



B-SCHOOL FACULTY DEMOGRAPHY AND WORKPLACE COMMITMENT

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Abstract: *Motivation and organisational commitment are critical to an organisation's performance and growth. Faculty employed in B-schools face challenges each day and to remain involved and committed is tested. Emotional well-being and adequate incentives are required to enhance their morale and self-confidence. Many factors influence motivation and commitment but what most administrators neglect is the role played by demography. Hence it is prudent to not only assess the impact of motivation and commitment determinants but also the effect of socio-demographics. A survey was administered to 474 faculty serving in university-affiliated B-schools in Bengaluru.*

Keywords: *B-schools, Faculty, Demography, Commitment*

1. INTRODUCTION

The urge to perform better manifests itself in the form of seeking feedback from superiors and exploring ways to be productive. A sense of purpose and attachment to the organisation requires that employees are motivated and involved. The factors influencing motivation may differ from one organisation to the other and may depend on the nature of job and location.

2. NEED FOR THE RESEARCH

The performance of organization and employee motivation has been the focus of intensive research effort in recent times. How well an organization motivates its workers in order to achieve their mission and vision is of paramount concern. Employees in both public and private sector organization are becoming increasingly aware that motivation increases productivity.

Research on motivation and its influences have mostly focussed on productivity in the work place. Studies on motivation of students have been galore in the education sector. However, there is a need for research on the motivation of faculty as these are the key facilitators of the learning and development process. Management education especially requires that



faculty serving in B-schools are able to mould managers of the future who would go on to lead global teams. Also the antecedents of motivation have mainly been financial and non-financial incentives besides workplace environment.

This research aimed to assess the impact of emotional intelligence on motivation and commitment. Services, like education, are essentially intangible acts or performance, heavily dependent on the mood (mindset, behaviour, emotions) of the service providers and recipients. Thus the impact of emotional intelligence needs to be assessed.

3. REVIEW OF LITERATURE

Osa (2014) ascertained the relationship between monetary incentives and its impact on employee performance. Also that a maximum of both monetary and non-monetary incentive should be applied and like the saying goes variety is the spice of life monetary and non-monetary incentives vary in their roles, effectiveness and appropriateness. A balance between monetary and non-monetary incentives should be used to satisfy the diverse needs and interest of employees. Motivation is a complex and individualistic concept and as such there is no best approach to it. The research showed that monetary incentives alone are not sufficient to motivate employees. Pay is important since it affords the provision of the basic necessities of life, but is most important for what it's symbolize to the recipient for money to be used as a motivational tool, managers must study their associates, the conditions under which they work and the task they perform.

Ohizu and Okoiye (2014) investigated self-efficacy, emotional intelligence, achievement motivation and work-value orientation as predictors of career commitment of bank workers in Imo State Nigeria. The result of the study showed that self-efficacy is highly significant, and is the main predictor of organizational commitment. Also, emotional intelligence has been found to be predictive of human behaviour. It is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in the self and others. Thus, achievement motivation is the desire to perform in terms of a standard of excellence or to be successful in competitive situations. It was concluded that motivation approaches definitely satisfy the needs of the employees and in return, the employee repays it through their hard work. Identifying the needs and answering it is the most basic approach of every organization to earn the commitment of the employees.



Johar and Shah (2014) conducted to check the emotional intelligence competencies that can influence the organizational commitment in public sector. The findings of the analysis had confirmed that the five research hypothesis is accepted when clearly show that there was a partly mediator effect on the self-esteem in the relationship between overall emotional intelligence and four dimensions of emotional intelligence with organizational commitment of the local authorities studied. Employee self-esteem was found to function as a partly mediator in the relationship between overall emotional intelligence with the organizational commitment. This study concludes that in organizational psychology does not rely on the expertise and high intellect alone, but it is more on issues related to affective elements in man that should be established in advance in order to achieve the effectiveness of organizational commitment in work.

Kahtani (2013) proposed a model that shows commitment to organization and leader charisma as antecedents to organizational change. In other words, this theoretical framework proposed that the more committed to the organization the employees are, the more they bring about change for sake of such organization well-being. It also showed that the leader plays an important role in making such employees more committed. The proposed theoretical framework serves as an insight to educational institutions and businesses in Saudi Arabia and spread awareness that enables them is more prepared to cope with change. The first kind of organizational change is incremental and is an adjustment of systems or structures but does not involve a change in core values of the company. The second organizational change is transformational, radical and fundamentally alters the organization. It is difficult and risky such as a change in leadership or an increase in organizational performance.

Antony (2013) attempted to determine the influence of emotional intelligence on organizational commitment and organizational citizenship behaviour. The study was done on executives and purposive sampling technique was adopted for the same. The tools used for the study are emotional intelligence inventory, the organizational commitment questionnaire and the organizational citizenship behaviour scale. Findings of the study revealed that the executives possess average level of emotional intelligence, organizational commitment and organizational citizenship behaviour, it evident that positive relationship among the three variables. It was thus learned that emotional intelligence is required to be



possessed at least to a moderate level for better commitment towards one's organization and also to perform extra role behaviours. The study cannot be however generalized because the sample was chosen only from a particular organization.

Yong (2013) investigated the relationship between emotional intelligence, motivation, integrity, spirituality, mentoring and servant leadership practices among selected executives in Malaysia. The findings from this study showed that servant leaders are good mentors who view spirituality as an important value and are emotionally intelligent. The study shows that Malaysian servant leaders display qualities as good mentors offering effective mentoring to their employees. Servant leaders also see spirituality as an important value. In addition, servant leaders are emotionally intelligent being able to display intrapersonal skills as well as interpersonal skills. The results from this study indicated that integrity and motivation show a much weaker relationship to servant leadership. Results from this study suggested that Malaysian leadership training programs may need to give more emphasis on developing integrity and motivation in leaders.

Nujjoo and Meyer (2012) sought to establish the relationship between intrinsic and different extrinsic rewards with intrinsic motivation and affective commitment. Three main findings emerged. Firstly, there is a relationship between all types of rewards investigated and the two outcome variables. Secondly, this relationship is stronger for intrinsic than for extrinsic rewards and thirdly, monetary rewards do not account for the variance in intrinsic motivation above that of non-monetary rewards. Rewards management strategies should focus on job characteristics and designs to increase staff intrinsic rewards and include non-monetary rewards, such as supportive leadership, to encourage employees' intrinsic motivation and affective commitment. This research demonstrated the important role different rewards, particularly intrinsic non-monetary rewards, play in creating a committed and motivated workforce. The insights gained from this study can promote organisational effectiveness.

Canrinus et al. (2012) investigated how relevant indicators of teachers' sense of their professional identity such as, job satisfaction, occupational commitment, self-efficacy and change in level of motivation are related. Although the model may be similar for the three experience groups, the strength of the indicators may vary. A teacher may have an off day, for instance, and feel less confident and competent or less satisfied. However, due to the



cross-sectional design of this study, we cannot confirm or deny the stability or flexibility of teachers' professional identity. Furthermore, the presented results are based on exploratory research. The findings remain tentative until this study has been confirmed by other studies. Further and longitudinal research remains necessary to investigate the stability of the presented model more in depth and through a more development-oriented lens. Finally, the presented model is relevant for other professionals' sense of their professional identity as well. The relevant indicators such as job satisfaction, self-efficacy, occupational commitment and change in level of motivation are constructs that play an important role in research on teachers' behaviour.

Singh (2011) carried out with the objective to understand the importance of motivation in increasing personnel productivity, and shed light on factors of motivation which affected employees work performance, loyalty & commitment. Most researches proved that, there is a positive relationship between motivation and productivity. More motivated employees are more productive, more loyal and more committed. If employees got opportunities for self-actualisation then they are likely to remain with the organization and the company image is consequently improved and enhanced. The employees were positively affected by toward higher productivity with the provision of job security, salary fixation, reward for good work, recognition etc. the study concluded that the employees were highly motivated due to intrinsic motivation. But extrinsic motivation is also very important. It was suggested that increasing productivity and managing quality through effective motivation are also given particularly in the work place.

Olusola (2011) investigated self-efficacy, intrinsic motivation and job satisfaction as predictors of job performance of industrial workers with the aim of improving employees' productivity in Nigerian industrial settings. As a result of the finding, the analysis of the hypotheses is clear indication that self-efficacy, intrinsic motivation and job satisfaction will predict the job performance of industrial workers and relatively, each of these variables will predict the job performance of workers. Therefore, it was suggested that for organization to achieve their stated objectives and goals, managements of those organization must put in place policies that will encourage self-efficacy, intrinsic motivation and job satisfaction among workers. This study concluded that intrinsic motivation, job satisfaction and self-efficacy are very essential for optimal productivity of industrial workers, acknowledgement of competence and commitment would boost workers' morale.



4. METHODOLOGY

Descriptive research design was employed. A structured questionnaire was developed to measure constructs like organisational culture, emotional intelligence, financial and non-financial incentives, job motivation and organisational commitment. The instrument was administered to 474 faculty serving in university-affiliated institutions. The universities comprised Visveswaraya Technological University and Bangalore University. Proportionate stratified sampling method was employed. The estimated and actual sample size was 474 respondents.

5. RESULTS AND DISCUSSION

5.1 SOCIO-DEMOGRAPHIC PROFILE

The socio-demographic variables comprised gender, age, designation, income, and education. The 474 respondents comprised 283 Faculty serving in B-schools affiliated to Visveswaraya Technological University (VTU) and 191 Faculty serving in B-schools affiliated to Bangalore University (BU). The socio-demographic profile institution affiliation-wise and overall is presented in Table 1.

Table 1 Socio-Demographic Profile of B-School Faculty

Socio-Demographics		VTU		BU		Overall	
		Freq.	%	Freq.	%	Freq.	%
Gender	Male	189	66.8	130	68.1	319	67.3
	Female	94	33.2	61	31.9	155	32.7
Age (years)	26 to 35	45	15.9	112	58.6	157	33.1
	35 to 60	224	79.2	67	31.9	291	61.4
	Above 60	14	4.9	12	6.3	26	5.5
Present designation	Assistant Professor	168	59.4	138	72.3	306	64.6
	Associate Professor	96	33.9	43	22.5	139	29.3
	Professor	19	6.7	10	5.2	29	6.1
Income (INR per month)	Up to 20,000	2	0.7	24	12.6	26	5.5
	20,001 to 50,000	261	92.2	131	68.6	392	82.7
	Above 50,000	20	7.1	36	18.8	56	11.8
Education	M.B.A.	146	51.6	98	51.3	244	51.5
	M. Phil.	78	27.6	60	31.4	138	29.1
	Ph.D.	59	20.8	33	17.3	92	19.4

5.2 IMPACT OF GENDER AND INSTITUTION AFFILIATION

The impact of socio-demographic variables like gender and institution-affiliation on the study variables, namely, organisational culture, emotional intelligence, financial incentives,



non-financial incentives, job motivation, and commitment employing t-test (web 1) are presented in Table 2.

Null Hypotheses for Impact of Gender: $H_{01.1-1.6}$: There is no significant difference between male and female with respect to study variables (organisational culture, emotional intelligence, financial incentives, non-financial incentives, job motivation, and commitment).

Null Hypotheses for Impact of Affiliation: $H_{02.1-2.6}$: There is no significant difference between VTU and BU-affiliated institution with respect to study variables (organisational culture, emotional intelligence, financial incentives, non-financial incentives, job motivation, and commitment).

Table 2 t-Tests

Constructs	Gender	t value	p value	Affiliation	t value	p value
Organisational Culture	Male	0.432	0.666	BU	2.298	0.022*
	Female			VTU		
Emotional intelligence	Male	-1.153	0.25	BU	-0.107	0.915
	Female			VTU		
Financial Incentives	Male	-0.958	0.338	BU	0.06	0.952
	Female			VTU		
Non-Financial Incentives	Male	-0.334	0.738	BU	0.799	0.425
	Female			VTU		
Job Motivation	Male	-0.969	0.333	BU	1.374	0.17
	Female			VTU		
Commitment	Male	-0.547	0.584	BU	2.134	0.033*
	Female			VTU		

* Significant at $p < 0.05$

Results (Gender): It can be seen from Table 2 that all the null hypotheses are accepted as the p value is greater than 0.05.

Discussion (Gender): There is no significant difference between male and female with respect to perception about organisational culture, emotional intelligence, financial incentives, non-financial incentives, job motivation and commitment.

Result (Affiliation): It can be seen from Table 2 that two null hypotheses are rejected at 5% level of significance as the p value is lesser than 0.05.

Discussion (Affiliation): There is significant difference between VTU and BU-affiliated institution with respect to perception about organisational culture and commitment. There is no significant difference between VTU and BU-affiliated institution with respect to perception about, emotional intelligence, financial incentives, non-financial incentives, and



job motivation.

5.3 IMPACT OF AGE, DESIGNATION, EDUCATION AND INCOME

The impact of socio-demographic variables like age, designation, education and income on the study variables, namely, organisational culture, emotional intelligence, financial incentives, non-financial incentives, job motivation, and commitment employing one-way ANOVA tests (web 2) are presented in Table 3.

Null Hypotheses for Impact of Age Groups: $H_{03.1-3.6}$: There is no significant difference between age groups with respect to study variables (organisational culture, emotional intelligence, financial incentives, non-financial incentives, job motivation, and commitment).

Null Hypotheses for Impact of Designation Groups: $H_{04.1-4.6}$: There is no significant difference between designation groups with respect to study variables (organisational culture, emotional intelligence, financial incentives, non-financial incentives, job motivation, and commitment).

Null Hypotheses for Impact of Education Groups: $H_{05.1-5.6}$: There is no significant difference between education groups with respect to study variables (organisational culture, emotional intelligence, financial incentives, non-financial incentives, job motivation, and commitment).

Null Hypotheses for Impact of Income Groups: $H_{06.1-6.6}$: There is no significant difference between income groups with respect to study variables (organisational culture, emotional intelligence, financial incentives, non-financial incentives, job motivation, and commitment).

Table 3 One-way ANOVA Tests

Constructs	Age		Designation		Education		Income	
	F value	p value	F value	p value	F value	p value	F value	p value
Organisational Culture	0.094	0.910	1.545	0.214	4.290	0.014 *	1.917	0.148
Emotional intelligence	10.423	0.000 ***	5.104	0.006 ***	5.442	0.005 **	4.624	0.01 **
Financial Incentives	0.470	0.625	6.889	0.001 ***	4.219	0.015 **	0.854	0.426
Non-Financial Incentives	0.628	0.534	1.538	0.216	6.138	0.002 **	3.227	0.041 *
Job Motivation	1.847	0.159	2.907	0.056	4.017	0.019 *	3.226	0.041 *
Commitment	0.256	0.774	1.917	0.148	19.375	0.000 ***	2.741	0.066

*** Significant at $p < 0.001$; ** Significant at $p < 0.01$; * Significant at $p < 0.05$



Result (Age Groups): It can be seen from Table 3 that only one null hypothesis is rejected as the p value is lesser than 0.001. All other remaining null hypotheses are accepted.

Discussion (Age Groups): There is significant difference between age groups with respect to perception about emotional intelligence. There is no significant difference between age groups with respect to perception about organisational culture, financial incentives, non-financial incentives, job motivation and commitment.

Result (Designation Groups): It can be seen from Table 3 that only two null hypotheses are rejected as the p value is lesser than 0.001. All other remaining null hypotheses are accepted.

Discussion (Designation Groups): There is significant difference between designation groups with respect to perception about emotional intelligence and financial incentives. There is no significant difference between designation groups with respect to perception about organisational culture, non-financial incentives, job motivation and commitment.

Result (Education Groups): It can be seen from Table 3 that two null hypotheses are rejected as the p value is lesser than 0.05; two null hypotheses are rejected as the p value is lesser than 0.01; and another null hypothesis is rejected as the p value is lesser than 0.001.

Discussion (Education Groups): There is significant difference between education groups with respect to perception about organisational culture, emotional intelligence; financial incentives; non-financial incentives, job motivation and commitment.

Result (Income Groups): It can be seen from Table 3 that two null hypotheses are rejected as the p value is lesser than 0.05; and one null hypothesis is rejected as the p value is lesser than 0.01. The remaining three null Hypotheses are accepted.

Discussion (Income Groups): There is significant difference between monthly income groups with respect to perception about emotional intelligence; non-financial incentives, and job motivation. There is no significant difference between monthly income groups with respect to perception about organisational culture; financial incentives; and commitment.

6. CONCLUSION

Socio-demographic variables like gender, institution-affiliation, age, designation, education and income were measured and their impact on study variables measured. There is no significant difference between groups with respect to perception about organisational culture, emotional intelligence, financial incentives, non-financial incentives, job motivation



and commitment in the case of all socio-demographic variables except the following:

- a) There is significant difference between VTU and BU-affiliated institution with respect to perception about organisational culture and commitment.
- b) There is significant difference between age groups with respect to perception about emotional intelligence.
- c) There is significant difference between designation groups with respect to perception about emotional intelligence and financial incentives.
- d) There is significant difference between education groups with respect to perception about organisational culture, emotional intelligence; financial incentives; non-financial incentives, job motivation and commitment.
- e) There is significant difference between monthly income groups with respect to perception about emotional intelligence; non-financial incentives, and job motivation.

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