

A Comparative Study of Organizational Commitment among Minority and Non-Minority Managed Secondary School Teachers

Mahfooz Alam¹ and Prof. Nasrin²

¹(Research Scholar, dept. of Education, AMU, Aligarh, UP, India)

²(Chairperson, dept. of Education, AMU, Aligarh, UP, India)

Abstract: The study aimed to compare the organizational commitment of minority and non-minority managed secondary school teachers of western Uttar Pradesh. Descriptive type of research design was used. Simple random sampling technique was used to collect the data. Statistics employed are mean, SD, and t-test. A sample of 200 minority and 200 non-minority managed institution teachers of secondary schools of west U.P. was randomly selected. In this study no significant difference was found between the minority and non-minority managed secondary school teachers as far as their organizational commitment is concerned.

Keywords: Organizational Commitment, Minority-managed secondary school teachers, Non-minority managed secondary school teachers.

I. INTRODUCTION

The Educational organizations are one of the indispensable organizations of any nation as they shape the destiny of the pupils and make them huge assets for the nation. The vitality of all educational institutions depends on the willingness of teachers towards their growth and development. The teacher who is strongly committed 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.

The Education commission (1964-66) observed, "The destiny of India is being shaped in her classrooms" and that 'as is the teacher so is the nation' to emphasize about the importance of the teachers. Thus, the success of any educational programs most importantly lies on the teacher's organizational commitment.

Organizational commitment

Commitment refers to an individual's attraction and attachment to the work and the organization. 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 can be manifested 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). Commitment is part of a teacher's affective or emotional reaction to their experience in a school setting (Ebemier & Nicklaus, 1999). It can be seen to be part of a learned behaviour or attitude associated with the professional behaviour of teachers. O' Reily (1991) viewed commitment as an individual's psychological bond to the organization including a sense of job-involvement, loyalty and a belief in the values of the organization. Mariados (2000) stated that commitment is a deep profound value of emotional intelligence. It means aligning with the goals of a group or organization and applying oneself completely for a cause. According to Sheldon (1971), an attitude or an orientation towards the organization which links or attaches the identity of the person to the organization is called commitment. According to Porter et al. (1974) it is the strength of one's identification with the job and the involvement in a particular organisation, hence, characterised by one's willingness to exert considerable effort on behalf of the organisation and a desire to maintain membership in it. Thus, it is very clear from the review of the various concepts of the term commitment that it is a subjective aspect of an individual.

Organizational commitment, in a general sense, is the employee's psychological attachment to the organization. It is the relative strength of an individual's identification with and involvement in an organization. It may be defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization. Organizational commitment is an attitude or an orientation towards the organization which links or attaches the identification of the person to the organization. It includes three components: (a) belief in the organization's goals and values (b) willingness to exert effort on behalf of the organization and (c) desire to remain in the organization (Williams and Hazer, 1986). In other words, it is a powerful tool that may be used as aid to achieve higher level of performance and at the same time to develop and maintain discipline in the organization. The attachment of the employees to their organization had received considerable attention from behavioural scientists, managers and supervisors from the last few decades and as a

result the phenomenon like attachment, identification, loyalty to the organization etc., has clearly emerged as the most recognized research construct.

II. REVIEW OF RELATED LITERATURE

Pedro and David (1986) conducted a study, which sought to determine whether school systems' organizational value orientation affects the teachers' organizational commitment and job satisfaction. The findings revealed that the normative value of orientation was associated with diminished job satisfaction. Gender and experience were found to be factors influencing job satisfaction. It was also suggested that school systems need to develop personnel strategic policies to assist the teachers experiencing less job satisfaction.

Pedro (1992) made an attempt to study teachers' organizational commitment and also examined the organizational conditions and individual features affecting it. The analyses suggested that organizational structure, collaboration climate, school orderly environment, encouragement for innovation, shared decision-making and frequency of supervision directly affected teachers' organizational commitment. The most powerful predictor of organizational commitment was teachers' motivation to learn and sense of efficacy. Also, the female teachers were reported to have higher commitment than their male counterparts and the years of experience was found to be negatively correlated with organizational commitment.

Elizur and Koslowsky (2001) examined the relationship between work values, gender and organizational commitment. A moderated regression analysis showed that work values especially the cognitive ones were positively related with commitment and the interaction of values with gender was also found to be a significant predictor of commitment.

Mishra and Srivastava (2001) tried to find out the moderating effect of the job stress on organizational commitment and job satisfaction relationship. The results of the study suggested that job stress had a moderating effect on the relationship of job satisfaction and organizational commitment. The multiple regression analysis revealed that more than 53 per cent of the variance in organizational commitment was accounted by job satisfaction with the job, positive job perceptions and educational level.

Somech and Bogler (2002) conducted a study to examine the distinctive relationships of teacher professional and organizational commitment with participation in decision making and with organizational citizenship behaviour (OCB). Firstly, whereas participation in the managerial domain was found to be positively associated with both the professional and the organizational commitment, participation in the technical domain was positively related with only teachers' professional commitment. Secondly, professional commitment was positively associated with OCB towards the student, whereas organizational commitment was positively associated with all three dimensions of OCB (towards the student, the team and the organization).

Maheshwari (2003) analysed the views and opinions of secondary school teachers regarding the ways and means through which commitment may be inculcated and their suggestions for reforms and improvements in the overall system to inculcate commitment among them. The findings revealed that majority of teachers suggested that for increasing commitment school environment should be healthy. 41 per cent respondents suggested that more salaries and other facilities might enhance commitment 41 among the teachers and 40.3 per cents respondents were in the favour of motivation by the principals. The others suggestions included increased social recognition and prestige, disincentive to the non-committed teachers, participation in decision-making and curriculum construction, qualitative improvement in the teaching-learning programme etc. The study also suggested reforms in the existing education system, social climate and management, teachers' competencies and skills and social prestige of the teacher.

Mathew (2003) studied the organizational commitment of teachers in relation to work values, self-actualisation and leadership behaviour of the principals. The major objective was to investigate whether differences in work values, self-actualisation and leadership behaviour of principals would account for significant differences in the organizational commitment of the teachers. The study reported a significant and positive relationship between organizational commitment (all components) and work values, organizational commitment (affective and normative) and self-actualisation, organizational commitment (all components) and leadership behaviour of principals. The teachers having high work values were found to be more committed to the organization and the older teachers possessed more normative commitment than their counterparts.

Kumar and Patnaik (2004) determined the organizational commitment, attitude towards work and job satisfaction of post-graduate teachers to explore the relationship of the organizational commitment with job satisfaction and attitude towards work. No significant differences were found related to sex, age group and teaching experience of the teachers, the mean scores revealed slight differences between male and female teachers below 40 years and above 12 years' experience of teaching only in two factors i.e. job properties and organization policy and practices. The study revealed a moderate correlation between organizational commitment and job satisfaction, organizational commitment and attitude towards work whereas job satisfaction and attitude towards work were found to be highly correlated.

Chughtai and Zafar (2006) conducted a study on antecedents and consequences of organizational commitment among teachers. The purpose of the study was to determine if selected personal characteristics,

facets of job satisfaction and two dimensions of 43 organizational justice (distributive justice and procedural justice) significantly explained the variance in the organizational commitment of teachers. The results indicated that the personal characteristics, facets of job satisfaction and two dimensions of organizational justice as a group were significantly related to organizational commitment of teachers. Individually, distributive justice and trust were found to be the strongest correlates of commitment. Moreover, commitment was found to be negatively correlated to turnover intentions and positively related to self-report measure of job performance.

Balay (2007) investigated the relationship between different levels of organizational commitment (compliance, identification, internalization) of teachers and their different conflict management strategies (compromising, problem solving, forcing, yielding, avoiding). The study indicated that male teachers were more likely to experience commitment based on compliance and also were more likely to avoid conflicts than female teachers. It was revealed that as teachers became older, they were more likely to experience commitment based on internalization and on identification and they were 44 more likely to use problem solving conflict management strategies than those who were younger.

Jamal, Hasan and Raheem (2007) conducted a study on predictors of organizational commitment of secondary school teachers to know how organizational commitment is related with each of the factors i.e. teacher stress, job satisfaction, teacher morale and socio-emotional school climate for male and female teachers. The findings revealed that the teacher stress was negatively correlated with organizational climate implying that if the teachers are expected to be committed to their organizations, then they must be free from stress. Job satisfaction was found to be positively correlated with organizational commitment. Teacher morale and socio-emotional school climate were also found to be positively correlated with organizational commitment implying that if the morale of the teacher is high and the school provides good socio-emotional climate then the teachers will be more committed to their institutions where they are employed.

Sharma (2008) made a comparative analysis of the commitment among teachers with regard to some of their personal and academic variables such as age, gender, faculty, qualifications. The analyses of the data revealed that female and male teachers were equally committed and that age-wise differences produced no differences among the teachers. The science and arts teachers were found to be equally committed revealing that subject has no significant effect on the commitment of the teachers. It also reported a significant difference in commitment of teachers with regard to their qualifications and teachers with doctoral degree were found to be more committed than the teachers having post-graduate degree.

Henkin and Holliman (2009) studied the relationship between teachers' organizational commitment and interpersonal conflicts beyond the classroom and innovations in schools. The study revealed that increments in experience in large was associated with organizational commitment and higher levels of interpersonal conflict were linked to the lower levels of commitment. Participation in activities beyond the classroom was found to be marginally related to commitment whereas it had a strong positive effect on teachers' organizational commitment. Positive relationships among study variables were suggested for affective commitment as a proxy measure for decisions to leave the school.

Hulpia and Devos (2010) explored the relationship between distributed leadership and teachers' organizational commitment. The findings revealed differences in the leadership practices namely quality and distribution of leadership functions, social interaction, cooperation of the leadership team and participative decision-making influenced organizational commitment. The teachers were reported to be strongly committed to the school if the leaders were highly accessible, tackled problems efficiently or empowered teachers to participate, and frequently monitored teachers' daily practices.

Mishra (2011) studied the teacher effectiveness, job satisfaction and organizational commitment among secondary school teachers. The major objective was to determine whether male and female teachers differed significantly with respect to their teacher effectiveness, job satisfaction and organizational commitment. The results indicated that teacher effectiveness, job satisfaction and organizational commitment were positively correlated with each other. No significant differences were found between the male and female teachers with respect to teacher effectiveness while on job satisfaction and organizational commitment they differed significantly.

Zilli and Zahoor (2012) conducted a study on organizational commitment among male and female teachers which mainly aimed at comparing their organizational commitment. It was hypothesized that female teachers would have greater affective, normative and continuance commitment as compared to male teachers. The data were analysed using descriptive and inferential statistics. The results revealed that the female teachers possessed significantly higher level of organizational commitment than their male counterparts.

Justification of the study

The present study of organizational commitment among secondary school teachers will contribute the effectiveness of the education system. An understanding of teachers' perception is helpful to promote organizational commitment in school.

An increased understanding of the complex interrelationship between organisational commitment and the factors that contribute to the development of these relationships can help to facilitate appropriate measures to

counteract the issue of high turnover and low morale within an organization. It is thus possible that organizational costs due to lower staff turnover and decreased absenteeism can be reduced, by increasing organisational commitment. In a similar manner, such measures may be able to improve organization's productivity. Organizations need employees whose values align with their organisational culture, as well as possessing the knowledge, skills and abilities needed for the job. They also rely heavily on employees with a high level of organisational commitment and who invest time and effort in the job and the organisation to enhance overall organisation performance (Sidani & Gardner, 2000; Siu, 2003).

This initial study will also provide a theoretical and empirical basis for further study.

Objectives of the study

- To study the difference in Organizational Commitment of Minority and Non-minority managed school teachers at secondary level.

Hypothesis of the study

There is no significant difference between the organizational commitment of minority and non-minority managed school teachers at secondary level.

III. METHODOLOGY

Research Design

Descriptive type of research design was employed.

Sample

Simple random sampling technique was used to collect the data. A sample of 400 minority and non-minority managed secondary school teachers from schools of Western Uttar Pradesh was randomly selected. Half of these were from minority managed and half from non-minority managed secondary school teachers.

Statistical Techniques Used

In this study, mean, SD and t-test were used for the purpose of data analysis.

Tool Used

For the present study, Teacher's Organizational Commitment Scale (TOCS) was employed. This is the latest tool which is developed by Dr. Sajid Jamal and Dr. Abdul Raheem. It has 42 statements related to different activities of day to day teaching behaviour reflected in various aspects of organizational commitment.

IV. RESULT AND DISCUSSION

Objective - To study the difference between Organizational Commitment of Minority and Non-minority managed school teachers at secondary level.

In order to achieve the above objective, the following null hypothesis was framed.

Hypothesis- There is no significant difference between the organizational commitment of minority and non-minority managed school teachers at secondary level.

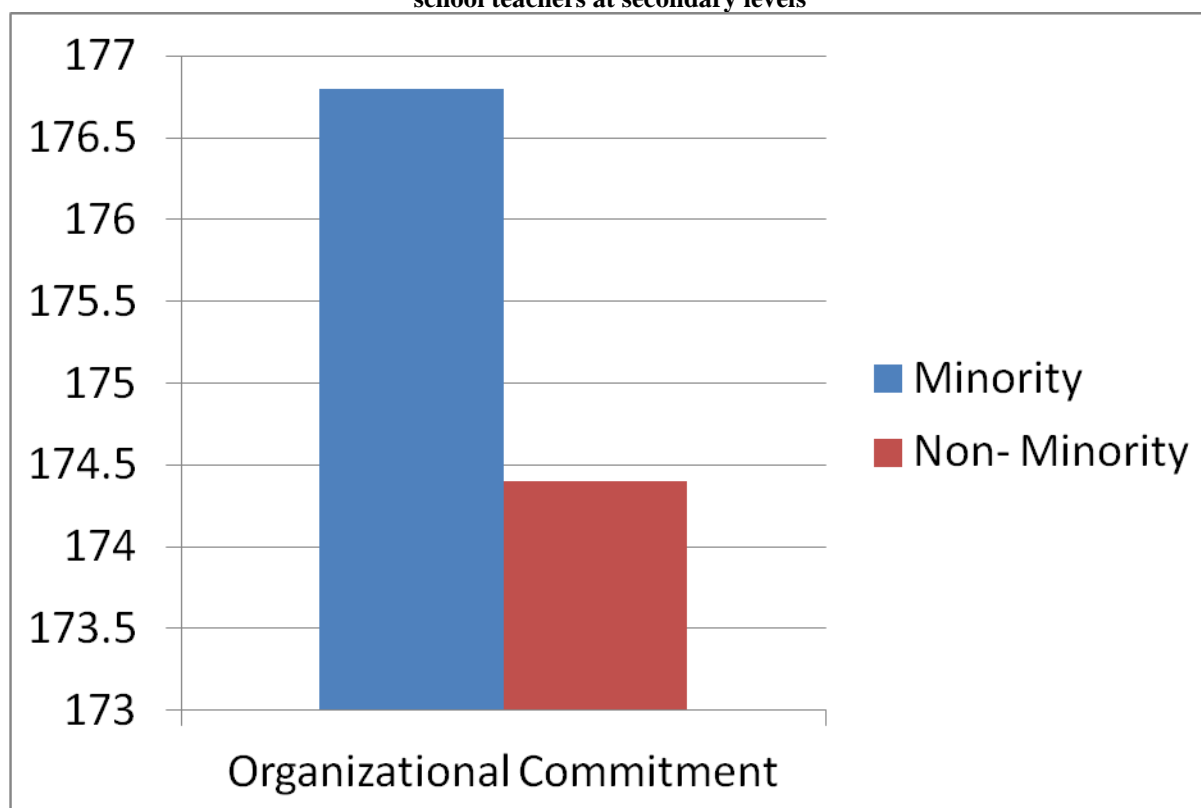
To test the above hypothesis t-test was applied and mean, SD and t-value were calculated.

Table: 1 Showing Mean difference in the organizational commitment between minority and non-minority managed school teachers at secondary level

<i>Organizational Commitment</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>Sig.(P)</i>
<i>Minority managed secondary school teachers</i>	200	176.80	10.93	0.506	0.619
<i>Non-Minority managed secondary school teachers</i>	200	174.40	10.28		

Table: 1 shows that the mean for minority managed teachers is 176.80 and the mean for non-minority managed teachers is 174.40. SD for minority teachers is 10.93 and SD for non-minority teachers is 10.28. The t value is 0.506 and the P value is 0.619 which is not significant at any level of confidence. Thus the hypothesis is accepted. There is no significant difference between the organizational commitment of minority and non-minority teachers at secondary level.

Figure: 1 showing the difference in Organizational Commitment of Minority and Non-minority managed school teachers at secondary levels



V. FINDINGS AND IMPLICATIONS

Findings

No significant difference was found between the organisational commitment of minority and non-minority managed school teachers at secondary level.

Implications

1. School principal should clearly communicate the aims and expectations of the management. In this way the teachers tend to get more focused in their objectives.
2. Transparency improves the performance of teachers. Schools should share numbers and figures with the staff.
3. Work ethics should be maintained and a positive work culture should be promoted.
4. To increase organisational commitment of teachers, trust should be developed among the teachers and management. Teachers should be encouraged to share new ideas.
5. Teachers should be provided constructive feedback and appreciated for their work to boost their morale. Criticism should be avoided.

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