

A Study of the Correlates of Organizational Commitment Among Secondary School Teachers

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Abstract

The study was planned to determine the effect of job satisfaction, work motivation and type of schools on organizational commitment of secondary school teachers. Descriptive survey method was employed for the investigation. The organizational commitment has been treated as the dependent variable, whereas job satisfaction, work motivation and type of schools comprised the independent variables for the study. Multi-stage random sampling technique was used to select the sample of 480 secondary school teachers working in Rohtak, Jhajjar and Sonapat cities of Rohtak Division of Haryana. The investigators used Organizational Commitment Scale (OCS) by Hyde and Roy (2006), Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule (EMS) by Srivastava (1988) to measure organizational commitment, job satisfaction and work motivation of teachers respectively. Means, SD's and t-test were used for analyzing the collected data. Findings of the study reported significant effect of type of schools and job satisfaction on the organizational commitment of the teachers. No significant difference was found in organizational commitment of private school teachers with high and low level of work motivation and the government school teachers with high level of work motivation were reported to be better than their counterparts with respect to their organizational commitment. The study also revealed certain educational implications for the teachers, principals and the administrators for enhancing the organizational commitment among the teachers.

Key words: Organizational Commitment, Job Satisfaction, Work Motivation and Type of Schools

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INTRODUCTION

Organizations today are facing challenges and opportunities due to constantly changing world of business. The changes in the business world include technological advances and changing economic trends in the global market. Werner (2007) states that “social, cultural, political, technological and global forces challenge organizations to redefine their strategies”. None of the field is left untouched by these changes. So, every organization aspires to have



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employees who are committed towards the fulfilment of the organizational goals. The educational organizations such as schools also need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They are rarely at a loss for things to do and always seem to make maximum efforts cheerfully and zestfully. Commitment is not simply a human relation concept, rather it is about generating human energy and activating the human mind. It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. It could manifest in terms of three ways i.e., affective, normative and continuance and each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts him/herself in the workplace (Meyer et al, 2002). Mariados (2000) stated that commitment is a deep profound value of emotional intelligence.

Satisfaction with job has been found to be a significant determinant of teacher's organizational commitment and in turn, a contributor to school's effectiveness. Job satisfaction reflects an employee's overall assessment of their job particularly their emotions, behaviour and attitudes about their work experience. The happier the people are within their job the more satisfied they are said to be. Until and unless a teacher derives satisfaction he cannot initiate desirable outcomes to cater to the needs of the society as well as to live up to the expectations of the school also. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession and it is suicidal if it occurs in the teaching profession as cautioned by the Education Commission (1964-66). If teachers are the most important professionals for our nation's future, it is disturbing fact that teachers are found dissatisfied with their job and lacking in their commitment.

In this context, it may be appropriate to mention that man's ability to perform skilled tasks is affected by practice and by the degree to which he is motivated. While the teachers are selected on the basis of their qualification, training and experience, it could be inferred that the difference in performance of the teachers is related to their motivational level. According to Hellriegel, Slocum and Woodman (2001) motivation represents the forces acting or within a person that cause the person to behave in a specific, goal-directed manner. Thus, motivation is the result of the interaction of the individual and the situation. In other words, it is a positive drive that forces a person to reach the goal. Educational organizations like schools, colleges and universities need highly motivated teachers so as to attain their goals and produce good

citizens. It is one of the several factors that go into a teacher's organizational commitment. To summarize, motivation acts as a powerful tool in educational institutions which may lead to increased efficiency of teachers.

A sizeable number of researches evince that there is a close association among organizational commitment, job satisfaction and work motivation. Pedro (1992) found that the most powerful predictor of organizational commitment was teachers' motivation and females tend to have higher commitment than males. Singh, Husain and Pathak (1994) reported that the work motivation was influenced by occupational level and job involvement and work motivation were positively and significantly correlated in the organization. Fresko, Kfir and Nasser (1997) conducted a study which indicated that only job satisfaction could directly predict commitment. Mathew (2003) found that teachers having high work values were more committed to the organization. Kumar and Patnaik (2004) found a moderate correlation between organizational commitment and job satisfaction, organizational commitment and attitude towards work. Chen (2007) reported that the external rewards and commendations were also effective in stimulating the teachers' work motivation. Kumar and Giri (2009) observed that the job satisfaction and organizational commitment differed significantly based on work experience of employees such that higher the work experience of employees, higher was their job satisfaction and organizational commitment. Sharma (2010) reported a positive and significant correlation between job satisfaction and organizational commitment. Bal and Visser (2011) reported that organizational support and change of work role were positively related to work motivation of the teachers. Nagar (2012) concluded that greater job satisfaction among teachers also leads to increased organizational commitment.

It is however strange to know that whereas job satisfaction of teachers has remained a major research area in education, the research on teachers' organizational commitment has only attracted the searching eyes of the educationists. The researchers assume that motivation among teachers is in short supply and in need of periodic replenishment. Thus, if it is known that what drives the teacher, it will help in understanding their work behaviour. Their efficiency in working will lead to the progress of school which in turn will enhance their commitment to school and job satisfaction. Thus, the present study was planned to explore the correlates of organizational commitment among the secondary school teachers.

VARIABLES

1. Dependent Variable: (a) Organizational Commitment.

2. Independent Variables: (a) Type of Schools
(b) Job Satisfaction
(c) Work Motivation

OBJECTIVES OF THE STUDY

The present study intended to meet the following objectives:

1. To study the effect of type of schools on organizational commitment of secondary school teachers.
2. To study the effect of job satisfaction on organizational commitment of secondary school teachers.
3. To study the effect of work motivation on organizational commitment of secondary school teachers.

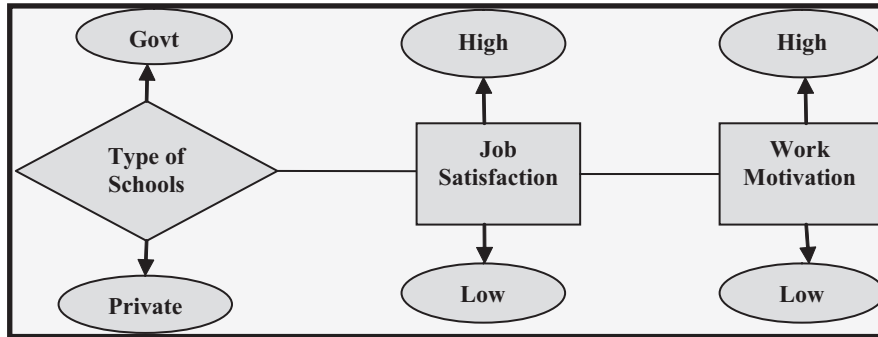
HYPOTHESES OF THE STUDY

The following null hypotheses were formulated in tune with the above stated objectives:

- H₀₁** There exists no significant difference in organizational commitment between teachers working in government and private schools.
- H₀₂** There exists no significant difference in organizational commitment between government school teachers with high and low level of job satisfaction.
- H₀₃** There exists no significant difference in organizational commitment between private school teachers with high and low level of job satisfaction.
- H₀₄** There exists no significant difference in organizational commitment between government school teachers with high and low level of work motivation.
- H₀₅** There exists no significant difference in organizational commitment between private school teachers with high and low level of work motivation.

DESIGN OF THE STUDY

In the present study, descriptive survey method was used and the independent variables i.e. type of schools, job satisfaction and work motivation were varied at two levels as shown below:



SAMPLE

A sample of 480 secondary school teachers working in government and private schools affiliated to HBSE located in Rohtak, Jhajjar and Sonapat cities was drawn using multi-stage stratified random sampling technique. These were stratified on the basis of type of schools, job satisfaction and work motivation. The teachers having job satisfaction scores above 154 were categorised as teachers with high level of job satisfaction and those having scores below 148 were referred to as the teachers with low level of job satisfaction. Similarly, the teachers having work motivation scores above 200 were said to possess high level of work motivation and those having scores below 199 were considered as the teachers with low level of work motivation. The breakup details of sample have been given in the Table-1. The schematic layout for the effect of type of schools, job satisfaction and work motivation has also been presented in Fig. 1.

TOOLS USED

1. Organizational Commitment Scale by Dr. Anukool M. Hyde and Mrs. Rishu Roy (2006) to assess the Organizational Commitment of teachers.

Table-1. Breakup Details of the Sample

Type of Schools	Job Satisfaction	Work Motivation
Govt School Teachers (240)	High Job Satisfaction (120)	High Work Motivation (120)
	Low Job Satisfaction (120)	Low Work Motivation (120)
Private School Teachers (240)	High Job Satisfaction (120)	High Work Motivation (120)
	Low Job Satisfaction (120)	Low Work Motivation (120)

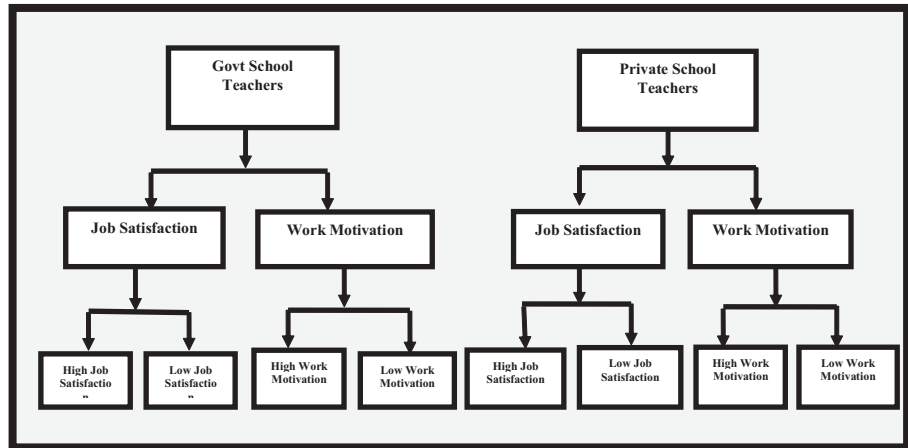


Figure 1: Schematic Layout for Effect of Type of Schools, Job Satisfaction and Work Motivation on Organizational Commitment of Teachers

2. Job Satisfaction Scale by Dr. (Mrs.) Meera Dixit (1993) to assess the Job Satisfaction of teachers.
3. Employees Motivation Schedule by Srivastava (1988) to measure the work motivation of teachers.

PROCEDURE OF THE STUDY

The scales were distributed and administered to all the 480 secondary school teachers working in government and private schools affiliated to HBSE as per standardized instructions given in the manuals. Each respondent was approached personally and was requested to fill up the questionnaires. It was also duly emphasized that all statements were to be responded to and none be left unanswered. The confidentiality of their responses was also assured. While administering all tests, the time limit was strictly followed as per the instructions given by the authors. Finally the questionnaires were collected and scoring of the answer sheets was done strictly according to the instructions given in the concerned manual.

STATISTICAL TECHNIQUES USED

Means, SD's and t-test were used to compare the organizational commitment of teachers with respect to type of schools, job satisfaction and work motivation.

DATA ANALYSIS AND INTERPRETATION

Table-2 illustrates that 't'-value 7.679 for the mean scores of organizational commitment between the teachers working in government and private schools is significant at 0.01 level. Thus, the hypothesis H_{01} , "There exists no significant difference in organizational commitment between teachers working in government and private schools" is rejected. In the context of mean scores, it was found that the mean score of organizational commitment of teachers working in private schools (130.625) is higher than those working in government schools (120.958). This result is in agreement with the findings of Misra, Ansari and Khan (2009) who reported that the private school teachers showed higher organizational commitment as compared to the government school teachers. The mean scores for effect of type of schools on organizational commitment have been presented in Fig. 2.

Table 2: 't'-value for the Mean Scores of Organizational Commitment of Teachers with respect to Type of Schools

Group	N	Mean	S.D.	't'- value
Govt School Teachers	240	120.958	15.871	7.679**
Private School Teachers	240	130.625	11.335	

** = Significant at 0.01 level

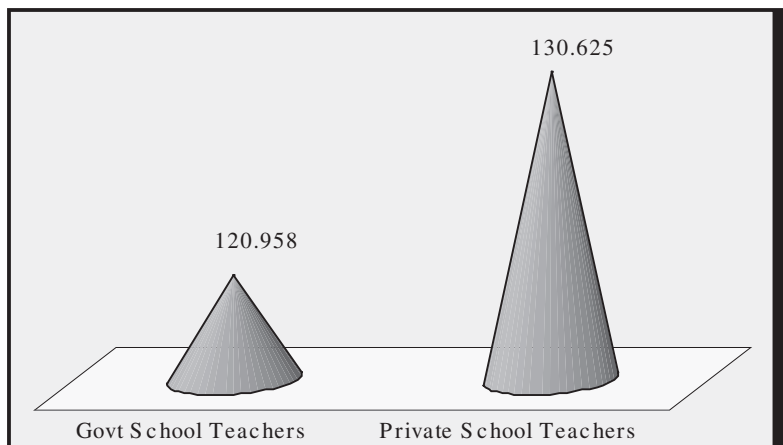


Figure 2: Mean Scores for Main Effect of Type of Schools on Organizational Commitment of Teachers

Table 3: ‘t’ values for Means of Organizational Commitment of Teachers with respect to Job Satisfaction based on Type of Schools

Variables	Group	N	Means	SD's	t-values
Govt School Teachers	High Job Satisfaction	120	128.708	12.366	8.656**
	Low Job Satisfaction	120	113.208	15.225	
Private School Teachers	High Job Satisfaction	120	132.675	10.642	2.842**
	Low Job Satisfaction	120	128.575	11.676	

** Significant at 0.01 level

A close perusal of Table-3 reveals that the mean scores of organizational commitment of government school teachers with high level of job satisfaction and for government school teachers with low level of job satisfaction differ significantly. Thus, the hypothesis H_{02} is rejected. It may therefore be said that government school teachers with high level of job satisfaction have significantly higher organizational commitment (128.708) than the government school teachers with low level of job satisfaction. The present finding is in consonance with the findings of Sood and Anand (2010) who found that teachers with higher job satisfaction level also exhibited significantly higher organizational commitment.

It is also evident that the ‘t’-value (2.842) vide Table-3 for private school teachers with high level of job satisfaction and for private school teachers with low level of job satisfaction is significant at 0.01 level. Thus, the hypothesis H_{03} , “There exists no significant difference in organizational commitment between private school teachers with high and low level of job satisfaction” is rejected. On comparing the mean scores, it was found that private school teachers with high level of job satisfaction (132.675) have significantly higher organizational commitment than the private school teachers with low level of job satisfaction. The above finding is in line with the findings of Nagar (2012) who concluded that greater job satisfaction of teachers contributed significantly towards an increase in their organizational commitment. The mean scores for effect of job satisfaction on organizational commitment have been presented in Fig. 3.

A glance at Table-4 reveals that the mean scores of organizational commitment of government school teachers with high level of work motivation and for government school teachers with low level of work motivation differ significantly. Thus, the hypothesis H_{04} , “There exists no significant difference

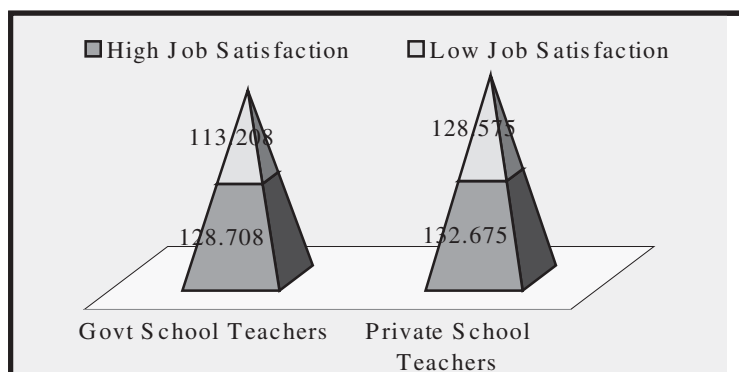


Figure 3: Mean Scores for Effect of Job Satisfaction on Organizational Commitment of Teachers

Table 4: 't' values for Means of Organizational Commitment of Teachers with respect to Work Motivation based on Type of Schools

Variables	Group	N	Means	SD's	t-values
Govt School Teachers	High Work Motivation	120	127.991	12.290	8.874**
	Low Work Motivation	120	112.425	14.769	
Private School Teachers	High Work Motivation	120	131.8	10.413	1.428(NS)
	Low Work Motivation	120	129.766	11.619	

** Significant at 0.01 level

in organizational commitment between government school teachers with high and low level of work motivation" is rejected. It was further revealed that the government school teachers with high level of work motivation were better than their counterparts as far as their organizational commitment is concerned. The present finding is supported the findings of Mathew (2003) who revealed that the teachers having high work motivation were more committed to their organizations.

In contrast to this, the 't'-value 1.428 (vide Table-4) for private school teachers with high level of work motivation and for private school teachers with low level of work motivation is found to be non-significant which

indicates that the private school teachers with high and low level of work motivation respectively do not differ from each other. Thus, the hypothesis H₀₅ stands retained. This result is in contrast with the findings of Sharma, Gajraj & Sharma (2007) who found a positive relationship between work motivation and organizational commitment of teachers. Further on comparison of mean scores, private school teachers with high level of work motivation were reported to have slightly higher organizational commitment than the private school teachers with low level of work motivation. The mean scores for effect of work motivation on organizational commitment have been presented in Fig. 4.

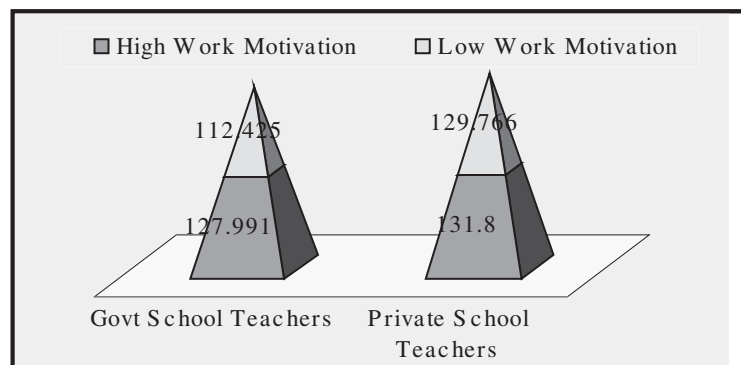


Figure 4: Mean Scores for Effect of Work Motivation on Organizational Commitment of Teachers

FINDINGS OF THE STUDY

- A significant difference was found in organizational commitment between teachers working in government and private schools. Further the teachers working in private schools possessed more organizational commitment than the teachers working in government schools.
- The study revealed that organizational commitment of government school teachers with high level of job satisfaction and for government school teachers with low level of job satisfaction differ significantly. It was further concluded that government school teachers with high level of job satisfaction possessed significantly higher organizational commitment than the government school teachers with low level of job satisfaction.
- There was found a significant difference in organizational commitment between private school teachers with high and low level of job satisfaction. On comparing the mean scores, it was found that private school teachers

with high level of job satisfaction have significantly higher organizational commitment than the private school teachers with low level of job satisfaction.

- The mean scores of organizational commitment of government school teachers with high level of work motivation and for government school teachers with low level of work motivation were found to differ significantly and government school teachers with high level of work motivation were reported to be better than their counterparts with respect to their organizational commitment.
- No significant difference was found in organizational commitment of private school teachers with high level of work motivation and private school teachers with low level of work motivation. Further the private school teachers with high level of work motivation were reported possessed slightly higher organizational commitment than the private school teachers with low level of work motivation

EDUCATIONAL IMPLICATIONS

The present study identified organizational commitment as an important factor contributing to the effectiveness of the education system. The more committed the teachers are to the schools, the more motivated they would be and more willing to work. An understanding of teacher's perception is helpful to promote organizational commitment in school. The principals and head of the educational institutions should keep the morale of the teachers high by involving them in decision-making process and should provide the opportunities for teachers to interact and be supportive of one another. The organizational authorities should identify the ways and means through which teachers can be provided with facilitating work environment which will influence their work and also commitment towards the organization and the profession. Thus, the result gives enormous scope for the improvement of teachers' organizational commitment through well structured sensitization; attitude building and competency based training programs.

Even the best educational system is bound to fail in the absence of competent and satisfied teachers. He will be a loss not to himself only but also to the country's future. The study also reported that job satisfaction and work motivation are important correlates of teachers' organizational commitment. Achieving a high level of job satisfaction from the teachers needs some simple strategies to be adopted by the principal. As a leader, the principal should think about introducing application of creativity in their work. For this, the staff should be rotated to different tasks at regular intervals so that their work remains challenging. The frequent and non-critical feedback should be given

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to teachers on their performance and opportunity for self-development to overcome inadequacies should be provided. The teachers need to be empowered by giving autonomy. Therefore, the study of job satisfaction is of much value to administrators and policy makers, who frame policies, take decisions and create conditions in which teachers try to maximise their potential and thus derive greater job satisfaction.

Motivation requires discovering and understanding employee drives and needs since it originates within an individual. The teachers with different levels of job satisfaction may require different management styles and motivational strategies for instance; teachers high in extrinsic job satisfaction may prefer bonuses other types of reward. Though monetary benefits play a crucial role in motivating the teachers but it has also been discovered that one of the best ways to motivate the teachers is good old-fashioned praise and recognition. Peer recognition can also be used as another effective measure for motivating teachers. The schools should introduce formal programs that encourage peer recognition for a job well done because everybody needs encouragement and everybody needs their work to be recognized. The recognition from seniors is also found to be effective in motivating teachers. Therefore, it is very necessary to identify teachers' drives and needs and to channelize their behaviour to motivate them towards task performance.

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