 2010).

So, the fourth objective of the present study was “To study the predictive role of job crafting and work engagement on teacher effectiveness and organizational commitment among university teachers.” Keeping in mind the objective of the present study the assumptions of aforementioned technique allows performing this analysis.

3.5.2. MULTIPLE REGRESSION ANALYSIS BETWEEN JOB CRAFTING, WORK ENGAGEMENT (INDEPENDENT VARIABLES) AND TEACHER EFFECTIVENESS (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

In order to fit the model to predicting role of job crafting, and work engagement on teacher effectiveness are measured, which are given below in table (3.17 A-C). The comprehensive details of the fit of the regression model and its validity are presented in following tables.

TABLE 3.17 (A)

SUMMARY OF MULTIPLE REGRESSION ANALYSIS BETWEEN JOB CRAFTING, WORK ENGAGEMENT (INDEPENDENT VARIABLES) AND TEACHER EFFECTIVENESS (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F value	Sig
JC, WE	.226	.051	.049	94.897	.051	21.474	.000

Predictors: (Constant), Job Crafting (JC), Work Engagement (WE)

Dependent Variable: Teacher Effectiveness

The table 3.17 (A) of regression analysis provided by data analysis is a summary of the model. This summary table provides the value R and R² for the model that has been derived. From these data, R i.e. multiple correlation has a value of .226 and R² i.e. coefficient of determination has a value of .051, which indicates that job crafting and work engagement can account for 5.1% of the variation in the teacher effectiveness scores. There might be many

aspects that can explain this variation, but this model, which includes two independent variables, can explain 5.1% of it.

TABLE 3.17 (B)
SUMMARY OF ANOVA FOR REGRESSION ANALYSIS

MODEL	Sum of Squares	Df	Mean Square	F	Sig.
Regression	386759.423	2	193379.711	21.474	.000 ^b
Residual	7177347.216	797	9005.454		
Total	7564106.639	799			

a. Dependent Variable: Teacher Effectiveness

b. Predictors: (Constant), Job Crafting, Work Engagement

The next part of the regression output reports on analysis of variance (ANOVA). The summary table shows the various sum of squares described in table 3.17 (B) and degrees of freedom associated with each. For the data, F is 21.474**, and $p < 0.01$ level of significance. Therefore, it can be concluded that our regression model results in significantly better prediction of teacher effectiveness. Thus, the regression model overall predicts teacher effectiveness significantly well. Therefore the proposed regression model is a good fit. Therefore, regression analysis is allowed and feasible.

TABLE 3.17 (C)
SUMMARY OF COEFFICIENTS FOR REGRESSION ANALYSIS

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	61.720	26.685		2.313	.021
Job Crafting	1.204	.277	.150	4.340	.000
Work Engagement	1.914	.419	.155	4.461	.000

Dependent Variable: Teacher Effectiveness

The ANOVA shows whether the model, overall, results in a significantly good degree of prediction of the teacher Effectiveness (dependent variable) of university teachers. However, the ANOVA doesn't show about the individual contribution of variables in this model. The table 3.17 (C) provides details of the model parameters (the beta values) and the significance of these

values. It is clear from Table 3.17 (C) the values of ‘B’ and ‘t’ for job crafting (B = 1.204 and t = 4.340) and work engagement (B = 1.914 and t = 4.461) are found significant at 0.01 level of significance. Therefore, it can be concluded that job crafting and work engagement make significant contribution to predicting teacher effectiveness of university teachers. Therefore, the proposed hypothesis that “there exists no significant predictive role of job crafting and work engagement on teacher effectiveness among university teachers.” stands rejected. Reviewing the results, it can be concluded that job crafting and work engagement are significant predictors of teacher effectiveness with the higher magnitude of contribution. The regression equation is given below: $\text{Teacher Effectiveness} = 61.720 + 1.204 \text{ X Job Crafting} + 1.914 \text{ X Work Engagement}$

3.5.3. MULTIPLE REGRESSION ANALYSIS BETWEEN JOB CRAFTING, WORK ENGAGEMENT (INDEPENDENT VARIABLES) AND ORGANIZATIONAL COMMITMENT (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

In order to fit the model to predicting role of job crafting, and work engagement on organizational commitment are measured, which are given below in table (3.18 A-C). The comprehensive details of the fit of the regression model and its validity are presented in following tables.

TABLE 3.18 (A)

SUMMARY OF MULTIPLE REGRESSION ANALYSIS BETWEEN JOB CRAFTING, WORK ENGAGEMENT (INDEPENDENT VARIABLES) AND ORGANIZATIONAL COMMITMENT (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F value	Sig
JC, WE	.205	.042	.040	15.068	.042	17.524	.000

Predictors: (Constant), Job Crafting (JC), Work Engagement (WE)

Dependent Variable: Organizational Commitment

The table 3.18 (A) of regression analysis provided by data analysis is a summary of the model. This summary table provides the value R and R² for the model that has been derived. From these data, R i.e. multiple correlation has a value of .205 and R² i.e. coefficient of determination has a value of .042, which indicates that job crafting and work engagement can

account for 4.2% of the variation in the organizational commitment scores. There might be many aspects that can explain this variation, but this model, which includes two independent variables, can explain 4.2% of it.

TABLE 3.18 (B)

SUMMARY OF ANOVA FOR REGRESSION ANALYSIS

MODEL	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7957.274	2	3978.637	17.524	.000 ^b
Residual	180951.965	797	227.041		
Total	188909.239	799			

a. Dependent Variable: Organizational Commitment

b. Predictors: (Constant), Job Crafting, Work Engagement

The next part of the regression output reports on analysis of variance (ANOVA). The summary table shows the various sum of squares described in table 3.18 (B) and degrees of freedom associated with each. For the data, F is 17.524**, and $p < 0.01$ level of significance. Therefore, it can be concluded that our regression model results in significantly better prediction of organizational commitment. Thus, the regression model overall predicts teacher effectiveness significantly well. Therefore the proposed regression model is a good fit. Therefore, regression analysis is allowed and feasible.

TABLE 3.18 (C)

SUMMARY OF COEFFICIENTS FOR REGRESSION ANALYSIS

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	27.940	4.237		6.594	.000
Job Crafting	.185	.044	.146	4.205	.000
Work Engagement	.254	.068	.130	3.734	.000

Dependent Variable: Organizational Commitment

The ANOVA shows whether the model, overall, results in a significantly good degree of prediction of the organizational commitment (dependent variable) of university teachers.

However, the ANOVA doesn't show about the individual contribution of variables in this model. The table 3.18 (C) provides details of the model parameters (the beta values) and the significance of these values. It is clear from Table 3.18 (C) the values of 'B' and 't' for job crafting (B = .185 and t = 4.205) and work engagement (B = .54 and t = 3.734) are found significant at 0.01 level of significance. Therefore, it can be concluded that job crafting and work engagement make significant contribution to predicting organizational commitment of university teachers. Therefore, the proposed hypothesis that there exists no significant predictive role of job crafting and work engagement on organizational commitment among university teachers." stands rejected. Reviewing the results, it can be concluded that job crafting and work engagement are significant predictors of organizational commitment with the higher magnitude of contribution. The regression equation is given below: Organizational Commitment = 27.940 + .185 X Job Crafting + .254 X Work Engagement

DISCUSSION ON RESULTS

A multiple regression revealed the predictive role of job crafting and work engagement on teacher effectiveness and organizational commitment among university teachers. The results indicated that the best fitting model, in which all predictors had a statistically significant contribution. The statistical analysis of the regression analysis revealed that job crafting and work engagement contributes to their teacher effectiveness and organizational commitment among university teachers. Our estimates indicate that increase in the job crafting and work engagement transforms into positive influence on effectiveness of teachers and organizational commitment. It was assumed that teachers with higher levels of engagement and job crafting possesses high levels of energy and mental resilience, these teachers show more willingness to invest their efforts in work, they do not feel frequent exertion, and also shows persistence in difficult situation. They usually show much energy, zest, and stamina while working. Apart from that they derive a sense of significance from their work, they are more enthusiastic and have proud feeling for their job, they feel inspired and challenged by their work which ultimately contributes to their performance by enhancing their adaptability, helping nature, improving their job knowledge, make them more cooperative, and communicative.

According to Day (2000) stated that there is a need for teachers to completely commit to their work with their heart because teaching is a complicated job. By Rudow, (1999) examined

that the majority of teachers who are not motivated, burned-out, or stressed, they experience their work as unsatisfying (Riding & Borg, 1991). According to Wrzesniewski & Dutton, (2001) examined that teachers experience a higher level of work engagement by building a well fit between their jobs and their goals. By González-Roma, Salanova Schaufeli, & Bakker, (2002) investigated that work engagement is a positive and work-related state of mind characterized by absorption, vigor and dedication. That means engaged teachers are committed, energetic, and dedicated to their work. In similar way Demerouti, Bakker, Xanthopoulou, & Schaufeli, (2009) stated that work engagement of employees' is significant to achieve high organizational performance. Organizational commitment is important and prevailing component that can be used as an assistant to developed and maintain discipline in an organization and to attain higher level of performance. Proper commitment towards the organization and work can be contributed a feeling of loyalty for the organization, a feeling of association in organization's duties, a sense of identification with the organization's goals in order to survive in the world of competitions.

Job crafting plays a significant role in teacher effectiveness that teachers involve in with the purpose to align their jobs with their own passions, motives, and preferences. This is a kind of proactive approach on the part of teachers rather than simply responding or reacting to change in the job. Moreover, crafting in job can be regarded as a proactive behavior for changing the limits (mental fences i.e. physical or relational, temporal, cognitive, emotional) of the jobs. The capability of crafting in job among teachers highlights their performance level towards the desire for quality of life in work. Teachers who reforms several facets of job such as associations with supervisors, subordinates, peers and change in way of task conclusion and the degree of relevance of task related to particular job, develops a strong social support at work place, and better teaching effectiveness.

In conclusion, it was assumed that engaged teachers show high performance as they are usually found happily engrossed in their work and find it difficult to detach themselves from it. At work they feel they forget everything around and time seems to fly. These teachers strongly identify themselves with their work as they experience it as challenging, inspiring, and meaningful. Also, they generally feel excited and proud of their work, this in-turn contributes to their work performance by enhancing their adaptability, helping nature, improving their job knowledge, make them more cooperative, and communicative.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS, AND DIRECTIONS FOR FUTURE RESEARCH

The present chapter deals with conclusions and summary as well as includes the recommendations and suggestions for further research studies.

4.1. CONCLUSIONS

Investigation in research must have a conclusion, as it is the most essential part of it. Conclusion helps an investigator to have a final view on the issues which have been raised in the investigation, to sum up the thoughts, to interpret the importance of ideas and to propel readers to a new view of the subject. It is an opportunity to make a good final impression and to end on a positive note. So this chapter reveals an effort to represent brief summary of the results drawn on the basis of inferential and descriptive statistics.

4.1.1 Descriptive Analysis

Objective I: To study the level of job crafting, work engagement, teacher effectiveness and organizational commitment of university teachers.

1. Percentage-wise distribution of overall sample on different levels of job crafting. It is observed that the majority of university teachers fall under the average level of job crafting. The next percentage falls under high level followed by low level of job crafting.
2. In gender wise distribution of job crafting it is found that majority of male university teachers fall under average level of job crafting followed by high level and low level of job crafting. Further, it is observed that majority of female university teachers fall under average level of job crafting followed by low level and high level of job crafting.
3. In type of university wise distribution of job crafting it is found that majority of Govt. teachers possess average level of job crafting followed by followed by high level and low level of job crafting. Further, it is observed that majority of private teachers possess average level of job crafting followed by low level and high level of job crafting.

4. Percentage-wise distribution of overall sample on different levels of work engagement it is observed that the highest percentage of university teachers falls under high level of work engagement followed by average level, very high level, low level and very low level of work engagement.
5. In gender wise distribution of work engagement it is found that majority of male university teachers possess high level of work engagement followed by average level, very high level, low level and very low level of work engagement. Further, in case of female teachers it is found that majority of female university teachers possess high level of work engagement followed by average level, low level, high level and very low level of work engagement.
6. In type of university wise distribution of work engagement it is found that majority of Govt. university teachers possess high level of work engagement followed by very high, average level, low level and very low level of work engagement. Further in case of private teachers it is found that majority of teachers possess low level of work engagement followed by very low level, average level, high level, very high level of work engagement.
7. Percentage-wise distribution of overall sample on different levels of teacher effectiveness. It is observed that the majority of university teachers fall under high level of teacher effectiveness. The next percentage falls under average level followed by low level of teacher effectiveness. Thus overall most of the university teachers fall under the high level of teacher effectiveness.
8. In gender wise distribution of teacher effectiveness it is found that majority of male university teachers possess high level of teacher effectiveness followed by average level and low level of teacher effectiveness and same is the case for female teachers. Thus both male and female university teachers fall under the high level of teacher effectiveness.
9. In type of university wise distribution of teacher effectiveness it is found that majority of Govt. teachers possess average level of teacher effectiveness followed by high level and low level of teacher effectiveness. Further, same is the case for private teachers. Thus most of the Private and Govt. university teachers fall under the average level of teacher effectiveness.

10. Percentage-wise distribution of overall sample on different levels of organizational commitment. It is observed that the majority of university teachers fall under average level of organizational commitment. The next percentage falls under high level followed by low level of organizational commitment. Thus overall most of the university teachers fall under the average level of organizational commitment.
11. In gender wise distribution of organizational commitment it is found that majority of male university teachers possess average level of organizational commitment followed by high level and low level of organizational commitment. Further, same is the case for female teachers. Thus, both male and female university teachers fall under the average level of organizational commitment.
12. In type of university wise distribution of organizational commitment it is found that majority of Govt. teachers possess average level of organizational commitment followed by followed by high level and low level of organizational commitment and same is the case for private teachers. Thus most of the university Private and Govt. teachers fall under the average level of organizational commitment.

4.1.2 Correlational Analysis

Objective 2: To study the relationship of job crafting and work engagement with teacher effectiveness and organizational commitment among university teachers.

1. After analyzing the relationship, the results revealed that there exists a statistically significant positive relationship between job crafting with teacher effectiveness among university teachers.
2. Further, the analysis revealed that, there exists significant positive relationship between job crafting with organizational commitment among university teachers.
3. Moreover, there exists significant positive relationship between work engagements with teacher effectiveness among university teachers.
4. Further, there exists significant positive relationship between work engagements with organizational commitment among university teachers.

4.1.3 Comparative Analysis

Objective 3: To find out the significant differences among university teacher's in their job crafting, work engagement, teacher effectiveness and organizational commitment on the basis of gender and type of university.

1. On the basis of gender, the results indicate that there exists significant difference between male and female university teachers in their job crafting. It is quite evident from the results that the mean value of male teacher regarding job crafting is quite higher in comparison to female teachers.
2. In case of type of university, there exists significant difference between government and private university teachers in their job crafting. It is revealed from the analysis that the mean value of government teachers regarding job crafting is quite higher in comparison to private teachers.
3. On the basis of gender, there lies a significant difference in work engagement among male and female university teachers. It is quite evident from the results that male teacher regarding work engagement is quite higher in comparison to female teachers.
4. In case of type of university, there exists significant difference between government and private university teachers in their work engagement. It is revealed from the analysis that the mean value of government teachers regarding work engagement is quite higher in comparison to private teachers.
5. On the basis of gender, that there exists no significant difference between male and female university teachers in their teacher effectiveness. Although the mean difference shows that there exists a difference but this may be due to chance factor as it shows that female teacher scored high mean value (232.08) regarding teacher effectiveness as compared to mean value (225.88) of male teachers.
6. In case of type of university, it shows that there exists significant difference between government and private university teachers in their teacher effectiveness. It is quite evident from the results that the mean value of private teachers regarding teacher effectiveness is quite higher in comparison to government teachers.
7. On the basis of gender, that there exists no significant difference between male and female university teachers in their organizational commitment.

8. In case of type of university, it shows that there exists significant difference between government and private university teachers in their organizational commitment. It is quite evident from the results that the mean value of government teachers regarding organizational commitment is quite higher in comparison to private teachers.

4.1.4 Regression Analysis

Objective 4: To study the predictive role of job crafting and work engagement on teacher effectiveness and organizational commitment among university teachers.

1. A multiple regression analysis indicated that predictor role of job crafting and work engagement had a statistically significant contribution to teacher effectiveness among university teachers.
2. A multiple regression analysis indicated that predictor role of job crafting and work engagement had a statistically significant contribution to organizational commitment among university teachers.

4.2. RECOMMENDATIONS OF THE STUDY

In the light of conclusion drawn and the importance of the study, the following recommendations are put forth for different participants i.e. university teachers/Professors, university counsellors, psychologists, government officials, policy makers, educational administrators, other lay persons as means to enhance the effectiveness of teaching and organizational commitment.

1. Correlation analysis of the results revealed that there exists a statistically significant positive relationship between job crafting with teacher effectiveness among university teachers. So, it is suggested that administrators should emphasize the importance of job crafting to the teachers, as it may eventually affect their employability. Administrators can do so by sharing examples of their own job crafting behaviour with their teachers and by sharing positive job crafting experiences of team members.
2. Job crafting is positively and significantly correlated with organizational commitment among university teachers. So there is a dire need organizations can stimulate and enhance job crafting behaviour among teachers by offering job crafting interventions. Administrators, heads may empower their teachers by offering training programs aimed at enhancing teaching effectiveness. These types of training programs may support teachers to better cope with their changing work environment and better academic performance.
3. Work engagement is positively and significantly correlated with teacher effectiveness among university teachers. Administrators in education sector should pay more attention to strengthen teachers' commitment in university level. Built on a sound understanding of the causal relationship among various factors leading to good teaching performance, the university administration will be able to foster a trust culture and build a committed teaching staff. It is time to being to modify and change the role of the heads of universities and nothing could be more important than recruiting and retaining him/her to lead ours universities in the twenty-first century.
4. The results revealed that there exists significant difference between government and private university teachers in their work engagement. It is revealed from the analysis that the government teachers regarding work engagement is quite higher in comparison to private teachers. So policy planners of private universities should offer uniform

‘obligatory’ rewards (things that are entitled to every employee regardless of their performance) like pay check should be due and does not bounce, a clean, safe and healthy work environment, harassment free environment, and equal access to organizational benefit policies.

5. Job crafting and work engagement is significant predictors of teacher effectiveness and organizational commitment among teachers. So it is suggested that even in the most stable work environments with detailed job descriptions and clear procedures, teachers can and will adjust the tasks they perform, and mobilize the resources they need to carry out their tasks successfully. Their results showed that teachers might craft their jobs to create healthy and motivating working conditions. Through job crafting, employees may enhance their personal resources and their sustainable workability.
6. The results indicate that there exists significant difference between male and female university teachers in their job crafting. It is quite evident from the results that male teacher regarding job crafting is quite higher in comparison to female teachers. So female teachers play an important role in society; their job crafting should be considered important and should be modified in the way that is attractive enough to enhance employee satisfaction. Satisfied teachers will give better output to society.
7. The result shows that there exists significant difference between government and private university teachers in their teacher effectiveness. It is revealed that the teacher effectiveness of private teachers regarding teacher effectiveness is quite higher in comparison to government teachers. So more seminars and trainings are conducted for its staff to further enhance their knowledge and skills. The administrators of government universities should conduct faculty development programs, conferences, and workshops focusing on teaching strategies and they should inspire teachers to take part in these programs.
8. The present study revealed that there lays a significant difference in work engagement among male and female university teachers. It is quite evident from the results that male teacher work engagement is quite higher in comparison to female teachers. Women teachers have dual role to play and it is possible that the resultant stress created would affect their levels of engagement. Educational administrators should provide female teachers with conducive working environment and balanced workload. Empathetic

attitudes, care, concern and understanding of the problems of female teachers would go a long way in solving engagement issues.

9. The result shows that there exists significant difference between government and private university teachers in their organizational commitment. It is revealed from the results that government teacher's organizational commitment is quite higher than private teachers. Ample opportunities should be given to the private teachers as well as heads for their professional development. Their achievements should be recognized and rewarded appropriately by their higher authorities and by their colleagues. Facilities and freedom should be given to them to come out with their creative idea/abilities for the better performance of the organization and they should be encouraged to participate in decision making at suitable levels. This will definitely enable teachers to become more committed to the organization, and enable them to become effective teachers to promote quality of education in their organization.
10. The final recommendation of this study is addressed to immediate supervisors, heads of departments, and deans of Govt. and private universities that they should increase the organizational identity of the teachers by involving them in decision-making processes. They should enhance the sense of teamwork, cooperation, and sportsmanship among teachers which can boost their organizational identity.

4.3. SUGGESTIONS FOR FUTURE RESEARCH

After the research every investigator gets motivated towards the areas which are still there to be further researched and exploring new ways in the respected areas, which can be taken forward by other researchers. The research has come out with the following suggestions which can be upheld by the researchers to explore more prospective research:

1. This study was confined to two levels of sample i.e. Gender and type of university. A similar study can be expanded to other categories like rural/urban, streams and different levels in Punjab.
2. Like in the present study, job crafting and work engagement on teacher effectiveness and organizational commitment among university teachers has been explored, in a same way these variables can be studied for other samples qualitatively or quantitatively.
3. It will also be advisable to conduct some comparative, follow-up, longitudinal and/or experimental studies as it is likely to go a long way to evaluate the teacher effectiveness and organizational commitment on different age groups at different levels e.g. school level, college level and university level.
4. This study suggests that pre and post intervention of teacher effectiveness should be measured in order to know the performance of students.
5. The variable teacher effectiveness could be studied in relation to other variables such as intelligence, home environment, social support and mental health.
6. This study recommends that follow up investigation with this study should be conducted
7. in different states of India to get an image of teacher effectiveness.
8. Lastly, it is predictable that this study would be beneficial to all important parties involved in the higher learning education institutions, ranging from those involved in administration, students, end-users, academic research as well as the various practitioners in the education sector.

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APPENDIX

JOB CRAFTING SCALE FOR UNIVERSITY TEACHERS

Please fill the following information:

Name:

Gender: Male: Female:

You are requested to read each statement carefully and also express the degree to which you agree or disagree with the statement. For indicating the degree of applicability, a five-point scale is given against each statement i.e. Almost never, rarely, sometimes, Often, Very Often. Please tick mark only one response that is true for you. You are requested to indicate your answers without hesitation with utmost degree of honesty. The information given by you will be kept confidential. Kindly give your response on all statement

Sr. No	Statements	Almost never 1	Rarely 2	sometimes 3	often 4	very often 5
	Increasing structural job resources					
1.	I try to develop my capabilities					
2.	I try to develop myself professionally					
3.	I try to learn new things at work					
4.	I make sure that I use my capacities to the fullest					
5.	I decide on my own how I do things					
	Decreasing hindering job demands					
6.	I make sure that my work is mentally less intense					
7.	I try to ensure that my work is emotionally less intense					
8.	I manage my work so that I try to minimize contact with people whose problems affect me emotionally					
9.	I organize my work so as to minimize contact with people whose expectations are unrealistic					

Sr. no	statements	Almost never 1	Rarely 2	sometimes 3	often 4	very often 5	
10.	I try to ensure that I do not have to make many difficult decisions at work						
11.	I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once						
	Increasing social job resources						
12.	I ask my supervisor to coach me						
13.	I ask whether my supervisor is satisfied with my work						
14.	I look to my supervisor for inspiration						
15.	I ask others for feedback on my job Performance						
16.	I ask colleagues for advice						
	Increasing challenging job demands						
17.	When an interesting project comes along, I offer myself proactively as project co-worker						
18.	If there are new developments, I am one of the first to learn about them and try them out						
19.	When there is not much to do at work , I see it as a chance to start new Projects						
20.	I regularly take on extra tasks even though I do not receive extra salary for them						

APPENDIX

WORK ENGANGMENT SCALE FOR UNIVERSITY TEACHERS

Please fill the following information:

Name:

Gender: Male: Female:

You are requested to read each statement carefully and also express the degree to which you agree or disagree with the statement. For indicating the degree of applicability, is given against each statement i.e. Never, Almost never, rarely, sometimes Often, Very Often, Always. Please tick mark only one response that is true for you. You are requested to indicate your answers without hesitation with utmost degree of honesty. The information given by you will be kept confidential. Kindly give your response on all statement.

Sr. No.	Statements	Never 0	Almost never 1	Rarely 2	Sometime 3	often 4	Very often 5	Always 6
	Vigor scale							
1.	At my work, I feel bursting with energy.							
2.	I find the work that I do full of meaning and purpose.							
3.	Time flies when I am working.							
4.	At my job, I feel strong and vigorous							
5.	I am enthusiastic about my job							
6.	When I am working, I forget everything else around me							
	Dedication scale							
7.	job inspire me							
8.	When I get up in the morning, I feel like going to work							
9.	I feel happy when I am working intensely							
10.	I am proud of the work that I do							
11.	I am immersed in my work							
	Absorption scale							

12.	I can continue working for very long periods at a time.							
13.	To me, my job is challenging.							
14.	I get carried away when I am working.							
15.	At my work, I always persevere, even when things do not go well.							

APPENDIX

TEACHER EFFECTIVENESS SCALE FOR UNIVERSITY

Please fill the following information:

Name:

Gender: Male: Female:

If we perceive the best and the worst effective teachers and other categories of them in terms of the rungs of the picture of the ladder given here, we can say that the best effective teacher could be placed on the 10th (highest) rung of the ladder and the worst effective teacher could be placed on the 0th rung of the ladder. If one travels from bottom to the top of the picture of the ladder given here, one would be having teachers with higher levels of effectiveness. If one travels from the top to the bottom of the picture ladder. You have been teacher at university level for quite time now. Hence, by now might have attained some level (status) in respect of your effectiveness as a teacher. This is not an examination for you. There is no right or wrong answers in your responses you should feel free in making your responses.

	10	9	8	7	6	5	4	3	2	1	0
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Sr.NO	STATEMENTS	Step Number you are on now	Step Number aspiring to attain in the next three years
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A. Preparation and planning for teaching		
1. I plan my lessons well in advance.		
2. I adjust my teaching time judiciously.		
3. I make my teaching interesting by giving examples and situations that are familiar to students		
4. I am systematic in my		

preparation of lessons		
5. I organize the subject matter I teach to be in agreement with the course's objectives.		
6. The tests I intend administering to my students will be reviewed and improved upon by me.		
7. I plan my lessons keeping in view the individual differences among students.		
8. I am in the habit of summarizing the lesson, I teach in the end		
B. Classroom Management		
1. I do motivate my students for learning.		
2. I make use of audio – visual aids to make my teaching more effective		
3. I resort to remedial teaching whenever necessary		
4. I am objective in evaluating my students		
5. I try to stimulate the intellectual curiosity of my students during my classes		
6. My teaching is characterized by clarity		
7. I guide my students in completing their assignments		
8. I encourage students to be punctual in their assignments.		
C. Knowledge of subject matter		
1. I do exchange my experiences of subject matter with my colleagues to become more knowledgeable		

2. My knowledge of subject matter is up to date.		
3. I keep on acquiring new knowledge.		
4. I have a substantial knowledge of human development and learning		
5. I discuss the content of the subject matter with ease and confidence		
6. I have a great deal of interest in the subject I am teaching.		
D. Teacher characteristics		
1. I possess supportive behavior		
2. I am fairly creative.		
3. I am emotionally balanced.		
4. I am reasonable active.		
5. I go to college neatly dressed and smart.		
6. I am punctual in attending my college work		
7. I have a fairly good memory		
8. My gestures in the classroom are pleasant and approvable		
9. I have a sense of duty and responsibility		
10. I have pleasant and distinct voice.		
E. Interpersonal Relations		
1. I cooperate in the work of my college.		
2. I am friendly with my		

colleagues.		
3. I invite my students for discussion outside class hours.		
4. I do not discriminated students for personal reasons		
5. I take a great deal of interest in college teacher association		
6. I do contribute in the meetings of professionals and scholarly societies.		
7. I am sufficiently adapted in maintaining cordial human relations		
8. I am reasonably obedient to my head of department.		
9. I support the genuine causes of teaching community		
10. I consider my first duty to be devoted to get a good name of my college.		

APPENDIX

ORGANIZATIONAL COMMITMENT SCALE FOR UNIVERSITY TEACHERS

Please fill the following information:

Name:

Gender: Male: Female:

You are requested to read each statement carefully and also express the degree to which you agree or disagree with the statement. For indicating the degree of applicability, is given against each statement i.e. Almost never, rarely, sometimes Often, Very Often, Always. Please tick mark only one response that is true for you. You are requested to indicate your answers without hesitation with utmost degree of honesty. The information given by you will be kept confidential.

Kindly give your response on all statement.

Sr.no	Statements	Almost never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
	Affective commitment Scale items					
1.	I would be very happy to spend the rest of my career with this organization					
2.	I really feel as if this organization,s problems are my own.					
3	I do not feel like part of the family at my organization.					
4.	I do not feel emotionally attached to this organization					
5.	This organization has a great deal of personal meaning for me.					
6.	I do not feel a strong sense of belonging to my organization					
Sr .no	Continuance Commitment Scale					
7.	I am not afraid of what					

	might happen if I quit my job without having another one lined up					
8.	It would not be too costly for me to leave my organization now.					
9.	Too much in my life would be disrupted if I decided to leave my organization now.					
10.	Right now staying with my organization is a matter of necessity as much as desire					
11.	I feel that I have very few options to consider leaving this organization.					
12.	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.					
13.	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice another organization may not match the overall benefits I have here.					
Sr.no	Normative commitment Scale					
14.	I think that people these days move from institution to institution too often.					
15.	Jumping from organization to organization does not seem at all unethical to					

	me					
16.	One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sence of moral obligation to remain					
17.	If I got another offer for a job elsewhere I would not feel it was right to leave my organization.					
18.	I was taught to belive in the value of remaning loyal to one organization.					
19.	Things were better in the days when people stayed in one organization for most of their careers.					
20.	I do not think that to be organizational well-wisher is sensible anymore.					