



Teachers Organisational Commitment At Secondary Level With Reference To Various Demographic Variables

Zaika Manzoor^{*1}, Nighat Basu^{*2}

Ph.D scholar, Central University of Kashmir, India
Professor, School of Education, Central University of Kashmir, India

ABSTRACT

Organisational commitment is the employees intrinsic devotion with their organisation for the pursuit of certain but the basic goals of life. It provides an individual with the identity for the development of self worth, belongingness, overcome challenges and helps to perform better. The employees' commitment to their organisation gives them a sense of belongingness and a clear understanding of its objectives. Commitment towards organisation can determine ones efficacy, performance and overall productivity. The paper explores the organizational commitment level of secondary school teachers. It takes into account gender and work experience as demographic variables. Sample was drawn through stratified sampling technique from various secondary schools of Kashmir, India. 720 teachers' responses were collected through online and personal visits from April- September, 2022. The scale for measuring organizational commitment, which was developed by Jamal and Raheem in 2014, was utilized. This was done in a professional manner to ensure that no important information was left out. The statistical analysis utilized t-test and ANOVA methods, which are effective in determining the distinctions between two sets of data. The results of the analysis showed a significant difference between the two groups. The findings revealed that secondary school teachers' work experience and gender varied significantly.

Keywords: Organisational commitment, Gender, Work experience, Teacher

INTRODUCTION

Organizational commitment (OC) is a psychological bond characterized by a desire to identify with values and objectives and not a passive loyalty to participate in decision of a specific organization (Allen and Meyer, 1990). It entails a proactive engagement with the organization in which individual contribute not only for its wellbeing but also make efforts to relate their personal ideals and ambitions with those of the organization. Commitment to one's organisation is associated with employee's willingness to invest their time and energy in the organisation through their behaviours and decisions throughout time (Becker, 1960; Kanter, 1968). This type of conduct is always connected to, associated with, and responsible for the efficiency of the organisation. Definition of organizational commitment given by Mowday et al. (1979) is based on a three tier explanation:(a) adherence to the organization's objectives and principles, (b) readiness to work hard on its behalf and (c) determination to stay as a member of the specific organisation till better opportunities are indeed ahead . It is of great importance to be committed with one's organization as it helps in better performance (Walton, 1985), empowerment (Tadesse, 2019), turnover intentions (Shore & Martin, 1989), enhance morale (Punia, 2000) and job satisfaction (Williams and Hazer, 1986). As a result, the organization and employee relation holds foremost factor (Porter et al., 1974) in ensuring satisfaction to employee's identification, values and work becomes a significant predictor for positive organisational outcomes. This led to a greater understanding of the organisation's objectives, and in turn, increased each

individual's organisational commitment. This commitment resulted in improved productivity and efficiency, ultimately leading to better overall performance of the system as a whole. The importance of fostering an environment which encourages such motivation and engagement is undeniable as it can potentially bring fruitful outcomes for both employees and organisations (Grusky, 1966) in which willingness, time and energy are devoted to organization and links individuals attitude and identity to organizational goals to work hard for achieving those goals (Kanter, 1968; Meyer & Allen, 1997; Sheldon, 1971). Those who are devoted to their company link themselves to its aims and beliefs and wants to be a member of that organisation (Miller, 2003). Organizational commitment is conceptualized as a social instinct with arousal of emotional representation; employees stick by the organizations' ideas and objectives out of a sense of connection and belonging (Asmin et al., 2013). It is a person's mindset that compels them to freely carry out their duties for organization's success. Organizational commitment fosters a mindset that preserves a person's identity and fosters the motivation to work hard and do their jobs well.

LITERATURE REVIEW

Literature shows that several work characteristics such as education, experience and the nature of the institution have an impact on how committed employees are (Griffeth et al., 2000; Chagatai et al., 2006; Brimeyer et al., 2010; Ramay, 2010; Meyer et al., 2011; Islam et al., 2012). Most often, committed personnel are frequently motivated by achievements and innovations and are devoted to their for enhancing their productivity (Morrow, 1993) and are less likely to leave. (Mathieu and Zajac, 1990; Tett and Meyer, 1993) regular attendance (Meyer et al., 2002) perform efficiently to accomplish set goals (Cooper and Viswesvaran, 2005; Riketta, 2002), and act as responsible corporate citizens (Riketta, 2002). Randall (1990) discovered a positive correlation between elements such as job performance, work effort, attendance, punctuality and loyalty to a company. Meyer and Allen (1997) demonstrated that strong commitment is characterized by more explicit involvement and participation in Organisational Commitment Behaviour than the weak commitment. Leithwood, 2006 notes that teachers' bad relationships with the principal as well as overwork have decreased their organizational commitment. Principals mistreating teachers, including denial of leave, limiting their ability to express views and opinions, avoiding, role ambiguity, limiting their ability to put their suggestions, unnecessary yelling, untruthfulness, pointing fingers, bias, disregard for equitable assessment, tracking, and relocation of staff members or suspension threats, public humiliation and criticism, nonsensical assignment, deception, inappropriate sexual remarks and bigotry (Blase and Blase, 2006). These occurrences are hardly ever acknowledged, they persist and undermine teachers' organizational commitment (Blase & Blase, 2003). Moreover, various other personal factors are there that have influence among them the factor of age and length of service are two major aspects that precede OC since they are important indicators of work experience (Becker, 1960). Longer tenured Employees are more likely to be commitment since they have an elevated emotional attachment to the organisation that would prevent them from leaving their employment (Newstrom, 2007).

Significance

The success of any educational system needs committed teachers. They serve as the focal point of the educational system and are responsible for several significant tasks. Commitment and perseverance is considered primary element for determining effectiveness and competence of teachers for providing better quality education (Hueberman, 1993; Joolideh et al., 2008). Teachers perception regarding commitment is crucial be it for school success, teaching- learning process and in successful implementation of educational policies. Organizational commitment captures employees' interest at work (Tadesse, 2019), teachers' interest and attitudes forms core element of their sense of work environment includes their commitment to profession, team work, student and school. Highly dedicated teachers continue to remain part of an organisation they work for (Cohen, 1993). Moreover, committed employees follow organisation values and goals voluntarily and with least expectations (Firestone and Pennell, 1993). The effectiveness of schools as a whole is influenced by the motivation, dedication and contentment of the teachers. Therefore it is important to understand their interests and attitudes towards the organisation (Tsui and Cheng, 1999).

Objectives

- To study the organisational commitment of secondary school teachers with reference to gender.
- To study the organisational commitment of secondary school teachers across different teaching experiences

Hypotheses: While taking the review of literature in consideration hypotheses were framed

- There exists no significant difference in organizational commitment between male and female secondary school teachers.
- There exists no significant difference in organizational commitment with reference to teaching experience.

Methodology

The research design of the study is descriptive in nature, which is a methodology that provides an in-depth analysis of a particular subject. This methodology enables the researcher to understand the characteristics of the subject and its context in greater detail. It also allows for an accurate and reliable conclusion to be drawn about the study's findings. Stratified sampling technique was used to gather data from 720 secondary school teachers through personal visits and online questionnaire distribution from all districts of Kashmir, India. Jamal and Raheem (2014) organisational commitment scale was adopted to serve the purpose. The scale consists of 4 dimension with 42 items based on 5 point rating scale. The reliability of scale is 0.91. To realize the objectives of study t -test and ANOVA was employed.

Analysis and Interpretation

Table1. Gender differences on Organizational Commitment

	Equality of Variances (Levene's test)			t-test for Equality of Means							
	Mean	SD	F	Sig.	t	Sig.(2-tailed)	Mean difference	Std.Error difference	95% confidence Interval of the Difference		
									Lower	Upper	
DV	Male	3.97	.68								
				2.101	.128	2.680	0.012	.1464	.04067	.02570	.22541
	Female	3.06	.91								

An independent sample t-test was conducted in order to analyze the level of organizational commitment between male and female participants. Significant gender differences were found in the scores ($t=2.680$, p value= 0.012) with Mean score for males ($M=3.97$, $SD=.68$) was that of higher than the females ($M=3.06$, $SD=.91$). There was a substantial mean difference in the scores (mean difference= $.14$, 95% confidence interval: 0.025 to 0.225) was significant. Hence H_1 was not supported.

Table2. One way ANOVA results

Homogeneity of variances			Test of	ANOVA		
Teaching Experience(years)	Mean	Std.Deviation	Levene's statistic	Sig.	F	Sig.
1-9	4.7780	1.29	4.487	.003	8.328	.000
9-16	3.9820	1.96				
16 above	4.4427	0.94				
Group Differences						
Teaching Experience	Mean Difference	Sig.	95% Confidence Interval[LL-UL]			
1-9 & 9-16	-.87322	.000	-1.3316 -.4098			
9-16 & 16above	-.60223	.000	-1.0725 -.2270			

The hypothesis tests if the organizational commitment of teachers differs significantly across teaching experience. Teachers were divided into three different levels as per their teaching experience (level1: 1-9years; level2:9-16years; level3: 16 above). The ANOVA results indicate substantial differences between teachers organizational commitment ($F=8.328$, $p<.001$). The assumption of equal variance was not assumed since the Levene statistic is significant. Post hoc comparisons were evaluated to look for differences between various levels. Results showed that the average score was for 1-9level($M=4.77$, $SD=1.29$) was substantially different from 9-16 level ($M=3.98$, $SD=1.96$) and 16 above level ($M=4.44$, $SD=0.94$) differ substantially from 9-16 level. The mean differences were found significant at 0.05 level. However, between 1-9 & 16 above years of experience no substantial differences were detected. Table2 summarize the one way ANOVA results.

Discussion

Results of the analysis depicted the effect of gender and teachers work experience on various levels. There is a higher level of organisational commitment among male teachers compared to their female counterparts. This could be due to the fact that men are more likely to be looking for long-term stability and security and thus, may be less affected by external factors such as work–life balance. Furthermore, male teachers tend to have more access to professional development opportunities and mentorship, which could also influence their commitment levels. It is therefore important for organisations to consider how they can create an environment that is supportive of both male and female teachers in order to foster increased organisational commitment from all members of staff. (Aven et al. 1993; Eren, 2004; Kumasey et al., 2014). Males' have high continuance commitment and easier adoption of norms and values than females (Khan, 2017). Females are more committed to their family roles and identify motherhood more important than work (Arbak & Kesken, 2005 as cited in Aydin, 2011; Dixon et al., 2005). Consequently the findings revealed teachers having below 9 year experience and above 16 years of experience differ significantly in organisational commitment. Organisational commitment is high when teachers are appointed in teaching profession but slightly decreases with increase in experience (Srinivasan & Selvi 2016; Khan, 2017).

Conclusion

Administrators, educators and teachers can better gauge their degrees of commitment by understanding the concept of organisational commitment. The obligations and difficulties of delivering an excellent and high-quality education, in which teachers play a crucial role, fall on the shoulders of educational institutions. Teachers that are skilled, motivated, and dedicated are crucial in providing such kind of education. It is suggested that teachers have access to all accessible facilities for improvement and upgrading in order to succeed. For this, appropriate faculty development programmes, orientation courses, concrete promotion policy, and authority recognition should be incorporated.

References

- Ahamar Khan, (2017). *Quality of work life, self-efficacy and job satisfaction as predictors of organizational commitment among university teachers*. (Doctoral dissertation). Aligarh Muslim University.
- Allen, N. J., and Meyer, J. P. (1990). The measurement and antecedents of affective. *Applied Psychology*, 78, 538-551.
- Asmin, H. E., Balaghat, S. R., Iravani, M. R., Khazaei, Z., & Mahmoodvand, M. (2013). Study of social development and relation between organizational commitment and self-control among primary teachers in the zahedan, iran. *Asian J. Soc. Econ. Sci*, 2(4), 80-86.
- Aydin, A., Sarier, Y., & Uysal, S. (2011). The effect of gender on organizational commitment of teachers: a meta analytic analysis. *Educational Sciences: Theory and Practice*, 11(2), 628-632.
- Aven, F. F., Parker, B., & McEnvoy, G. M. (1993), Gender and attitudinal commitment to organizations: A meta analysis. *Journal of Applied Psychology*, 72, 642-648.
- Balay, R. (2000). *Organizational Commitment in Managers and Teachers*. Ankara: Nobel Publication Distribution.
- Becker, H.S. (1960). Notes on the concepts of commitment. *American Journal of Sociology*, 66(1), 32-40.
- Blase, J., & Blase, J. (2003). The phenomenology of principal mistreatment: Teachers' perspectives. *Journal of Educational Administration*, 41(4), 367-422.
- Blase, J., & Blase, J. (2006). The mistreated teacher: A National Study. *Journal of Educational Administration*, 46(3), 263-301.
- Brimeyer, T. M., Perrucci, R., & Wadsworth, S. M. (2010). Age, tenure, resources for control, and organizational commitment. *Social Science Quarterly*, 91(2), 511-530.
- Cohen, A. (1993). Age and tenure in relation to organizational commitment: A meta-analysis. *Basic and Applied Social Psychology*, 14, 143-159
- Cooper-Hakim, A., & Viswesvaran, C. (2005). The construct of work commitment: Testing an integrative framework. *Psychological Bulletin*, 131, 241-259.
- Chughtai, A. A., & Zafar, S. (2006). Antecedents and Consequences of Organizational Commitment among Pakistani University Teachers. *Applied H.R.M. Research*, 11(1), 39-64.
- Day, C. (2004). *A Passion for Teaching*. London: Routledge Falmer Huberman, M. (1993). *The lives of Teachers* J. Newfeld, Trans. London: Cassell Viilliers House.
- Dixon, M. A., Turner, B. A., Cunningham, G. B., Sagas, M., & Kent, A. (2005). Challenge is key: An investigation of affective organizational commitment in undergraduate interns. *Journal of Education for Business*, 80, 172-180.
- Eby, L.T., Freeman, D.M., Rush, M.C. and Lance, C.E. (1999). Motivational bases of affective

- organizational commitment: a partial test of an integrative theoretical model. *Journal of Occupational & Organizational Psychology*, 72, 463-483.
- Ferris, K. R., & Aranya, N. 1983. A comparison of two organizational commitment scales. *Personnel Psychology*, 36, 87-98.
- Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working conditions and differential incentive policies. *Review of Educational Research*, 63, 489-525.
- Gregersen, H. B. & Black, J. S. (1992). Antecedents to commitment to a parent company and a foreign operation. *Academy of Management Journal*, 35, 65-90.
- Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26, 463-488.
- Grusky, O. (1966). Career mobility and organizational commitment. *Administrative science quarterly*, 488-503.
- Hackett, R. D., Bycio, P. & Hausdorf, P. A. (1994). Further assessments of Meyer and Allen's (1991) three-component model of organizational commitment. *Journal of Applied Psychology*, 79, 15-23.
- Henkin, A. B., & Holliman, S. L. (2009). Urban teacher commitment: Exploring associations with organizational conflict, support for innovation, and participation. *Urban Education*, 44(2), 160-180.
- Islam, T., Ahmad, Z., Ahmed, I., Ahmad, A., Saeed, M., & Muhammad, S. (2012). Does Compensation and Demographical Variable Influence on Teachers Commitment and Job Satisfaction? A Study of University of the Punjab, Pakistan. *International Journal of Business and Management*, 7(4), 35-43.
- Iverson, R.D. (1996). Employee acceptance of organizational change: the role of organizational commitment. *International Journal of Human Resource Management*, 7(1), 122-149.
- Jamal, S. & Raheem, A. (2014). Manual for Teacher's Organizational Commitment Scale. Agra: *National Psychological Corporation*.
- Joolideh, F., & Yeshodhara, K. (2009). Organizational commitment among high school teachers of India and Iran. *Journal of Educational Administration*, 47 (1), 127-136.
- Kanter, R. M. (1968). Commitment and social organization: A study of commitment mechanisms in utopian communities. *American sociological review*, 499-517.
- Khan, H., & Shah, B. ul Hassan, FS, Khan, S., & Khan, N.(2013). Organizational commitment of teachers and role of their employment traits in the context of higher education institutions of Pakistan. *Management Science and Engineering*, 7(3),1-12.
- Kumasey, S. A., Delle, E., & Ofei, B. S. (2014). Occupational stress and organisational commitment: Does sex and managerial status matter. *International Journal of Business and Social Research*

(IJBSR), 4(5), 173-182.

- Leithwood, K. (2006). *Teacher working conditions that matter: Evidence for change*. Toronto, Ontario: The Elementary Teachers' Federation of Ontario
- Mathieu, J., & Zajac, D. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108(2), 171-194
- McFarlin, D. B., & Sweeney, P. D. (1992). Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. *Academy of Management Journal*, 35, 626-637.
- Meyer, J.P. and Allen, N.J. (1997) *Commitment in the Workplace: Theory, Research, and Application*. Sage, Thousand Oaks. Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior*, 61(1), 20-52.
- Meyer, J. P., Stanley, D. J., Jackson, T. A., McInnis, K. J., Maltin, E. R., & Sheppard, L. (2011). Affective, normative, and continuance commitment levels across cultures: A meta-analysis. *Journal of Vocational Behavior*, 80(2), 225-245.
- Meyer, J. P., Stanley, L. J., & Parfyonova, N. M. (2012). Employee commitment in context: The nature and implication of commitment profiles. *Journal of Vocational Behavior*, 80, 1-16
- Morrow, P. C. (1993). *The Theory and Measurement of Work Commitment*, JAI Press Inc., Greenwich.
- Mowday, R. T., Porter, L. W., and Steers, R. M. (1982). *Employee-organizational linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academic Press.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14(2), 224-247. [https://doi.org/10.1016/0001-8791\(79\)90072-1](https://doi.org/10.1016/0001-8791(79)90072-1)
- Newstrom, J. W. (2007). *Organizational Behaviour-Human Behaviour at work* (12th ed). New York: McGraw Hill International Edition.
- Price, J. and Mueller, C.W. (1981). A causal model of turnover for nurses. *Academy of Management Journal*, 34, 543-565.
- Punia, B.K. (2000). Commitment among University Teachers, A comparative Analysis. *University News*. 38(15)10, 7-12
- Rai, A., & Rai, C. K. (2020). Exchange and Investment Approach as a Framework for Analysis of the Organizational Commitment of Teachers of Privates Schools of Morang, Nepal. *Dristikon: A Multidisciplinary Journal*, 10(1), 15–31. <https://doi.org/10.3126/dristikon.v10i1.34538>.
- Ramay, M. I. (2010). *Influence of leadership behavior and participatory decision making on the employees organizational commitment* (Doctoral dissertation). Retrieved from Pakistan Research Repositor website <http://eprints.hec.gov.pk/7297/1/897S.htm>

- Randall, D. M. (1990). The consequences of organizational commitment: methodological investigation. *Journal of Vocational Behaviour*, 11, 361-378
- Ricketta, M. (2002). Attitudinal organizational commitment and job performance: A meta-analysis. *Journal of Organizational Behavior*, 23, 257-266.
- Ross Azura, Z. & Normah, C.D. (2011). Teacher stress: An examination of factors influencing teaching performance in the rural elementary schools. *Simposium Sains Kesehatan Kebangsaan ke 7*, 224 – 225
- Sheldon, M. E. (1971). Investments and Involvements as Mechanisms Producing Commitment to the Organization. *Administrative Science Quarterly*, 16 (2) , 143-150
- Shore, L. M., & Martin, H. J. (1989). Job satisfaction and organizational commitment in relation to work performance and turnover intentions. *Human Relations*, 42, 625-638.
- Srinivasan, P., & Selvi, K. (2016). Organizational commitment of higher secondary school teachers. *American Journal of Educational Research*, 4,5, 404-407. doi: 10.12691/education-4-5-7
- Tadesse, E. F. (2019). Teachers' organizational commitment at secondary school in Addis Ababa, Ethiopia. *International Journal of Education and Research*, 7(4), 55-68.
- Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings. *Personnel Psychology*, 46, 259-293
- Tsui, K., Leung, T., Cheung, Y., Mok, H. & Ho, W. (1994). The organizational health and personal characteristics in primary schools. *CUHK Journal of Primary Education*, 4 (2), 27-41.
- Yadav, Lalit Kumar (2016). Demographic Characteristics & Organizational Commitment: Studying Interaction Effect among School Teachers. *Management Dynamics*, 16(1), 5.
- Walton, R. E. (1985). From control to commitment in the workplace. *Harvard Business Review*, 63.
- Williams, L.J., & Hazer, J.T. (1986). Antecedents and consequences of satisfaction and commitment in turnover models: a re-analysis using latent variable structural equation methods. *Journal of Applied Psychology*, 72(1), 219-31.