

A Study of Organizational Commitment among Secondary School Teachers of District Srinagar

Barkat Hussain Para^{1*}

ABSTRACT

Organizational commitment is most often defined as a strong desire to remain a member of a particular organization; a willingness to exert high levels of effort on behalf of the organization; and a definite belief in, and acceptance of the values and goals of the organization. Previous studies have revealed that decision making power, job satisfaction, and opportunities of promotions etc. shows better commitment to the institution/organization. When teachers are highly committed, they show a better level of self-confidence and are able to influence work environment in a positive manner. Therefore, this study intends to explore the influence of teacher's commitment on their organization. A sample of 100 daily Secondary school teachers of district Srinagar has been selected for this study. Simple Stratified random sampling technique was used for this research. As a research tool Teacher's Organizational Commitment Scale Constructed and Standardized by Jamal and Raheem (2013) was incorporated. Simple Mean, Percentage and S.D techniques were used for statistical analysis and interpretation. The findings have revealed the OC among secondary schools Teachers was found average and on the basis of gender, Marital Status and Type of School, there was no significant difference found on OC among secondary school teachers. Based on these findings, this study provide recommendations for enhancing teachers commitment towards their institution for the better and fruitful results.

Keywords: Gender, OC, Self Confidence, Marital Status, Teachers, Schools

Organizational commitment is most often defined as a strong desire to remain a member of a particular organization; a willingness to exert high levels of effort on behalf of the organization; and a definite belief in and acceptance of the values and goals of the organization. In other words, this is an attitude reflecting employee's loyalty to their organization and is an ongoing process through which organizational participants express their concern for the organization and its continued success and well-being. In the opinion of Robbins, Judge and Sanghi, "organizational commitment means the degree to which an

¹Research scholar, Department of Education and Training, Maulana Azad National Urdu University, Hyderabad, (Telangana State) India.

[*Responding Author](#)

Received: July, 7, 2017; Revision Received: August 20, 2017; Accepted: August 30, 2017

A Study of Organizational Commitment among Secondary School Teachers of District Srinagar

employee identifies with a particular organization and its goals and wishes to maintain membership in the organization”. Robbin, Judge and Sanghi say, “Organizational commitment refers to the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization”.

To understand the concept of organizational commitment fully, it is needed to know the motives of employees who are committed to their organizations. Meyer, Allen and Gellatly have identified three bases of organizational commitment. These are:

- 1. Affective commitment:** This refers to the employee’s emotional attachment, identification and involvement with the organization.
- 2. Continuance commitment:** This refers to the employee’s motive to continue with the organization, because leaving may be costlier and he/she may not be able to afford to it. For example: an employee may not leave the organization because of the loss of the seniority for promotion.
- 3. Normative commitment:** This kind of commitment refers to employee’s moral obligation to remain with the organization. There is considerable research support for these three components of organizational commitment. It also generally holds up across cultures.
- 4. Many definitions have been found for Organizational Commitment in related literature.** Bateman and Strasser (Schultz, 2006) emphasize on the multidimensional nature of organizational commitment. They state that organizational commitment involves “an employee’s loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership” (p. 95).

Research studies have listed many factors that may influence employees’ commitment to their organization. Here are some of the important ones:

- 1. Job characteristic:** Organizational commitment tends to be high among the employees whose jobs are highly enriching. Since these job characteristics are present in abundance in self-employed job, he is therefore not surprised to find that the levels of organizational commitment are quite higher among self-employed people than those who are employed by organizations.
- 2. Job rewards:** Organizational Commitment is influenced much by the type of reward that employees receive from the organization. Research studies have shown that the employee’s commitment to their organization is enhanced by the use of profit sharing plan like Employee Stock Option Plan (ESOP).
- 3. Availability of alternative job opportunities:** Expectedly, the greater possibilities for finding alternative job, tends the employees to be less committed to the organization and vice versa.
- 4. Personal characteristics of employees:** It is found that the employees who have longer tenure with organization have greater organizational commitment than those with shorter stay with the organization. The reason is not difficult to seek. It is one established fact that the longer one serves in an organization the more one is likely have invested in it.

A Study of Organizational Commitment among Secondary School Teachers of District Srinagar

In spite of many researches accomplished in social sciences, a gap is felt for a research on organizational commitment of secondary school teachers to explain their moral and professional performance. Considering the importance of the concept of commitment and its unique role and status in the system of education, this research is conducted to study the organizational commitment of secondary school teachers and the influence of personal, social and organizational factors on it.

REVIEW OF LITERATURE

Allen and Meyer (1990) define organizational commitment as a psychological status indicative of a kind of desire, need, and demand to continue working in the organization. According to Angel and Perry (1981) and Mottaz (1986), individual or personal characteristics consist of demographic or status variables such as age, tenure, education, gender, as well as personality factors such as work values and expectations. A study by Mottaz (1988) shows that age, education, sex, and tenure of employees have a significant relationship with their sense of commitment. Carry et al. (1994) divide the variables affecting organizational commitment into three types, the first of which is those variables which are related to personal characteristics including a) the employees' involvement with and participation in the work, b) years of working experience, c) the experience of turnover, and d) the level of education. In justifying the negative relationship between the level of education and the organizational characteristics of the employees, March and Simon (1958) state those organizations cannot fulfill the expectations of employees with higher education. Moreover, the highly educated employees may be more committed to their profession rather than the very organization.

According to Mathieu and Zajac (1990), there was a proliferation of efforts, types, definitions and measures. Among different OC definitions, these authors identified the idea of a bond or link between the individual and the organization. O'Reilly and Chatman (1986) defined OC as a psychological attachment felt by the person to his organization that reflects the level in which organizational values and objectives are internalized.

In the literature we find various indications of the importance of OC for the processes and practices of Knowledge Management. However, there is still a great shortage of empirical studies, models and theoretical basis for this relationship. The present study will be unique that it emphasis on the factors which influencing the organizational commitment of teachers in various dimension viz gender, marital status and type of school.

Statement of the problem

As the educational organizations are among the most important organizations in the societies, and human beings are the most important output of educational organizations, investigating organizational commitment and its role in making such organizations more effective is the priority. The present study is conducted to address the issue of organizational commitment of secondary school teachers and the factors affecting this commitment. Thus, the problem

A Study of Organizational Commitment among Secondary School Teachers of District Srinagar

selected for this paper is “A Study of Organizational Commitment among secondary school teachers of District Srinagar”.

Objectives of the study

The research will be based on the following objectives:

1. To check the level of organizational commitment among secondary school teachers.
2. To explore the difference level of organizational commitment among secondary school teachers on the basis of Gender, Marital status and Types of school.

Hypothesis of the study

1. The level of organizational commitment among secondary school teachers generally will be found average.
2. There will be no significant difference in the level of organizational commitment among secondary school teachers on the basis of Gender, Marital status and Types of school.

RESEARCH METHODOLOGY

A descriptive research method was employed for this research. The population of study comprises all the secondary school teachers of district Srinagar who were engaged in teaching session 2015-2016. The sample of 100 teachers (Male 48 and Female 52) was taken through the stratified random sampling technique. For data collection the standardized tool Teachers organizational Commitment Scale (TOCS) constructed and standardized by Jamal and Rahim (2013) along with Profile sheet was used. For data analysis and interpretation of data Mean, Standard deviation, percentage and t-test statistical techniques were used.

RESULTS AND DISCUSSION

Table-1 Level of organizational commitment among secondary school Teachers

| Level/Category of OC | N | Male | % | Female | % |
|----------------------|-----|------|------|--------|-------|
| Extremely high OC | 0 | 0 | 00 | 0 | 00 |
| High OC | 15 | 6 | 12.5 | 9 | 17.3 |
| Average OC | 71 | 37 | 77.8 | 34 | 65 |
| Low OC | 11 | 4 | 8.33 | 7 | 13.46 |
| Extremely low OC | 3 | 1 | 2.8 | 2 | 3.84 |
| Total | 100 | 48 | 100 | 52 | 100 |

Source: Field work 2016

Analysis and Interpretation

The overall result revealed that 15 teachers shows high organizational commitment among them 6 (12.5%) are male and 9 (17.3%) are female which are highly committed towards their organization/school. 71 teachers showed Average level of commitment among them 37 (77.8%) are male and 34 (65%) are female. 11 teachers showed low commitment in which 11 (4%) are male and 7 (13.46%) are female; and 3 teachers in which 1 (2.8%) are male and 2 (3.84%) are female showed extremely low committed towards their organization. Meanwhile,

A Study of Organizational Commitment among Secondary School Teachers of District Srinagar

no teacher is in the category of extremely high organizational commitment. The analysis states that approximately 85% teachers show average level of organizational commitment. In this regard our hypothesis the level of organizational commitment among secondary school teachers generally will be average is accepted.

Fig-1

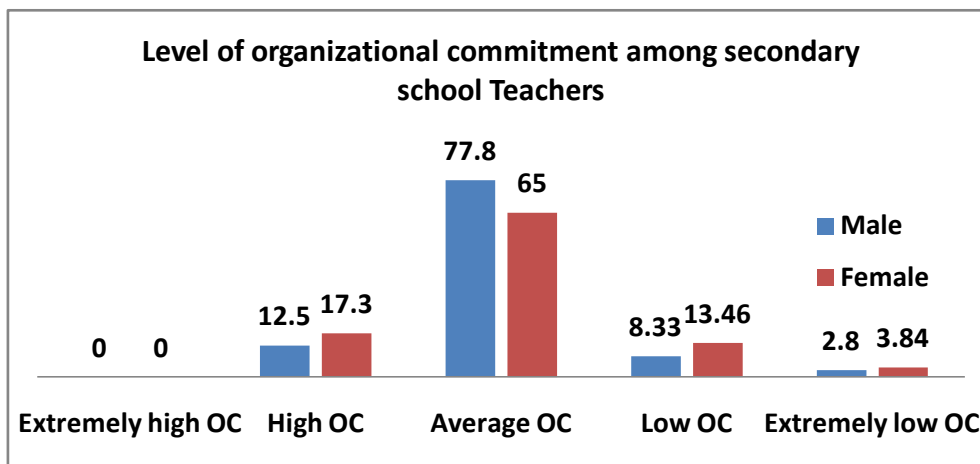


Table -2 Level of organizational commitment on the basis of gender

| Group | N | M | SD | t-value |
|--------|----|--------|--------|---------|
| Male | 48 | 170.81 | 10.670 | 1.007 |
| Female | 52 | 168.37 | 11.954 | 1.081 |
| df=98 | | | | |

Interpretation

From analysis of the above table we come to conclude that Male Teacher's organizational commitment Mean Value was found 170.81 whereas Female Teacher's organizational commitment Mean Value was found 168.37. The difference was tested though t-test and the obtained t-value was 1.077 which is not significant. Therefore, we can conclude that there is no significant difference between the organizational commitment of Male and Female Teachers. Thus, our hypothesis is accepted.

Fig-2

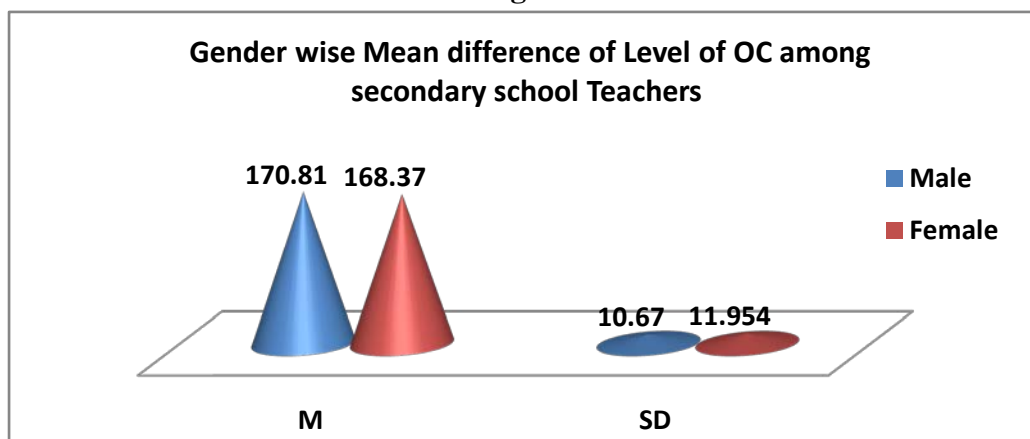


Table 3 Level of organizational commitment on the basis of Marital Status

| Group | N | M | SD | t-value |
|-----------|----|--------|--------|---------|
| Married | 57 | 167.88 | 11.78 | 1.53 |
| Unmarried | 42 | 171.38 | 10.371 | 1.56 |
| | | | | df=97 |

Interpretation

From the analysis of above table we can say that Married Teacher’s organizational commitment Mean Value was found 167.88, Meanwhile Unmarried Teacher’s organizational commitment Mean Value was found 171.38. When the difference was tested through t-test then the obtained t-value was found 1.53 which is not significant. So, we can conclude that there is no significant difference in organizational commitment on the basis of Marital Status. Thus, our hypothesis is accepted.

Fig-3

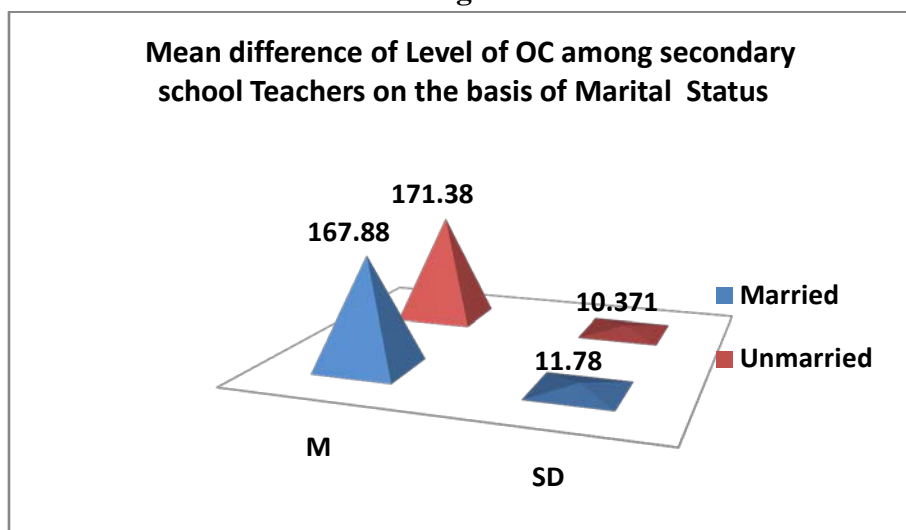


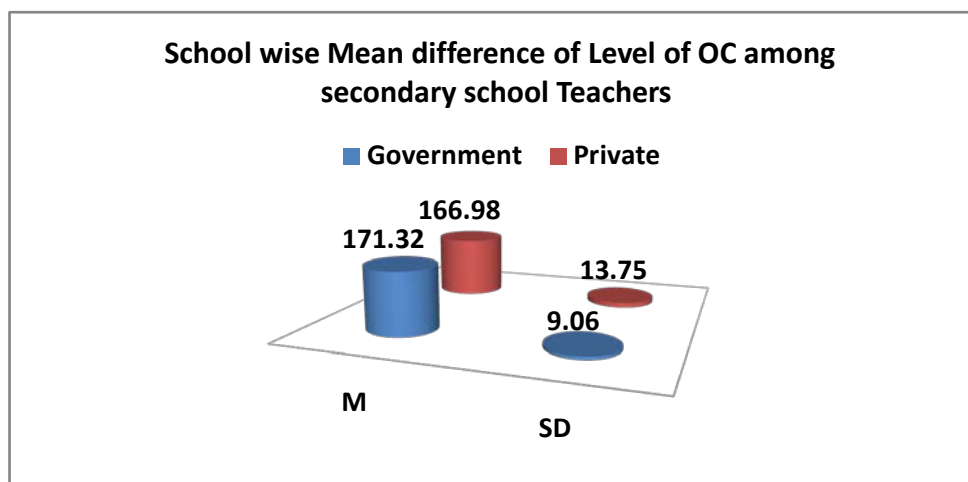
Table- 4 Level of organizational commitment on the basis of School Type

| Type of School | N | M | SD | t-value |
|----------------|----|--------|-------|---------|
| Government | 59 | 171.32 | 9.06 | 1.90 |
| Private | 41 | 166.98 | 13.75 | 1.77 |
| | | | | df=98 |

Interpretation

From analysis of the above table we come to conclude that Govt. Teacher’s organizational commitment Mean Value was found 171.32 whereas Private Teacher’s organizational commitment Mean Value was found 166.98. The difference was tested though t-test and the obtained t-value was 1.90 which is not significant. Therefore, we can conclude that there is no significant difference between the organizational commitment of Government and Private Teachers. Thus, our hypothesis is accepted.

Fig-4



Major Findings

1. The organizational commitment among secondary schools Teachers was found average. 15% Teachers was found highly committed, 71% Teachers commitment was found average, 11% Teachers commitment level was found low level and 3% Teachers commitment level was found extremely low.
2. There was no significant difference on organizational commitment among secondary school teachers on the basis of gender, Marital Status and Type of School.

Recommendations and Educational Implications

Before taking any decision in institution, the Head of the institution should involve the teachers in decision making process, it well develops the self-esteem among them; they will take more interest in their work and understand that they are the important member of the organization. By doing such things as giving teachers assistance and aid, thankfulness, feedback and responsibility of different mechanism by Head of the institution can nurture the commitment level of the teachers. By making the teachers aware about the aims and objectives of the organization they can be enforced to achieve the targets also. By supervision and inspection we can look after the works of teachers in order to make them responsible so that they can make all-round development of the children. Supervision and inspection develops the sense of accountability among the teachers and they can make every effort to fulfill their responsibilities.

If there are opportunities of promotions for teachers it can also endorse the commitment level among them. Because they do their work with zest and zeal in order to get promoted. Every time Teacher put their effort for the all-round development of the children and on the priority basis he is affianced form morning to evening for this aim. During this period he adheres some expectations to their students such as their better achievement and discipline. It has been seen that if teacher succeeds in his expectations his commitment level also flourishes. In this regard the students have a responsibility to fulfill the expectations of their teachers. One more important thing is that teacher should get enough pay for his efforts so, that he should

remain appeased that he acquires fruit of his hard work; because less wage are also reason of less commitment.

CONCLUSION

To making educational process effective it is mandatory that teachers should have highly committed, so that the active participation of students can be possible. For the development of human resources and better achievement of students, teachers must highly committed so that they should give their time, ability and collaborative work with more interest and take concern in their responsibilities. Therefore, it is mandatory for the Head/Managers of institutions to provide pleasurable environment for teachers. There is a need to provoke the feeling of responsibility among them so, that they can be ready to make every effort for the survival of the institution and the objectives they want to achieve. Democratic environment in the institution boosts the interest of the teachers and make them more attached with institutions.

To maintain the organizational commitment of the teachers it is compulsory that they should be satisfied with their job; and should develop motivation to get awake about their responsibilities and should accomplished them in an efficient manner. Heads of the institution/organization should make teachers feel that they are the important member of the organization and the success of the organization is their success. If teacher accomplished all the responsibilities which a community, society or country expects from them, then he will be a successful teacher. Therefore, it is the responsibility of the country, society, government, Managers, Head of the institutions, companions, and parents to develop such environment and assistance for teachers so that their organizational commitment may raise higher and higher which is necessary for the systematic work of education system.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

REFERENCES

- Agarwal, S.C. and Agarwal, V. (2009). A study of Commitment of teacher in relation to their Job Satisfaction. *Journal of teacher education and Research*, 4(2), 58-65.
- Ashrafi, B. (1995). *The study of the factors effective on the organizational commitment of the employees of the Alborz S harghi Coal Company* (Master's thesis). University of TarbiyatModarres, Tehran.
- Billingsley, B.S. and Cross, L.H. (1992). Predictors of Commitment, Job Satisfaction and intent to stay in teaching: A comparison of general and special educators. *Journal of Special Educational*, 25, 453-471.

A Study of Organizational Commitment among Secondary School Teachers of District Srinagar

- Chang, C. S., and Lee, M. S. (2006). Relationships among personality traits, job characteristics, and organizational commitment: An empirical study in Taiwan. *The Business Review, Cambridge*, 6 (1), 201-207
- Farzad, A., Nahavandi, N., and Caruana, A. (2008). The effect of internal marketing on organizational commitment in Iranian banks. *American Journal of Applied Sciences*, 5 (11), 1480-1486.
- Gautam, T., Van Dick, R., Wagner, U., Upadhyay, N., and Davis, J. A. (2004). Organizational citizenship behavior and organizational commitment in Nepal. *Asian Journal of Social Psychology*, 8(3), 305-314.
- Jamal, S. and Raheem, A. (2012). *Education in emerging Indian society*. New Delhi: Shipra Publications.
- Jamal, S. and Raheem, A. (2013). *Manual Organizational Commitment Scale (TOCS)*. Agra: National Psychological Corporation.
- Porter, L. W., Steers, R. M., Mowday, R. T. and Bouliam, P. V. (1974). Organizational Commitment, Job Satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59 603-609.

How to cite this article: Para B H (2017). A Study of Organizational Commitment among Secondary School Teachers of District Srinagar. *International Journal of Indian Psychology*, Vol. 4, (4), DIP:18.01.081/20170404, DOI:10.25215/0404.081