



Teachers' Organizational Commitment At Higher Secondary Level: An Analytical Study

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Abstract: Teacher's Organizational Commitment emerged as one of the salient variables in the field of educational organization. It has been a significant construct to assess because of its linkage to psycho-social and academic outcomes. It has the potential to boost up organizational effectiveness as an effective path to academic success in schools (Fink 1992). This study aimed to explore the level of higher secondary school Teachers' Organizational Commitment following a descriptive survey method and administering 'Teacher's Organizational Commitment Scale (TOCS)' developed by Dr. S. Jamal (Bhopal, M.P.) and Dr. A. Raheem (Srinagar) on a sample of 160 teachers selected by stratified random sampling technique from 32 higher secondary schools of all the Blocks of Bilaspur District, Chhatisgarh. The data was analyzed under parametric statistical techniques, counting frequency and converting the same to percentage. This study revealed that the strong dimensions of the TOCS were Commitment to School and Commitment to Work Group; whereas weak dimensions were Commitment to Teaching Work and Commitment to Teaching profession respectively. The percentage of teachers with above average and average level of commitment was the maximum.

Index Terms: - Higher secondary schools, Teacher's Organizational Commitment; analytical study.

Introduction:

In India, teachers are one of the foundational pillars on which the edifice of Indian education system rest and persist. In fact, an educational system can't be conceived in the absence of teachers. The teachers, who are fully committed, take interest in whatever they do and can involve in their work whole heartedly. They hardly feel of hindrance for things to do and always make the maximum efforts cheerfully and enthusiastically. For the maximum output, teachers, therefore, need to be very committed, actively involved and loyal to the organizations where they are employed. All the well-managed organizations do not only focus on the investment but also on the employees as well, as the incredible resources of improvement. It is strongly believed that for the success and growth of an educational organization, the committed employees are considered as the most significant assets. This is the reason why all organizations spend too much money, time and put effort to run the system smoothly and efficiently with the help of employees. The importance of human beings as one of the most significant factors of growth and developmental output can't be ignored. It has also been noticed that the successfulness and effectiveness of an organization multiplies with the proper addressable system of human resources as well as the associated problems.

Related literature:

F. Julideh and K. Yeshodhara (2008) in a study examined the influence of teachers' gender and types of school on organizational commitment of teachers in India and Iran. The results of the study revealed that female teachers were more committed towards their organization than males. Private high school teachers were more committed towards their organization than government high school teachers.

A. S. Zilli and A. Ali (2011) studied the perception of organizational commitment among the managers of private and public undertaking. The major findings of the study revealed that managers of private undertakings had greater organizational commitment as compared to their counterparts.

Kumari and Jafri (2011) pursued a study to know the overall level of Aligarh Muslim University teachers' organizational commitment. The results reported that the overall percentage of organizational commitment of female teachers was much higher than the male teachers.

R. Mishra (2011) studied Teacher effectiveness, Job satisfaction and Institutional commitment among Secondary school teachers of both the sexes. The results indicated that male teachers were found to be more committed towards their organization than the female teachers.

K. Nagar (2012) in a study examined Organizational commitment and job satisfaction among teachers during burnout time. The results of the study revealed that female teachers had higher degree of organizational commitment in comparison to the male teachers.

A. C. Shoaib, N. Zainab, H. Maqsood and R. Sana (2013) explored how the organizational culture influences organizational commitment. The results of the study revealed that females were more inclined towards affective commitment within their organization as compared to their counterparts. Married employees were with less affective commitment and continuance commitment as compared to the unmarried ones.

M. Gupta and M. Gehlawad (2013) pursued a study on the correlates of organizational commitment among secondary school teachers. The results of the study revealed that a significant difference was found between the organizational commitment of government and private school teachers. Moreover, private School teachers had more organizational commitment than govt. school teachers.

B. C. Garipagaoglu (2013) pursued a study on private school teachers' organizational commitment. The study revealed that teachers' commitment towards their school was only at average level. Teachers' commitment to their organizations did not differ by gender, age or total work experience. Further, experienced teachers in a particular organization exhibited more commitment towards their organization.

H. Jonathan, C. Darroux and J. Massele (2013) empirically studied perceived job satisfaction and its impact on organizational commitment of public school teachers, Dodoma, Tanzania. The findings suggested that teachers were with average organizational commitment. Gender did not make any difference in organizational commitment of teachers.

G. Dalgic (2014) conducted a meta-analysis to know the effect of gender on teachers' organizational commitment. This study revealed that gender was not a significant variable in predicting the level of organizational commitment of teachers.

S. Khan (2015) studied "Organizational Commitment among public and private school teachers." The results of this study revealed that private school teachers experienced more commitment as compared to public school teachers.

M. Polatcan and A. Saylik (2015) conducted a study to know the impact of length of service on secondary education teacher's organizational commitment. The results revealed that the teachers with greater length of service were more committed in comparison to the teachers having short length of service.

Tok (2017) conducted a study on the organizational commitment and emotional intelligence of teachers teaching in Government and private senior secondary Schools affiliated to the CBSE, Arunachal Pradesh, India. This study revealed that a significant difference was found between organizational commitment in context to gender and management type.

Sethi (2018) conducted a study on the organizational commitment among secondary school teachers of Tehri district, Uttarakhand. The researcher reported a significant difference between male and female teachers regarding their organizational commitment. Female teachers were more committed in comparison to male teachers. Government and private secondary school teachers did not differ significantly regarding their organizational commitment. It was also revealed that maximum teachers had a low organizational commitment.

Tadesse (2019) conducted a study to explore the level of organizational commitment of secondary school teachers in relation to certain demographic variables. The results of this study revealed that there was a moderate and negative relationship between year of experience, age and organizational commitment of secondary school teachers. Old and highly experienced teachers were found to be less committed to their organization in comparison to other teachers. Besides, there was no significant relationship between educational qualification, gender and organizational commitment of secondary school teachers. In this study, it was also revealed that secondary school teachers had a high level of continuance commitment and low level of affective and normative commitment.

Objectives

The objectives of this study were as follows:

- To determine the strongest and weak dimensions of the organizational commitment.
- To determine the level of organizational commitment of higher secondary teachers.

Methodology

- Method of the study: This study was carried out with the aid of descriptive survey method.
- Sample size and sampling technique: For this study, a sample of 160 teachers was selected by stratified random sampling technique from 32 higher secondary schools recognized by CGBSE, Raipur, Chhattisgarh.
- Data collection tool: Teacher's Organizational Commitment Scale (TOC) developed by Dr. Sajid Jamal (Bhopal) and Dr. Abdul Raheem (Srinagar).
- Statistical techniques: Parametric statistics like frequency and percentage were used to analyse the data.

Data analysis and interpretation

The analysis and interpretation of data were carried out in view of the objectives of this study. To determine dimension wise status of the commitment, obtained responses were categorized in the seven levels i.e. extremely high, high, above average, average, low and very low for each of the dimensions of the TOCS and presented in the following table:

Table no. – I
Dimension wise level of the Teacher's Organizational Commitment (TOC)

Dimensions of the TOCS	Level of TOC	Frequency (f)	Percentage (%)
Commitment to School	Extremely High	21	13
	High	43	27
	Above Average	22	14
	Average	26	16
	Low	19	12
	Very low	16	10
	Extremely low	13	08
Commitment to Teaching Work	Extremely High	13	08
	High	16	10
	Above Average	19	12
	Average	22	14
	Low	21	13
	Very low	26	16
	Extremely low	43	27
Commitment to Work Group	Extremely High	16	10
	High	48	30
	Above Average	26	16
	Average	22	14
	Low	16	10
	Very low	16	10
	Extremely low	16	10
Commitment to Teaching profession	Extremely High	13	08
	High	16	10
	Above Average	19	12
	Average	26	16
	Low	22	14
	Very low	42	26
	Extremely low	22	14

Interpretation: With the aid the above table, it was evident that the strong dimensions of the TOCS were Commitment to School and Commitment to Work Group; whereas weak dimensions were Commitment to Teaching Work and Commitment to Teaching profession respectively.

To determine the overall level of the commitment of higher secondary school teachers, the scores were classified according to the Norms of the TOCS and tabulated as follows:

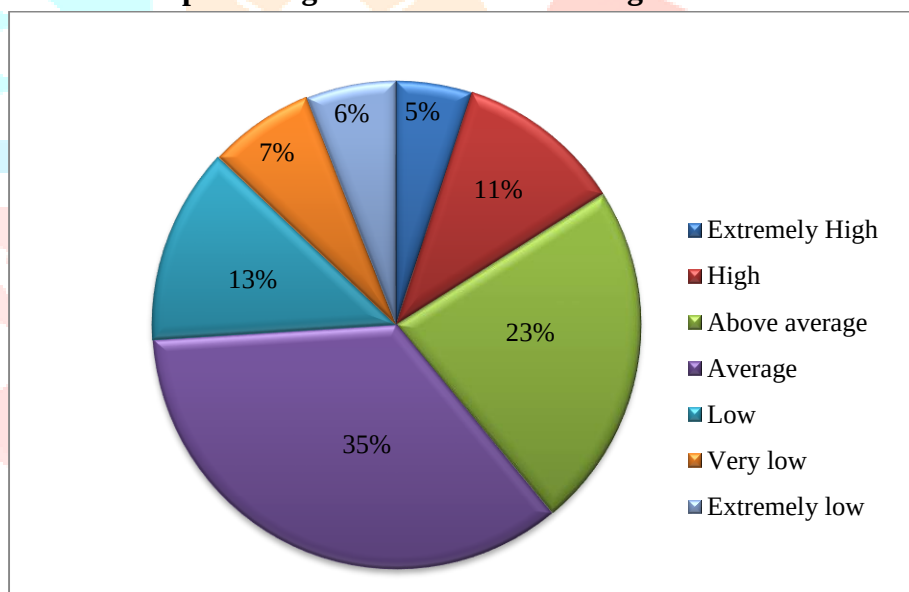
Table no. – II

Level of Teacher's Organizational Commitment

Level of Commitment	Number of teachers (N)	Percentage (%)
Extremely High	10	05
High	17	11
Above Average	37	23
Average	56	35
Low	21	13
Very low	11	07
Extremely low	8	06
Total	160	100 %

Graph no. - 01

Pie chart for the percentage level of Teacher's Organizational Commitment



Interpretation: With the aid of Table no. – II and plotted Graph no. – 01, it was evident that the percentage level of the commitment for extremely high, high, above average, average, low and extremely low was 05%, 11%, 23%, 35%, 13%, 07%, and 06% respectively. Majority of the teachers i.e. 58% are with above average and average level of commitment.

Findings of the study

The cruxes of this study were as follows:

- There was a high response towards the dimensions of the TOCS wherein the strongest dimensions were Commitment to School and Commitment to Work Group respectively.
- The weak dimensions were Commitment to Teaching Work and Commitment to Teaching profession respectively.
- The percentage of school teachers with extremely high level of commitment was comparatively the minimum of all.

- The percentage of extremely high and high level in comparison to those of above average and average commitment level was relatively very low.
- Majority of the teachers were with above average and average level of commitment.

Suggestions:-

- There should be participatory and supervisory provisions in the organizations.
- Teachers should be given more freedom to express their views and ideas regarding various initiatives.
- Programs and activities should be organized regularly in the organizations.
- Use of Artificial intelligence should be encouraged in the organizations to stimulate creative thinking and innovation among all of.
- Teachers should extend helping hand in the development of the students for avoiding the academic and non-academic failures.
- There should be provision of social linkage through NSS, NCC, Scout and Guide etc. in the organizations.
- There should be provision of faculty orientation and development programmes in the organizations.

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