

# Moderating Effect of Student Engagement on Organizational Commitment and Teaching Effectiveness

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## ABSTRACT

*How best the teacher utilizes his skills and knowledge in imparting quality education to the students, the students at the receiving end should understand the subject and gain knowledge. On the other side the teacher needs to put effort and commitment in enhancing his skills and knowledge to impart quality education. Hence the researcher considers Student Engagement and Organizational Commitment are the two variables that could be influencing the Teaching Effectiveness. Henceforth the aim of the study is to comprehend the moderating effect of Student Engagement on the association between Organizational Commitment and Teaching Effectiveness. The results reveal insignificant moderating effect of Student Engagement, on the association among Organizational Commitment and Teaching Effectiveness. There is considerable influence of Organizational Commitment and Teaching Effectiveness. In addition the study observes significant association of Student Engagement and Teaching Effectiveness.*

**Keywords:** *Student Engagement, Organizational Commitment, Teaching Effectiveness, Private Engineering Colleges*

## INTRODUCTION

In the modest development of the world economy, there is a crunch in the right talent for the corporate companies. The world economy is facing contrary situations such as unemployment and mismatch of right skills for

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the companies. This is very true in the case of engineering students, where India is producing lakhs of engineering students but not matching to the need and requirement of the corporate. Hence the colleges and universities are facing greater inquiry regarding the efficacy of teaching the right skills to the students and their ability to serve the diverse population with consistent disbursement of knowledge. The government has recognized this peculiar situation in the country has initiated various measures to curb the gap between demand and supply of talent. The Government of India is establishing number of new IIT's, IIM's and various specialized central institutions covering geographically to match the talent gap.

However the researcher finds fault not in the number of institutions but the process of learning. A student to gain the right skill and talent he has to be focused and engaged tremendously in the academic activities. The student should be engaged in various real time projects, student oriented teaching, assignments, industry exposure, rigorous training on the job skills and etc. It can be observed that these activities are been conducted in the premium institutions but still finds some students are failing to match the corporate requirements and choosing other fields for their livelihood. The researcher observes the phenomena that students are less engaged and focused even though their institutions are insisting to undergo rigorous academic activities. The reasons could be many, critical among them are lack of interest in the subject, low aptitude skills in grasping the subject and unwanted activities.

On the others side, due to various government schemes and policies in education sector such as fee regulations in higher education, the revenue has fallen drastically to pay the UGC salaries to the faculties working in engineering colleges. In addition, heavy load of teaching and administration activities are put upon the faculties. Where the faculty members have lack of time to plan and analyze academic activities that match to the present world for students. The above scenario is impacting the satisfaction levels of teacher personally and professionally.

Student Engagement can be better explained as time, physical energy and emotional energy directed towards learning opportunities and adaptive learning. Student engagement happens when students accept a level of identity based risk and willing to experience potential emotional outcomes associated with learning (Dean and Jolly, 2012). Organizational commitment is defined as “a psychological state that (a) characterizes the employee’s relationship with the organization, and (b) has implications for the decision to continue or discontinue membership in the organization” (Meyer & Allen, 1991).

In the above circumstances the researcher has observed the phenomena and found it is necessary to study the perception levels of student engagement and employee engagement among the engineering college faculties working in Andhra Pradesh. Consequently this present study has been sought to analyze the levels of perceptions of teaching faculties of private engineering colleges towards the student engagement and Organizational Citizenship Behavior. Further study is sought to analyze the moderation effect of student engagement on employee engagement and teaching effectiveness.

## REVIEW OF LITERATURE

The literature has given foundation in understanding the process of student persistence and withdrawal. According to Barefoot (2000), the objective of the institution should be to “(a) increase student-to-student interaction, (b) increase faculty-student interaction, (c) increase student involvement and time on campus, (d) link the curriculum and the co-curriculum (school sponsored and directed activities), (e) increase academic expectations and levels of academic engagement, and (f) assist students who have insufficient academic preparation for college” (Barefoot, 2000).

A more recent study (Zhoa & Kuh, 2004) examined the association between participating in learning communities and student engagement at 365 four-year institutions. The aim of the above research was to determine whether or not participation in learning communities was linked to student success. The database utilized was the National Survey of Student Engagement (NSSE), an annual survey of both first-year and senior students. NSSE was designed to measure student experiences. The results of the study indicated participating in “learning communities was uniformly and positively linked with students’ (a) academic performance, (b) engagement in educational activities, (c) achievement associated with college attendance, and (d) overall satisfaction with the college experience” (Zhoa & Kuh, 2004).

The theoretical models and conceptual frameworks of Spady and Tinto suggest faculty-student relation outside the classroom not only increase social integration and institutional commitment but also increase individual academic integration. Many other studies (Pascarella & Terenzini, 1979; Terenzini & Pascarella, 1980; Teophilides & Terenzini, 1981; Tinto 1975), not only concluded faculty-student interaction significantly influenced

persistence but that the quality and quantity of the contacts had a distinct impact as well.

Beck, N., & Wilson, J., 2000 stated that employees exhibiting their dedication significantly high, can stay within the organization for a long period as their working relationship is consistent with organizations ethics and mission. Morrow, 1993 stated in a different perspective that encouraging employees emotions towards the organizations is also referred as Affective organizational commitment. Furthermore, Mowday, R. T., Porter, L. W., & Steers, R. M., 1979 reveals that employee character and strong commitment to a particular organization reflects to longevity of the employee.

Continuance commitment refers to what level of emotions the employees feel that they need to stay with their organization. When productive results are achieved through the goals and business standards, consequently employees feel to continue with the organization. “A Research on Employees’ Organizational Commitment in Organisations: A Case of Smes in Malaysia International Journal of Managerial Studies and Research (IJMSR)” revealed that employees remain to work continuously in the same organization when they feel that they are memorable in the workplace with its principles. Further it is stated Continuance commitment can be defined as the relationship of an employee towards the organization depends only on consideration of monetary and financial benefits. Employees exhibit Continuance commitment towards a specific workplace for a reason that they can earn more money as they are working for a long period.

The research is sought to study in Andhra Pradesh because it is the state that has large number of engineering colleges in the country comparatively. The engineering graduates passing out every year are facing the problem of unemployment due to lack of employable skills. Further, the Government of Andhra Pradesh has set an objective of making the state as knowledge hub and striving towards Educational Excellence in the country. Hence the researcher feels the relevance of the study in the context of Andhra Pradesh, India.

Ramalho Luz, C., Luiz de Paula, S. and de Oliveira, L. (2018) has aimed to examine the influence of organizational commitment and job satisfaction towards intention to turnover. The study has followed case study approach carried out in a IT company at Porto Digital in Brazil. The study measures the organizational commitment in its three dimensions (affective, normative and instrumental). The study results reveal that

affective commitment and normative commitment are associated with intention of negative turnover. The regression results reveal that affective component has explained more variance in turnover comparatively.

Oyewobi, L., Oke, A., Adeneye, T. and Jimoh, R. (2019) is aimed to examine the moderation effect of organizational commitment on the relationship between Work-Life (WLB) and Organizational Performance of female employees working in construction companies in Nigeria. The study investigated Work Life Balance of female professionals in medium- and large-sized Nigerian construction organizations. The opinions collected from the respondents were examined employing partial least square structural equation modeling. The study results reveal a positive relationship between Work Life Balance and Organizational Commitment, and Organizational Commitment has mediating role between Work Life Balance and Organisational Performance.

Heck, R. (2009) is aimed to investigate attaining higher teacher effectiveness is significant in improving student outcomes. The study is sought to understand successive teachers influence on student achievements. The study is limited to examine the teacher effectiveness is a individual resource which varies across class rooms within a school and collective resource across schools. The study collected opinions from 9196 students studying 156 elementary schools. The study results reveal that effectiveness of successive teachers was associated with student achievement and teacher effectiveness is an organizational resource positively associated with achievement levels.

## RESEARCH GAP

The study observes from literature that Organizational commitment, Engagement, Student Engagement and Teaching effectiveness are studied in isolation rather than together. Further the above variables are not studied in the context of engineering colleges. Hence this study is sought to gather the information about faculty and add to the body of knowledge.

## Research Methodology

The study is sought to determine the magnitude and direction of association among Organizational Citizenship Behavior, Student Engagement and Teaching Effectiveness among the professors of private engineering

colleges. Student Engagement is the Moderating Variable, Organizational Citizenship Behavior is considered as Independent Variable and Teaching Effectiveness is considered as Dependent Variable in the study. Consequently the study needs to describe the existing phenomena; study employs the descriptive research design approach.

## Sample

Andhra Pradesh is geographically dispersed and has approximately 400 engineering colleges widely spread across the state. Hence it is difficult to cover all the engineering colleges for collecting the opinions of the faculties. So, the study follows non-probabilistic; convenience sample in the selection of the faculty. Hence the state is divided into two parts such as the districts on the coastal region and rayalseema region. Then the researcher has selected rayalseema region because density of the private engineering colleges is high in rayalseema region compared to the coastal region.

## SAMPLE SIZE

The calculated sample size of the study is 377. However the researcher has collected responses from 400 engineering college professors to the nearest value. The 400 sample is been distributed equally among the four districts of Rayalaseema Region. Hence from each district the study has collected the primary data from 100 engineering college faculty members. The districts considered form sampling are Kadapa, Chittoor, Anantapur and Kurnool.

## HYPOTHESIS

*H1: There is significant association between student engagement and organizational commitment.*

*H2: There is significant association between student engagement and teaching effectiveness.*

*H3: There is moderating effect of student engagement on the association between organizational commitment and teaching effectiveness.*

## DATA ANALYSIS

It can be observed from the Table 1 regarding demographic profile of the faculties of private engineering colleges working in Rayalaseema region of Andhra Pradesh. It is observed from the summarized table that majority of the faculties are male and in the age group of 25-30 years. The majority of the faculty acquired the highest degrees such as post graduation and with experience minimum of five years to ten years. The faculties are working in the designations of Assistant Professor cadre. The detailed data is summarized in Table 1.

**Table 1: Descriptive Statistics of Demographic Factors of Faculty (N=410)**

Sr. No	Demographic Factors		Number of Respondents	Percentage
1	Gender	Male	264	64.4
		Female	146	35.6
2	Age Group	25-30 Years	257	62.7
		31-40 Years	138	33.7
		41-50 Years	10	2.4
		51-60 Years	5	1.2
3	Year of Experience	0-5 Years	250	61.0
		6-10 Years	101	24.6
		11-15 Years	42	10.2
		15-20 Years	13	3.2
		21 and above Years	4	1.0
4	Qualification	Graduation	47	11.5
		Post Graduation	305	74.4
		NET/SLET(CSIR)	5	1.2
		M. Phil	19	4.6
		Ph. D	34	8.3
5	Designation	Assistant Professor	350	85.4
		Associate Professor	51	12.4
		Professor	8	2.0
		Others	1	0.2

Sr. No	Demographic Factors		Number of Respondents	Percentage
6	District	Kadapa	110	26.8
		Chittor	100	24.4
		Anantapur	100	24.4
		Kurnool	100	24.4

The weighted means and Cronbach's Alpha for Student Engagement, Employee engagement and Teaching Effectiveness is resulted as follows 0.743, 0.784 and 0.940 in order, which is above the standard norms. The weighted mean score of Student Engagement, Employee engagement and Teaching Effectiveness is observed at 3.84, 3.90 and 4.20 is interpreted as moderate to high levels of perceptions regarding Student Engagement and Job Satisfaction, except Teaching Effectiveness.

## DISCUSSION

### Relationship Between Organizational Commitment and Teaching Effectiveness

The study analyzes the association between Organizational Commitment and Teaching Effectiveness by employing Correlation and Regression analysis. Organizational Commitment is considered as independent variable and Teaching Effectiveness is considered as dependent variable. The outcome is summarized in the Table 2 & 3.

The correlation analysis reveals that there is considerable and moderate relationship between Organizational Commitment and Teaching Effectiveness ( $r = 0.435$ ,  $p = .000$ ). Regression analysis reveals that Organizational Commitment is able to explain 19 % of variance in Teaching Effectiveness ( $R^2 = 0.19$ ,  $p < .000$ ). Hence Hypothesis 1 that there is a significant relationship between student engagement and organizational commitment is accepted.

**Table 2: Correlation Analysis Among Study Variables**

Sr. No	Association		r	p-value
1	Student Engagement	Teaching Effectiveness	0.298	.000
2	Organizational Commitment	Teaching Effectiveness	0.435	.000

\*\*Significance at  $p < 0.01$ .

Source: SPSS Output

**Table 3: Regression Analysis Among Study Variables**

Sr. No	Association		R <sup>2</sup>	p-value
1	Organizational Commitment	Teaching Effectiveness	.190	.000
2	Student Engagement	Teaching Effectiveness	0.298	.000

\*\*Significance at  $p < 0.01$ .

Source: SPSS Output

### Relationship Between Student Engagement and Teaching Effectiveness

To analyze the association between Student Engagement and Teaching Effectiveness, Correlation and Regression analysis are employed. Student Engagement is considered as independent variable and Teaching Effectiveness is considered as dependent variable. The results are summarized in the following Table 2 & 3.

The correlation analysis reveal there is significant association between Student Engagement and Teaching Effectiveness ( $r = 0.298$ ,  $p < .000$ ). The regression analysis reveal Student Engagement is able to explain 29.8% of variance in Teaching Effectiveness ( $R^2 = 0.298$ ,  $p < .000$ ). Consequently, the study results confirm there is significant relationship between Student Engagement and Teaching Effectiveness. Hence H2 is accepted.

### Moderation Effect of Student Engagement

The regression of Student Engagement on teaching effectiveness is significant at  $\beta = 0.129$ ,  $t(406) = 2.003$ ,  $p = .045^*$ . The regression of Organizational Commitment on Teaching effectiveness is significant in presence of Student Engagement at  $\beta = .370$ ,  $t(406) = 7.027$ ,  $p = .000$ . The total model summary is significant at  $R^2 = .202$ ,  $F(406) = 34.304$ ,  $p = .000$ . Interaction effect of Student Engagement and Organizational Commitment is insignificant at  $R^2 = .0014$ ,  $F(406) = .718$ ,  $p = .397$ ,  $\beta = -.048$ ,  $t(406) = -.847$ ,  $p = .397$ . Hence it is concluded that Student engagement has insignificant moderation effect on the relationship between Organizational Commitment and Teaching Effectiveness. So H3 is rejected.

**Table 4: Moderating Effect of Student Engagement on Job Satisfaction and Teaching Effectiveness**

Regression Parameters	Organizational Commitment (OC)	Student Engagement (SE)	OC*SE	Model Summary
R <sup>2</sup>			.0014	.202
df			406	406
F			.718	34.304
p			.397	.000**
$\beta$	.370	.129	-.048	4.213
t	7.027	2.006	-.847	100.70
p	.000**	.045**	.397	.000**

\*\*Significance at  $P < 0.01$ .

\* Significance at  $P < 0.05$ .

**Model:** Organizational Commitment (Predictor), Student Engagement (Moderating Variable) and Teaching Effectiveness (Dependent Variable).

## CONCLUSION

When interacted with the faculty they mentioned that students are average in terms of engagement in academic activities. When interacted with faculty they opine that nowadays students are exhibiting less interest in academic activities, they come with incomplete assignments, they are less concern about with basic research activities/projects, less interaction with faculty regarding academics/seminars and group discussions. Even though they counsel the students about the academic activities it is observed that students show less concern and feel burden and tired some of these activities. On the other side the students are interested to get a good job and settle in life and career without acquiring right employability skills.

However the faculty opines that they have positive perception about teaching effectiveness of their peers in their concerned institutions. The faculty prepare the lesson plans, subject material, usage of class timing effectively, motivate the students for preparing to present class seminars, encourage the students to participate in group discussions, guiding the students for research projects, faculty are maintaining friendly environment to create a good platform for student and faculty interaction; focuses on important points in class, faculties are helpful and respect students and other curricular activities.

## SUGGESTIONS OF FUTURE RESEARCH

The present study has considered teaching staff to measure the teaching effectiveness, however the technical assistants and students are other stake holders are also important in measuring the teaching effectiveness. The present study has considered organizational commitment and student engagement as antecedents influencing teaching effectiveness. However the regression results reveal that their other factors too influence teaching effectiveness. The future studies need to consider employee and student behavioral variables in the present study is confined to private engineering colleges, so the future studies has to extend the present context to other courses like degree colleges, professional colleges like MBA, MCA, Law, Medical and so forth.

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