

# RELATIONSHIP BETWEEN WORK PERFORMANCE AND ORGANIZATIONAL COMMITMENT

Nisha Chanana\*

Assistant Professor, School of Management Studies, Baddi University of Emerging Sciences and Technology, Himachal Pradesh

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**Abstract** In the present study an attempt has been made to find out the relationship between work performance and organizational commitment among management institutes of Haryana. A sample of 218 management teachers from management institutes was the respondents in the present study. Findings of the present study reveal that management teachers working in different setup of organizational structures perceived their organizational climate differently.

**Keywords:** commitment, performance management

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## Introduction

### Work performance

Performance is “an action or process of performing a task or function”. Job performance, which refers to the degree to which an individual executes his or her roles with reference to certain specified standards set by the organization, is central to any organization (Nayyar, 1994). It is a complex phenomenon that depends on various factors. In view of Hunter and Hunter (1984) crucial in a high job performance is the ability of the employee himself. The employee must be able to deliver good results and have a high productivity. Vroom (1964) has also highlighted that an employee’s performance is based on individual factors, namely: personality, skills, knowledge, experience and abilities. Performance is defined as “observable things people do (i.e., behaviors) that are relevant for the goals of the organization” (Campbell et al., 1990). Performance is a critical concept because, “the major contribution of an employee’s worth to the organization is through work behavior and ultimately performance” (Arvey and Murphy, 1998).

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\*Corresponding author- nishachanana@gmail.com, 9501117002

Performance is a multidimensional concept. On the most basic level, Borman and Motowidlo (1993) introduced the distinction between “contextual performance” and “task performance” to the literature. Task performance refers to the activities that are formally recognized as a part of the jobs and contribute to the organization’s technical core directly (by implementing a part of its technological process) or indirectly (by providing it with needed materials or services). Contextual performance, on the other hand, refers to the proficiency with which the incumbents contribute to organizational effectiveness in ways that shape the organizational, social, and psychological context and by this way provides support for task activities (Borman and Motowidlo, 1993).

### **Organizational Commitment**

According to Porter et al. (1974) an attitudinal perspective refers to the psychological attachment or affective commitment formed by an employee in relation to his identification and involvement with the respective organization. Individuals consider the extent to which their own values and goals relate to that of the organization as part of organizational commitment; therefore it is considered to be the linkage between the individual employee and the organization. Another perspective on organizational commitment is the “exchanged-based definition” or "side-bet" theory (Becker, 1960 and Alluto et al., 1973). This theory holds that individuals are committed to the organization as far as they hold their positions, irrespective of the stressful conditions they experience. Meyer and Allen (1984) initially viewed organizational commitment as two-dimensional namely, affective and continuance. After further research, Allen and Meyer (1990) added a third dimension, namely normative commitment.

Definitions of the concept organizational commitment include the description by O’Reilly (1989), “an individual's psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization”. Cohen (2003) stated that “commitment is a force that binds an individual to a course of action of relevance to one or more targets”. Miller (2003) described that 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”. Organizational commitment is therefore, the degree in which an employee is willing to maintain membership due to interest and association with the organization’s goals and values.

## Review of literature

Celep (1991) determined the level of organizational commitment with regard to the commitment to school, teaching works, work group and teaching occupation among 302 teachers working for public high schools. It is found that there is close relationships of the teacher's commitment to their schools, teaching works, work group, and teaching occupation. Chughtai and Zafar (2006) determined the relationship between organizational commitment and job performance of 125 full-time teachers from 33 University of Lahore, Islamabad/Rawalpindi, and Peshawar. It is found that job satisfaction was significantly related to organizational commitment of teachers, and organizational commitment was positively related to job performance. Brown and Sargeant (2007) investigated organizational commitment among full time workers at Akra University. Workers older than age 46 years had higher organizational commitment as compare to the younger employees. It was also observed that the employees who stayed longer with the University had higher levels of organizational commitment.

Odinga (2010) investigated the effects of staff development programs on the job performance of lecturers of MOI University, Main campus, Kenya. The study was carried out at three selected schools/faculties namely: school of education, school of engineering and school of human resource development. The study objectives were: to examine the influence of training on the job performance of lecturers of MOI University and to find the effect of promotion on the job performance of lecturers of MOI University. A sample of 51 respondents was randomly chosen from the three selected schools. The analysis showed high significant relationship between job performance and staff development programs, and also between promotion and job performance. It was concluded that the training has a positive effect on job performance, and promotion followed by a clear promotion criterion enhances job performance of lecturers.

Bassey et al. (2011) conducted a study on 720 secondary school teachers (440 from the public and 280 from the private) of Cross River State of Nigeria. They determined the effect of school type on teacher's job performance. Results indicated that teachers in private school were superior as compared to public school teachers in teaching. However, teachers in the two types of schools were almost same in classroom management, students discipline and supervision of co-curricular activities. Cohen and Liu (2011) examined the relationship between commitment and performance in a sample of 192 teachers employed in 10 secular Jewish schools. Results revealed a strong effect of commitment on performance.

In the present study an attempt has been made to determine the pattern of relationship between work performance and organizational commitment.

### **Objective of the study**

- To examine the pattern of relationship among work performance and organizational commitment.

### **Hypothesis**

H<sub>0</sub>: There is no significant relationship between work performance and organizational commitment.

### **Research methodology**

All management teachers of state universities, private/deemed universities and affiliated institutes of Haryana constituted the population of the study for the present investigation. The sample was drawn from state universities, private/deemed universities and affiliated institutes of Haryana. The sample of 218 management teachers was drawn using purposive sampling procedure. Only the teachers having minimum 3 years of experience in the same institute were included in the study. An individual management teacher was the sample unit.

For the present investigation the data has been collected in two ways i.e. primary data is collected through questionnaire focused on management teachers of state universities, private/deemed universities and affiliated institutes and secondary data is collected from various research journals, articles, books and with the help of internet.

In this study to measure the work performance of teachers performance of academic performance indicator (published in the Gazette of India) regulated by University Grants Commission is used. Organizational Commitment Questionnaire is used developed by Allen and Meyer in 1990. Organizational commitment was scored on 5 point scale. Data were analyzed by using non-parametric test i.e. Spearman's correlation test. .

### **Results and interpretation**

**H<sub>0</sub>: There is no significant relationship between work performance and organizational commitment.**

As depicted by table 1, a positive and significant relationship ( $r = .197, p < .01$ ) found between work performance and organizational commitment. Thus, null hypothesis that there is no significant relationship between work performance and organizational commitment has been

rejected. It is apparent that management teachers who are highly committed towards their organization perform well in their job.

**Table 1**  
**Inter correlation matrix among the variables**  
(N=218)

S.No.	Variables	1	2
1	Work Performance	-	.197**
2	Organizational Commitment	.197**	-

\*Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

## Discussion

Positive and significant relationship has been found among work performance and organizational commitment. It is evident that management teachers who are highly committed towards their organization perform well in their job. The obtained findings of the present study are in line with the findings of Celep (1991), Chughtai and Zafar (2006), and Cohen & Liu (2011) who reported that there is a positive and significant relationship between work performance and organizational commitment

## Limitations of the study

- The scope of the study is restricted to the study of management teachers of Haryana. As such, the findings may change if the study were to be applied to a different area, demographic landscape or economy.
- Demographic variables have not been considered in the present study, although they may have impact on the variables considered.

## Suggestions for further researches

- The present study was limited to Management colleges only. An attempt may be made to investigate work performance and organizational commitment among other degree colleges.

- Demographic variables such as age, experience, marital status, qualifications etc. in relation to work performance and organizational commitment of Management teachers may also be included to enhance the scope of the study.

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