A Study on Impact of Morale on Organisational Commitment, Through Structural Equation Modelling (SEM)

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Abstract

The success of any organisation lies in the hands of the employees working in it. There are two magical words which make the employees to involve and outperform in their work which are morale and commitment. The literature confirms that employees with high morale and commitment show higher productivity in their respective jobs. Morale is a moral condition with respect to cheerfulness and zeal. It is a state of mind, and an emotional attitude. Organisational commitment is work-related outcome. People who are committed are likely to stay in an organisation and work towards the organisation's goals. This paper is about a study conducted on measuring the impact of morale on organisational commitment with special reference to college teachers. From the analysis it is found out that teachers have high level of morale and organisational commitment. The overall morale is higher in Government colleges. The lowest morale is found among self-financing teachers. Further, it is found out that there is a significant difference in the level of morale among the Government, aided and self-financing teachers. The analysis of organisational commitment shows that teachers of self-financing colleges have got higher level of commitment than that of Government and aided colleges. The lowest commitment is found among the Government college teachers with the mean value 150.77 (Kruskal –Wallis One way ANOVA Test). But there is no significant difference found among the three groups of teachers in their organisational commitment. The Structural Equation Modelling (SEM) shows that 30% of Organisational Commitment is determined by morale.

Key words: Morale, Organisational Commitment, Affective Commitment, Continuance Commitment, Normative Commitment, Structural Equation Modelling, Confirmatory factor analysis.

JEL Code: G2 and G21

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Introduction:

Education plays an important role in molding professional and personal life of each person. Mahatma Gandhiji said "The purpose of education is to bring out the best in you". Swami Vivekananda defines education as 'the manifestation of the perfection already in man.' The whole process of education is shaped and molded by the teacher who plays a pivotal role in any system of education. Kothari Commission (1964-66) rightly remarked that 'of all the different factors, which influenced the quality of education, the quality, the competence, and the character of teachers are the most significant factors. Teaching is one of the noblest jobs on the earth. According to Bishay (1996), the teaching profession ranks high on the success list of a society. However, the teacher is highly qualified, experienced, satisfied with the career and talented in teaching and other academic work, unless he/she is actually involved and committed to his/her job, all the said qualification, experience and talents are a mere useless. This commitment is voluntary and natural one. It means, one cannot compel a teacher to be committed to his/her job. It should be automatically formed by both internal and external motivators. This commitment, interest towards job, aim to deliver the best, positive attitude towards job and institution is nothing but 'morale'. Organisational commitment is a multidimensional construct that has the potential to predict outcomes such as performance, turnover, absenteeism, tenure and organisational goals.

Morale and Organisational Commitment

Morale is *sa-gi*, originally from Chinese, mean soldier (sa) energy (gi). Morale is originally referred to the collective will of citizens of a nation at war to sustain fighting. Later, it was applied for sports teams, schools, and work organizations. Morale is 'a composite of feelings, attitudes, and sentiments that contribute to general feelings of satisfactions. Morale is mental attitude or bearing of a person or group as regards confidence and discipline. 'Morale' is rarely considered for research because of the conceptual problems associated with it. The concept of the term morale is elusive and complex and intangible. As the definition and the scale of measure are constantly changing, it becomes difficult to define the term morale. Bentley and

Rempel (1980) in his book entitled Manual for the Purdue teacher opinionnaire, conceptualized morale as 'the professional interest and enthusiasm that a person displays towards the achievement of individuals and group goals in a given job situation.' Kahn and Katz (1953), in their article entitled 'Leadership Practice in Relation to Productivity and Morale', stated that "Morale is a combination of attitudes towards the company, job and the immediate supervisor." Baynes (1967) in his book entitled 'Morale: A study of men and courage' defines morale as "a quality of mind and spirit which combines courage, self- discipline, and endurance." James and Jones (1974) in his article entitled 'Organisational Climate: A Review of Theory and Research' stated that morale concerns members' affective or emotive responses to the organization, their general sense of well-being and enthusism for collective endeavours. Milton L.Blum in his article entitled 'Industrial Psychology and Its Social Foundations' defines morale as "the possession of a feeling on the part of the employee of being accepted and belonging to a group of employees through adherence to common goals and confidence in the desirability of these goals."

There are three approaches to morale. They are Classical, Psychological and Social. Under Classical approach morale like health and sanity, has to do with the background conditions of living. It has to do with individual effort in a group endeavour. Morale is absence of conflict and a feeling of happiness. It is a good personal adjustment and a group cohesiveness. It is a collection of job-related attitudes and ego involvement in one's job. Morale is an individual's acceptance of goals of the group. Under psychological approach, "morale is the sum total of several psychic qualities which include courage, fortitude, resolution and confidence." It is a mental condition which leads individual and groups willingly to subordinate their personal objectives temporarily and within reason, to further the company service objectives. According to Social approach, Morale is considered as a tendency of employees to work together enthusiastically for a common purpose in the industry. Morale is an index of the extent to which the individual perceives a probability of satisfying his own motives through co-operation with the group.

Organsational Commitment is positively correlated with promotion policies (Gaertner and Nollen 1989), pay (McElroy 2001), co-workers (Steers 1977), supervision (Oldham, 1976), job security (Yousef, 1998), nature of work (Okpara, 2004) working conditions (Painter and

Akroyd 1998, and Richards, O'Brien, and Akroyd (1994) and training opportunities (Birdi, Allan, and Warr 1997 and Tannenbaum, Mathieu, Salas, and Cannon Bowers, 1991). Organisational Commitment is an individual's identification and involvement with a particular organisation. It is a strong belief in and acceptance of the organisation's goals and values; It is a willingness to exert considerable effort on behalf of the organisation and a strong desire to maintain membership in the organisation. Organisational commitment is an effective response to the whole organisation, while job satisfaction is an effective response to specific aspects of the job. According to Scarpello and Ledvinka (1987), in his book entitled 'Personnel/Human Resource Management: Environment & Functions' stated that researchers viewed organisational commitment as involving an exchange of behaviour in return for valued rewards. It is the outcome of a matching process between the individual's job-related and vocational needs and the organisation's ability to satisfy these needs.

Organizational commitment is divided into three types namely (a) Affective commitment (b) Continuance commitment and (c) Normative commitment. Affective commitment is "an individual's attitude towards the organisation, consisting of a strong belief in, and acceptance of, an organisation's goals, willingness to exert considerable effort on behalf of the organisation and a strong desire to maintain membership in the organisation" According to Meyer and Allen (1984) affective commitment as the employee's "positive feelings of identification with, attachment, and involvement in the work organisation." Affective commitment develops if employees are able to meet their expectations and fulfill their needs within the organisation." Affective commitment results in employees staying within an organisation and these employees generally act in the organisation's best interest and are less likely to leave the company.

Meyer and Allen (1984) in their article entitled 'Testing the Side-Bet Theory of Organisational Commitment: Some Methodological Considerations' stated that continuance commitment is the value that an individual invested surplus time, effort, money and would be deemed lost or worthless when he or she leaves the organisation. Normative commitment is a belief that "employees have a responsibility to their organisation". Wiener (1982) in his article entitled 'Commitment in organizations: A normative view' stated commitment as the "totality of internalised normative pressures to act in a way which meets organisational goals." Bagraim

(2003), in his article entitled 'The nature of measurement of multiple commitment amongst South African Knowledge workers' stated that employees experience normative commitment due to their internal belief that it is their duty to do so. Sparrow and Cooper (2003) in their article entitled 'The employment relationship: Key challenges for HR' suggests that normative commitment encompasses an employee's felt obligation and responsibility towards an organisation and is based on feelings of loyalty and obligation.

Previous researches on morale and organizational commitment:

Washington and Watson (1976) in their article entitled 'Positive teacher morale' identified the following factors for high morale, eagerness to come to work and willingness to work late, support of school programs and committees through active participation, inclination to take on school tasks that are not specifically assigned to them, investment in the direction of the school policies, alignment with the philosophy of the school and pride in being an educator linked to a specific school, willingness to openly support efforts to create effective links with the school's local community.

Hunter, Ventimiglia, and Crow (1980) in their study entitled 'Faculty morale in higher education' explored that faculty members' satisfaction with teaching and working with students were the important morale factors at the university level. However, their morale was distinctly low with regard to being overworked, job stability, job promotions, non-participation in the evaluation process, and lack of support from colleagues.

Robert H.Garin and John. F.Cooper (1981) in their article entitled 'The Morale – Productivity Relationship, How Close?' reviewed the literature of the past to shed some light on relationship between morale and productivity. They had identified six possible relationships. Two of them were a) high morale linked with high level of productivity b) low morale linked with low level of productivity. A third type was that of low morale coupled with high productivity levels. It occurs when the supervisory style is heavy handed and shows little regard for the feelings of the employees. A fourth relationship was absence of relationship. Fifth type of relationship was one of high morale and low productivity. This occurs when management wants to keep the employees content at all costs and as a result productivity suffers. The sixth and final relationship was one in which an improvement in morale leads productivity and vice versa.

Briggs (1986) in his article entitled 'High morale descriptors: Promoting a professional environment' identified the high morale descriptors, which were participation in curriculum planning, acknowledging the other teachers efforts and their ability recognition.

James and Rhonda (1996) undertook a study on the title 'A New look at Factors related to college faculty morale' at Tennessee State University. From the study, it was found that the factors which are significantly linked to the level of morale consisted of 1) faculty dissatisfaction with work load, 2) working conditions, and 3) relations between faculty and the administration. The following factors such as race, sex, academic rank, or salary have no relationship with morale.

John Pisciotta (2001) conducted a study entitled Teacher Attitudes in Texas Public and Private educational institutions. In his study, he analysed the main reasons for morale problems.   30% of the teachers of private institutions pointed to financial compensation, only 14.4% of the teachers of public institutions stated compensation as the main morale problem. More important for public institutions were treatment by administrators at 32% and student attitude and behavior at 40%. He concludes that the three important aspects in teacher morale in combating teacher shortage, are teacher pay, teacher certification and teacher satisfaction with their school environments.

Linda K. Johnsrud and Vicki J. Rosser(2002) in a study entitled faculty morale, advocated that morale is an important factor in teachers deciding whether or not to stay in the profession. When the works of the teachers improved, in turn it increases the morale of the teachers therefore increases teacher retention. They determined three dimensions that affect teacher morale: 'an engagement in work, sense of institutional regard and personal sense of their well-being' and observed that gender, race and ethnicity were not significantly related to morale. They concluded that educational institutions that wish to retain their teachers must consider the morale issues such as the need to consider professional priorities of teachers, concentration on the relationship between teachers and administration by providing support as a major emphasis and enhancement of the quality of benefits and service the teachers receive.

Maria Rafferty (2002) has correlated Teacher Morale and teacher turnover. She states the reasons why teachers choose to change schools or leave teaching completely. The reasons such

as stress due to increased demands on time, low pay, student discipline problems, low morale levels, and lack of support from campus administration are issues that teachers are facing'.

Mackenzie (2004) in his doctoral thesis stated that there is a link between morale and status, leadership, salaries, workload, media coverage and student welfare. Buckley, Schneider, and Shang (2005) in their study using data from K-12 teachers in Washington, DC states that the quality of school facilities is the reason for teachers' decisions to leave the profession. It also discovered that teacher morale was affected by their portrayal in the mass media, attitudes of the local community, and various government policies.

P. Kannadas (2006) in his research entitled 'Morale among teachers of Government aided and Self-financing colleges in Madurai region, Tamil Nadu' has found out that there exists significant difference in the level of morale between both the groups and self-financing college teachers have higher morale and they give priority for monetary benefits and scope for career advancement. Government aided college teachers give high priority for research, training and development and conducive work environment. Further, the finding shows that there is a positive relationship existing between organizational climates with morale.

Vitalis Margaret Chinyeremma Chigbu (2006) has conducted a study on Morale and Motivation of Teachers of Nigeria and stated that teachers do not feel respected enough by the government, parents or society as a whole and suggests that a well planned professional development, heightened society's estimation of the teachers' professional worth and continuous reappraisal and improvement of teachers' welfare will enhance morale.

Hassan Danaee Fard et.al. (2010) in their article on 'Employees Morale in Public Sector: Is Organizational Trust an Important Factor?' have found out a high correlation between organizational morale and organizational trust by 0.71. Punia (2000) studied commitment among University teachers on two dimensions organizational commitment and job commitment. He found that University teachers were more committed towards their job as compared to their organization.

Maheswari (2003) explored the ways and means of enhancing commitment. Study was conducted on 400 secondary school teachers which revealed that healthy school environment

enhances commitment among teachers.

Bogler & Somech (2004) examined the distinctive relationship of teachers' professional and organizational commitment with participation in decision making and with organizational citizenship behaviour. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related to teachers' professional commitment only.

The research conducted by Stephanie Litton Potter (2012) entitled 'Relationships between Educators' Organizational Commitment, Job Satisfaction, and Administrators' Gender' indicated that there is no significant association between the administrators' gender and teachers' job satisfaction and their organizational commitment.

Sombat Tayraukham (2012) has studied the influence of school climate, job satisfaction and organizational citizenship behavior on teaching commitment in his study entitled 'Causal Factors Influencing to Teaching Commitment: Northeast Thailand'. It is found out that the variable that carried the direct effect to teaching commitment, at .01 statistical significance, was organizational citizenship behavior and the variables that took the indirect influence to teaching commitment at .01 statistical significance were job satisfaction and school climate. All variables could explain the variance of the teaching commitment at 64.90 percent.

Research Methods:

The study was conducted among the college teachers who were divided into three strata namely, Government, aided and self financing college teachers and a sample of teachers selected at random. The sample size was 320. The data were fed into SPSS and analysed using statistical tools such as mean, standard deviation and Kruskal –Wallis One way ANOVA Test or H Test and Structural Equation Modelling (SEM).

Measurement of Morale and Organisational Commitment:

Morale is measured through a questionnaire developed for this study based on previous inventories. Organisational Commitment is measured through a structured questionnaire. The details of the basic inventories used for instrumentation is shown in table – 1.

Table 1: Inventories used for developing Research Instrument

Variable	Basic Inventories used for instrumentation
Teacher Morale	1. [*]The Purdue Teacher Opinionaire (PTO, Bentley & Rempel, 1980) 2. Morale Dimensions, Robert J. Coughlan 3. Self-Efficacy Assessment Instrument developed by Angelo & Cross, (1993) and adapted by Nestor Dominic St. Charles
Organisational Commitment	[**]Organizational Commitment Questionnaire (OCQ, Meyer & Allen 1997)

[*]The PTO measures 10 dimensions of teacher morale with a total of 100 items measured on a 4-point Likert-type scale from 1 (disagree) to 4 (agree). The 10 dimensions include: Teacher Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures.

[**] Meyer & Allen (1984) initially proposed making distinctions between two types of commitment: affective commitment and continuance commitment. Allen & Meyer (1990) subsequently introduced a third component of commitment, normative commitment.

While the earlier versions (Meyer & Allen, 1984, 1991; Allen & Meyer, 1990) of the OCQ contained 24 items (8 items for each scale), the later version by Meyer, Allen, & Smith (1993) and Meyer & Allen (1997) only contained 18 items (6 items for each scale).

Reliability:

The reliability coefficient of the subscales for the instrument was computed by using Cronbach's alpha on the data collected through pilot study. For Organisational Commitment Questionnaire, although Allen and Meyer (1990) have reported acceptable reliability for each subscale, the researcher ran the Cronbach's alpha because of possible cultural differences. The overall reliability for the questionnaires measuring morale and organisational commitment are 0.838 and 0.792 respectively.

Results and Discussion:

From the results shown in table 2, it is found out that there is a high level of morale among the teachers of colleges. The mean value is 3.4719 (which is above 3).

Table – 2: Overall level of Morale

Variable	Number of respondents	Minimum	Maximum	Mean	Standard Deviation
Morale	320	2.57	4.26	3.4719	.24639

This finding is supported by the finding of Asad Hasiri et.al., (2010), in which the organizational morale mean value arrived at 3.02 has reported high level of morale among the respondents.

Overall level of Organisational Commitment:

The overall level of organisational commitment of teachers is also high. It is inferred from the mean value 3.4863 (which is also above 3) shown in table 3. This finding is supported by the previous study of Aamir Ali Chughtai & Sohail Zafar (2006), in which he has reported a moderately high level of Organisational commitment among the study participants.

Table – 3: Overall level of Organisational Commitment

Variable	Number of respondents	Minimum	Maximum	Mean	Std. Deviation
Organisational Commitment	320	2.00	5.00	3.4863	.48567

Out of the three types of commitment, normative commitment is found highest with the mean value of 3.70. Affective commitment is the second highest with the mean value of 3.47 and the third highest is continuance commitment with the mean value of 3.29. This finding is supported by the study conducted by Ian Howard Frederick Bull (2005) in which he has reported that normative commitment is the highest and the second mean value is obtained by affective commitment and the third is continuance commitment.

The teachers are classified, according to the types of institutions, as teachers of Government, aided and self financing colleges. Their level of morale and organisational commitment is shown in table 4.

Table – 4: Level of Morale and Organizational Commitment according to institutions

	Number of Respondents	Mean Rank	
		Overall Morale	**Overall Commitment**
Government college	30	177.88	150.77
Aided college	142	177.82	156.14
Self-finance college	148	140.35	166.66
Asymptotic Significance Value		.001	.520

Source: primary data

With the help of Kruskal-Wallis test, the overall level of morale and organisational commitment of Government, Aided and Self Financing teachers is analysed and compared. As per the results of the table –4, in case of morale, the mean rank is the highest (177.88) for Government college teachers. Hence, it is clear that the overall morale is higher in Government colleges than the aided and self-financing colleges. The second highest mean rank is obtained by the teachers of aided colleges with 177.82. But, there is no much difference between the mean values of Government and aided colleges. Whereas, the lowest morale is found among self-financing teachers (mean rank being 140.35). Further, it is found out that there is a significant difference in the level of morale among the Government, aided and self-financing teachers. (Asymptotic value being .001).

The analysis of organisational commitment shows that teachers of self-financing colleges have got higher level of commitment than that of Government and aided colleges. The mean rank of teachers of self-financing colleges is 166.66. The second highest mean rank (156.14) is obtained by the teachers of aided colleges. The lowest commitment is found among the Government college teachers with the mean value 150.77. But there is no significant difference found among the groups of teachers in their organisational commitment. (Asymptotic value being .520).

Impact of Morale on Organisational Commitment:

The relation between the two variables morale and organisational commitment is tested through the application of Structural Equation Modelling (SEM) for which the following

Research Hypothesis is framed:

H_1 - Higher Level of morale of teachers increases Commitment in their job.

Teacher Morale is observed through various parameters such as, Attitude and Interest (towards teaching), Self-Efficacy, Personal Performance Satisfaction, Facilities and Systems, Management functioning, Rapport with Principal, Rapport among Teachers, Work load, Teacher Motivation, Career Growth Opportunity, Student Behaviour, Teacher status and Parents support. And the Commitment is measured through three concepts Affective, Normative and Continuance Commitment. All these sub concepts have their respective indicator variables (Instrument). Structural Equation Modelling (SEM) is best suitable for understanding the relationship between indicator variables with the latent variables (Constructs i.e. Morale and Commitment) and as well as for the relation between the constructs.

Structural Equation Modelling (SEM) can be done by AMOS, LISREL and many other software which use ordinary Lease Square Method for predicting the relationship between variables. Partial Least Square (PLS) method is widely used to study the relations when the sample size is moderate and no multivariate normality condition required. So, this Partial Least Square (PLS) algorithms can be run by, Visual PLS, Smart PLS etc. Visual PLS is open source software in the application of PLS with ease and understandable.

In stage one, the indicator variables are run with Visual PLS to find the factors scores of sub concepts or parameters such as Attitude and Interest (towards teaching), Self Efficacy, Personal Performance Satisfaction, Facilities and Systems, Management functioning, Rapport with Principal, Rapport among Teachers, Work load, Teacher Motivation, Career Growth Opportunity, Student Behaviour, Teacher status and Parents support and the three types of commitment Affective, Normative and Continuance.

Table – 6: Factor Loading, Residual and Weights

Construct	Indicator	Mean	St. dev	Loading	Residual	Weight
MORALE	Attitude and Interest	4.155000	0.533963	0.573800	0.670800	0.206100
	Self-Efficacy	4.210156	0.440942	0.650400	0.577000	0.224000
	Personal Performance Satisfaction	4.439375	0.462323	0.441800	0.804800	0.129900
	Facilities and Systems	3.253125	0.588545	0.436100	0.809800	0.104900
	Management functioning	3.405208	0.670288	0.620800	0.614700	0.158500
	Rapport with Principal	3.490625	0.525308	0.566300	0.679300	0.130600
	Rapport among Teachers	3.246875	0.731848	0.599600	0.640500	0.153500
	Work load	3.218750	0.845507	0.333700	0.888700	0.076500
	Teacher Motivation	3.287187	0.528194	0.704800	0.503300	0.255100
	Career Growth Opportunity	2.770625	0.482691	- 0.390100	0.847800	- 0.137000
	Student Behavior	3.050000	0.678269	- 0.008900	0.999900	0.077300
	Teacher status	4.108125	0.642631	0.437600	0.808500	0.154500
	Parents support	2.497656	0.671721	- 0.275400	0.924100	- 0.155500
Commitment	AFFACTIV	3.467969	0.514246	0.827300	0.315500	0.409800
	CONTINUA	3.293750	0.667512	0.708700	0.497700	0.287400
	NORMATIV	3.697656	0.614763	0.878900	0.227500	0.520200

In stage two, second order constructs such as teacher morale and organisational commitment are formed taking first order concept factor scores as indicator variables. Table 6 represents the individual factor loadings and other descriptive measures such as mean and standard deviation for the individual indicators. Overall, the teachers' morale is more or less 4 in the 5 point scale.

Confirmatory Factor Analysis:

Table 7 represents Confirmatory Factor Analysis for individual indicator variables with the constructs. So, from the table, it is inferred that most of the variables grouped (factorised) under 'Morale' Construct.

Table – 7: Factor Structure Matrix of Loadings and Cross-Loadings

Scale Items	MORALE	Commitment
Attitude and Interest	0.5738	0.3435
Self-Efficacy	0.6509	0.3730
Personal Performance Satisfaction	0.4418	0.2164
Facilities and Systems	0.4357	0.1744
Management functioning	0.6212	0.2645
Rapport with Principal	0.5669	0.2179
Rapport among Teachers	0.5994	0.2558
Work load	0.3340	0.1275
Teacher Motivation	0.7048	0.4250
Career Growth Opportunity	-0.3899	-0.2282
Student Behaviour	-0.0089	0.1285
Teacher status	0.4376	0.2574
Parents support	-0.2755	-0.2592
Affective	0.4323	0.8273
Continuance	0.3031	0.7087
Normative	0.5487	0.8789

But a few variables such as student behaviour, parents support are not directly influencing 'Teacher Morale' because their factor loadings are very low comparing with the other variables. Affective, Continuance and Normative Commitments are coming under the same construct Organisational Commitment because, their factor loadings are higher for organisational commitment than the other construct.

Boot Strap Estimate:

Table – 8 represents the individual influence of the indicator variables on their respective constructs. There were (13+3) 16 regression equations run by VPLS and the results are given in Table 3. Boot Strap is a re-sampling algorithm for non-parametric regression models for testing the statistical significance.

Table – 8: Result of Boot Strap Estimate for the indicator with Constructs Measurement Mode (Loading) BootStrap

		Entire Sample estimate	**Mean of Subsamples**	**Standard error**	**T-Statistic**
Morale	Attitude and Interest	0.5738	0.5678	0.0474	12.1060
	Self Efficacy	0.6504	0.6464	0.0542	11.9948
	Personal Performance Satisfaction	0.4418	0.4431	0.0656	6.7364
	Facilities and Systems	0.4361	0.4101	0.0871	5.0042
	Management functioning	0.6208	0.6023	0.0657	9.4423
	Rapport with Principal	0.5663	0.5510	0.0735	7.7081
	Rapport among Teachers	0.5996	0.5827	0.0624	9.6038
	Work load	0.3337	0.3192	0.1014	3.2906
	Teacher Motivation	0.7048	0.6902	0.0435	16.2054
	Career Growth Opportunity	-0.3901	-0.3772	0.0826	-4.7219
	Student Behavior	-0.0089	-0.0906	0.0732	-0.1216
	Teacher status	0.4376	0.4416	0.0738	5.9334
	Parents support	-0.2754	-0.2892	0.1004	-2.7423
Commitment	Affective	0.8273	0.8234	0.0229	36.0724
	Continuance	0.7087	0.7001	0.0692	10.2431
	Normative	0.8789	0.8779	0.0165	53.3318

From the table it is inferred that most of the indicators have the t-value which is greater than the table value (table value at 5% level of significance is 2) it shows significant influences except a few variables such as student behaviour and parents support.

Structural Model between Morale and Organisational Commitment

Table – 9 represents the Structural model between the two constructs Teacher Morale and Organisational Commitment. From the Boot Strap sampling estimate the regression co-efficient is found to be 0.55 which is the level of change in the commitment when morale changes. From the t-statistic 14.3930 which is greater than table value (table value is 2 at 5% level of significance) it is inferred that there is a significant relation existing between the constructs Morale and Organisational Commitment. That means, the research hypothesis framed is supported.

Table – 9: Structural Model—BootStrap

	Entire Sample estimate	Mean of Subsamples	Standard error	T-Statistic
MORALE-> Commitment	0.5500	0.5563	0.0382	14.3930

Impact of Morale on Organisational Commitment:

Figure 1 states the same result in diagrammatic representation. From the figure it is noted that R^2 value is 0.302 which means 30.2% of the Organisational Commitment of the techers is explained by their Morale

Figure 1: Impact of Morale on Organisational Commitment
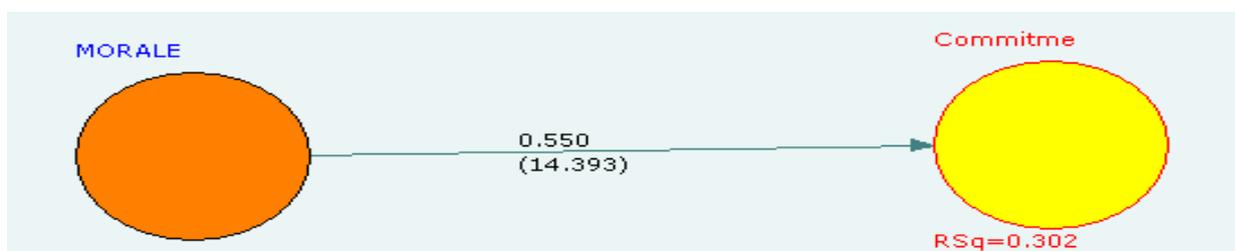
The rest of 69.8% of Organisational Commitment may come from various other factors.

Reliability and Discriminant Validity:

The reliability and validity tests of the model are shown in table 5 and table 6. Since, Cronbach Alpha values and composite reliability values are more than 0.5 the reliability of the constructs is ensured. However, as per the convergent validity, it is lower for teacher morale than the organisational commitment. (AVE value is greater than 0.5 for Organisational Commitment but it is lesser for Morale). Further, discriminant validity is observed by comparing AV values (i.e. Average Variance explained within the constructs). The AV values are greater than square of the correlation between the constructs ($.55^2$). Therefore, the discriminant validity of the model is ensured. So, this model has the predictability of the Organisational Commitment through Morale. There is a positive correlation (0.55) found between morale and organisational commitment.

Government, Aided and Self Financing Colleges:

The model is applied to the teachers of Government, aided and self financing colleges separately and the results are shown below in figures 2, 3 and 4.

Figure 2 show that there exists significant relation between morale and organisational commitment among teachers of Government College. (t value being 9.124 which is more than 2 at 5% level of significance) . And further, it is noted that R^2 value is 0.391 which means 39.1% of the Organisational Commitment of the teachers is explained by their Morale.

There exists significant relation between morale and organisational commitment among teachers of aided Colleges which is shown in Figure 3. (t value being 11.566 which is more than 2 at 5% level of significance) .

Figure 2: Morale and Organisational Commitment (Government College)
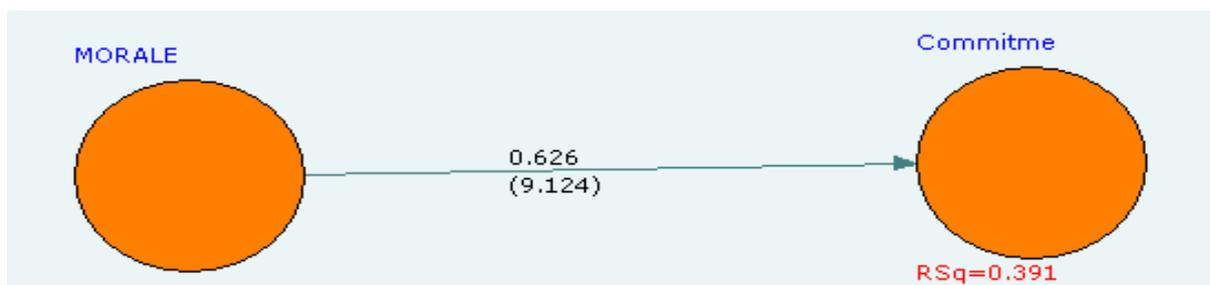
Figure 3: Morale and Organisational Commitment (Aided Colleges)

And further, it is noted that R^2 value is 0.271 which means 27.1% of the Organisational Commitment of the teachers is explained by their Morale.

It is clear from Figure 4 that there exists significant relation between morale and organisational commitment among teachers of self-financing Colleges also. (t value being 14.698 which is more than 2 at 5% level of significance) . And further, it is noted that R^2 value is 0.302 which means 30.2% of the Organisational Commitment of the teachers is explained by their Morale

Figure 4: Morale and Organisational Commitment (Self-financing Colleges)

Conclusion:

The morale is higher in Government colleges and it is the lowest among the self-financing college teachers. Teachers of self-financing colleges have got higher level of commitment and the lowest commitment is found among the Government college teachers. It is also found out that higher the age, educational qualification, teaching level, teaching experience and designation, higher is the morale among the teachers. And the organisational commitment of teachers significantly differs with respect to age, designation and nature of pay. The Structural Equation Modelling showed that up to 30% of Organisational Commitment is determined by morale. It is suggested to boost up the morale of self-financing college teachers as they possess lowest morale. The University and Government may involve in the functioning of

colleges and implementation of teachers' welfare provisions so that the teachers will feel secured and motivated to perform their jobs in an effective and efficient way.

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