



## A STUDY ON DIFFERENT DIMENSIONS OF TEACHERS' ORGANIZATIONAL COMMITMENT

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### ABSTRACT

*A teacher spends the majority of the day in class room. The students also spend most of their day time with teachers. Teaching is more than simply standing in front of a class room and lecturing. The actual teaching component is only a part of the job. Good teaching involves imparting knowledge; guide the students in their career and helps in growth and development of the school or institution that they work with. Commitment is an important factor that affects quality teaching. Teacher commitment is an internal force coming from within teachers themselves who had needs for greater responsibility, variety and challenge in their work as their level of participation in education and growth. The committed teachers inculcate and nurture values that will guide the subsequent use of learning of both knowledge and skills in the wider world outside the class room.*

**Introduction:** Knowledge is power. Without knowledge man is incomplete. Education enables to impart and acquire knowledge. The education is necessary for human enlightenment. A good education system is needed to make good citizens and a good society. The quality of education system is depends on the quality of teachers who guide the students and carryout various activities of education in the schools and other educational institutions. Many studies show that the quality of teaching is an important factor that the quality of teaching is an important factor that influences the student achievement. Quality education cannot be achieved without teachers.

The commitment includes different types, and different levels. This study is concerned with the three dimensions of commitment. It represents the types of teachers' commitment to their organization. The organizational commitment of the teachers indirectly influences the efficiency of teaching learning process and commitment towards students.

The study is conducted on the teachers of aided colleges in Irinjalakuda. Education is a never ending process. Education never ends after matriculation. Students go to colleges for higher studies, to achieve graduation, post-graduation or professional degree. Most of the college students comprise young blood. They are active and energetic youth. Youth is a vibrating stage in one's life. The development and improvement of personality and behavior takes place in this stage. And it is little difficult to lead them through the right path. It is possible with high quality education and with the effort of committed teachers. This makes up the relevance of the study.

### **Statement of the Problem**

Teachers perform a vital role in imparting knowledge as well as molding future citizens of our nation. The commitment of teachers has high influence on the efficiency of teaching. So the teacher commitment is a very important factor that influences the student, the institution and the nation as a whole. This is an attempt to study different types of teachers' organizational commitment. It is concerned with the three levels of teachers' organizational commitment among college teachers of aided colleges in Irinjalakuda.

### **Objectives of the study**

- To know the reasons for choosing teaching as a career.
- To know the concept of Affective Commitment, Continuance Commitment and Normative Commitment.
- To know the factors leading towards teacher commitment.
- To identify teachers falling in which type of commitment is more satisfied.

### **Scope of the study**

The area covered under the study is two aided colleges in Irinjalakuda that are Christ College, Irinjalakuda and St. Joseph's College, Irinjalakuda.

## Research Methodology

This study is descriptive and analytical in nature. Data for the study were collected from both primary and secondary sources.

### Data Collection

#### a) Primary Sources:

Primary data was collected from the teachers of two aided colleges in Irinjalakuda by using a structured questionnaire

#### b) Secondary Sources:

Secondary data was collected from published sources such as books, journals, and websites etc.

### Sampling Design

- Irinjalakuda is selected for the study.
- Stratified proportionate random sampling was opted for selecting sample.
- Sample size is determined as 58 on the basis of proportionate random sampling.

### Hypothesis

- 1) There is significant difference exists between affective commitment of male and female teachers
- 2) There is significant difference exists between continuance commitment of male and female teachers
- 3) There is significant difference exists between normative commitment of male and female teachers

#### *Review of Literature:*

**Susan J. Rosenholtz** University of Illinois at Urbana Champaign, has written on workplace conditions that affect Teacher quality and commitment: implications for Teacher Induction Programs, she outlined several school conditions required for teachers' productive commitment to schools: Psychic rewards, task autonomy and discretion, opportunities for learning and efficacy about their work, and also some discouraging factors such as teacher dissatisfaction, absenteeism, or outright defection. She suggests how schools can be

structured to enhance teachers' learning opportunities and their sense of teaching efficacy, planning particular emphasis on beginning teachers.

**Harry Judge** has written on "The image of Teachers" and illustrated a three country study completed by him with his colleagues. In France, United States and Britain public perceptions of teachers are embedded in a context of political, social and cultural attitudes. As this attitude change they are reflected in the shifting image of teachers. They are directly reflected in the training offered to the teachers, and in the relationship of that activity to the university, are themselves preserved and adopted within an environment of other complementary images.

**Carolyn Riehl and John W. Sipple**, University of Michigan, have written on "Making the most of time and talent: secondary school organizational climates, Teaching Task Environments, and Teacher Commitment". They found out that the teacher commitment is influenced by both task environment and general school climate, net of personal background, attitudes and school demographic characteristics. The task environment reflected in teachers' class schedules had weak and inconsistent relationships to commitment. The teacher commitment is greater in schools characterized by high level of administrative support, teacher collegiality, professional influence and positive student behavior.

**William A. Firestone Rutgers**, the State University of New Jersey and Sheila Rosenblum, Philadelphia, PA have studied on Building commitment in urban High Schools and found out that in some schools a vicious cycle operates where by teacher alienation contributes to student alienation and vice-versa. And also they found out teacher and student commitments are mutually reinforcing. The study reveals that a number of factors such as student perceptions of relevance of what they are learning, students' and teachers' sense that they are respected by higher ups, administrative supports, high expectations for student's academic achievement, and sharing of influence with teachers etc can help to break cycle.

**William A. Firestone Rutgers** Graduate School of Education and consortium for policy research in education and **Jame R Pennel Rutgers** University and consortium for policy Research in Education have studied on "Teacher Commitment, working conditions, and

differential incentive policies” and suggests that changing teachers’ work to enhance their commitment will make that work more challenging, stimulating, and interactive. The study identifies various workplace conditions that contribute to teacher commitment and assess the effects of such differential incentive policies. The key workplace conditions are, job design characteristics, feedback, autonomy, participation, collaboration, learning opportunities, and resources. They recommend combining policies that increases participation, collaboration and feedback rather than continuing to experiment with differential incentives.

*Sandra Weber*, Concordia University, Montreal has written on “The Teacher Educator’s Experience: Cultural Generativity and Duality of commitment” and she found out that the participation in this study expressed a deep commitment to teaching and to learning. Their practice of teacher preparation rests largely in the hope of indirectly touching the lives of children by influencing the practice of future teachers, thereby making schools better places for children to be.

*Shelby D. Hunt, Lawrence B. Chonko, & Van R. Wood* have written on Organizational commitment and Marketing and have found out that job characteristics, more than personal attributes, influence employee commitment. This study developed a model based on review of organizational commitment Literature and partially tested the model by examining the relationship between commitment and personal attributes, job characteristics and job satisfaction. The findings state that a lower level marketer’s level of commitment is negatively related to identity and variety is counter-intuitive and requires more research before managerial conclusions can be drawn

*Eldon E. Snyder, Elmer Spreitzer and Bowling Green* of State University have studied on Identity and commitment to the teacher role, and this article highlight several elements of commitment to the teacher role. The elements of commitment include the intrinsic satisfaction, extrinsic rewards, social support as well as the self-identity invested in the teaching role. And they outlined that the academic rewards commonly go to those who are committed to research, administration, and even to participation in University governance rather than teaching role. The authors consider ramifications of multiple commitments within the academic community.

**MeenakshiThapan**, Department of Sociology, Delhi School of Economics, and University of Delhi made a study on Forms of Discourse: a typology of teachers and commitment. It is an attempt to arrive at a typology of teachers within the specific context of two forms of discourse, ideological and educational, which constitute a particular school in India. And she suggested that the mode recruitment, the teachers' perspectives on and adaptations to the particular ideology and the role, and their commitment to the same are significant factors to the shaping of a teacher typology.

**Kenneth Leithwood, Teresa Menzies and Doris Jantzi** have written on the Earning teachers' commitment to curriculum reform, and they defined commitment to change as teachers' desires to be involved or to identify with efforts to improve school and classroom structures and processes. They also noted that teachers might have either pragmatic or moral reasons for their commitment (or both) and those different levels of commitment manifest themselves in behaviors ranging from relatively passive to exceptionally active.

**AmyK.Otis – Wilborn, J.Dan Marshall, James T. Sears** have studied on commitment: A Reflection of the quality of preservice Teachers. This study represents inquiry into a variety of aspects critical to the preparation of teachers. They have focused on commitment to teaching and also discovered commitment to education. The young people under the study have developed a deep commitment to education as a social enterprise and a personal ideal. Strong personal and professional commitments appear to be equally as important as aspects of quality. And the need to develop and maintain the support of others is important to retaining prospective teachers.

**Charles S. Hausman**, University of Utah and **Ellen B.Goldring** Department of headship and organizations Peabody College, Vanderbilt University have written on sustaining Teacher Commitment” The role of professional communities. The study suggests that forming a community of learners for teachers is a powerful strategy for enhancing teacher commitment. Teachers who feel sense of collegiality and have opportunities to learn indicate they are most committed to their schools. Teacher professional community is central to the development of teacher commitment.

**John L.McNeil** , the university of Calgary have studied on Moral Education and the community of commitment, and the study examines the relationship of moral education and

the community of commitment on which programs of moral education depend. The community of commitment is explicated in terms of agreements of concept, judgment and practice. The relationship of this inters subjective agreement and moral autonomy enables clarification of several aspects of the conduct of moral education in schools. Alternative schooling is examined as a means of moral education.

**Christopher Winch**, University College Northampton has studied on what do teacher need to know about teaching? A critical Examination of the occupational knowledge of Teachers, and he argued that, like other occupations that call themselves professions, teachers need feel no qualms about being technicians, albeit flexible ones, who incorporate practical wisdom into their work. He also suggested that teachers have the potential to contribute to the applicable theory of teaching and learning

**JoonLauglo**, University of London Institute of Education, has written on Teachers' social origins, career commitment during University, and occupational Attitudes. He has found that the individuals of lower social origins are slightly more prove to develop an early commitment to teaching. Social origin and the strength of pedagogical commitment during university are not important determinant of teachers' occupational attitudes. This study analyzes about the teachers social origins, about the extent to which the teachers developed a commitment to career in teaching, while at the university, and about various aspects of their professional attitudes.

### Data Analysis

#### Types of Commitment on the basis of Marital Status

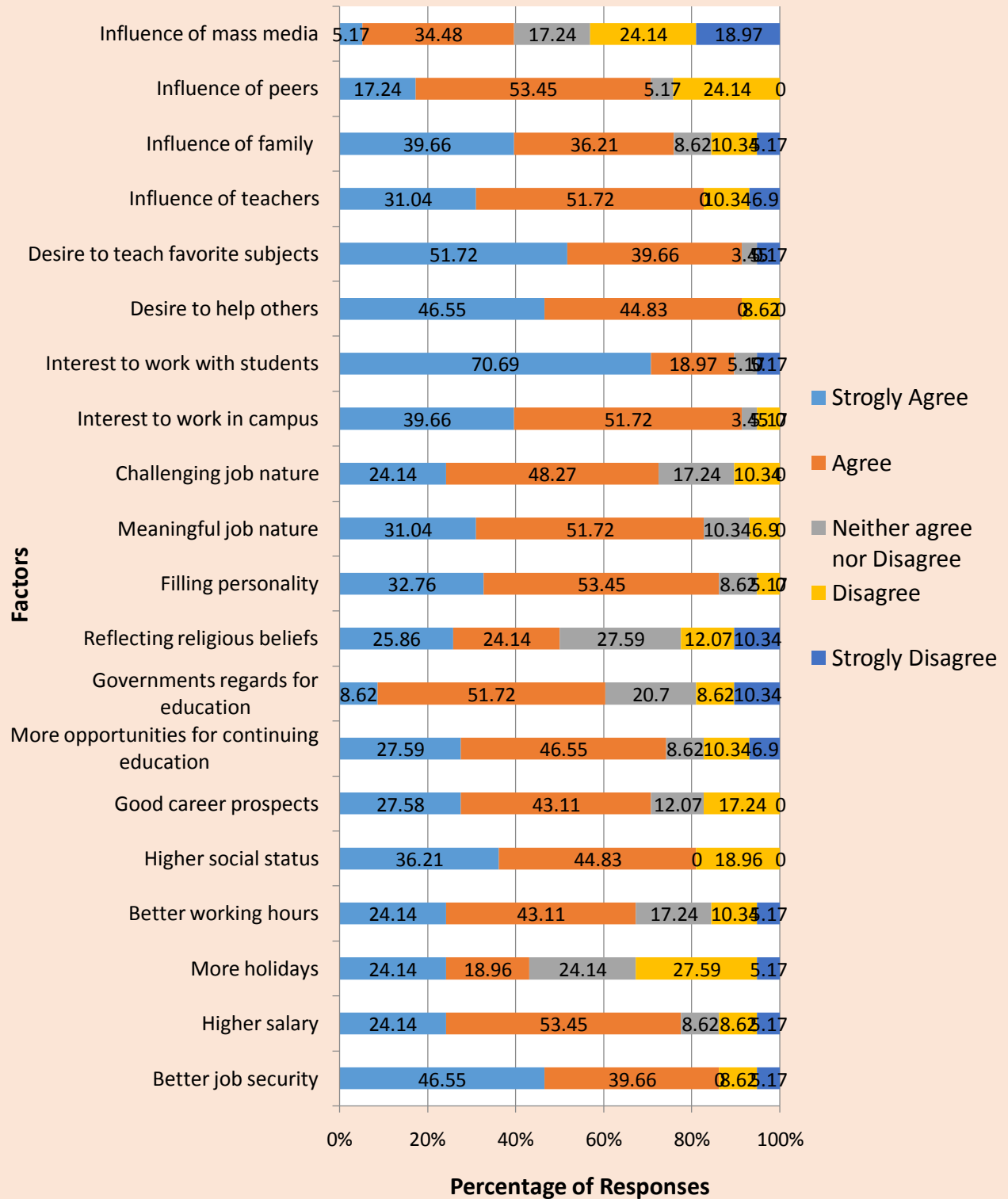
Type Of Commitment	Married		Unmarried	
	No. of Responses	Percentage	No. of Responses	Percentage
<b>Affective Commitment</b>	21	42.86	2	22.22
<b>Continuance Commitment</b>	12	24.49	2	22.22
<b>Normative Commitment</b>	16	32.65	5	55.56
<b>Total</b>	49	100	9	100

### Influencing factors behind choosing teaching as a career

Opinion	SA	A	NA	DA	SDA
Better job security	46.55	39.66	0	8.62	5.17
Higher salary	24.14	53.45	8.62	8.62	5.17
More holidays	24.14	18.96	24.14	27.59	5.17
Better working hours	24.14	43.11	17.24	10.34	5.17
Higher social status	36.21	44.83	0	18.96	0
Good career prospects	27.58	43.11	12.07	17.24	0
More opportunities for continuing education	27.59	46.55	8.62	10.34	6.90
Governments regards for education	8.62	51.72	20.70	8.62	10.34
Reflecting religious beliefs	25.86	24.14	27.59	12.07	10.34
Filling personality	32.76	53.45	8.62	5.17	0
Meaningful job nature	31.04	51.72	10.34	6.90	0
Challenging job nature	24.14	48.27	17.24	10.34	0
Interest to work in campus	39.66	51.72	3.45	5.17	0
Interest to work with students	70.69	18.97	5.17	0	5.17
Desire to help others	46.55	44.83	0	8.62	0
Desire to teach favorite subjects	51.72	39.66	3.45	0	5.17
Influence of teachers	31.04	51.72	0	10.34	6.90
Influence of family	39.66	36.21	8.62	10.34	5.17
Influence of peers	17.24	53.45	5.17	24.14	0
Influence of mass media	5.17	34.48	17.24	24.14	18.97



## Factors influencing choosing teaching as a career



## Testing of Hypothesis

1. **H<sub>1</sub>**: There is significant difference between male and female teachers who are affectively committed.

	<b>Affectively Committed</b>	<b>Not Affectively Committed</b>	<b>Total</b>
<b>Male</b>	8	20	28
<b>Female</b>	15	15	30
<b>Total</b>	23	35	58

<b>O</b>	<b>E</b>	<b>O-E</b>	<b>(O-E)<sup>2</sup></b>	<b>(O-E)<sup>2</sup> / 2</b>
8	11.10	-3.1	9.61	0.865
20	16.90	3.1	9.61	0.569
15	11.90	3.1	9.61	0.808
15	18.10	-3.1	9.61	0.531
<b>TOTAL OF (O-E)<sup>2</sup> / 2</b>				<b>2.773</b>

Degree of freedom = (C-1)-(R-1) = (2-1)-(2-1) = 1

Table value at 0 degree of freedom and 5% level of significance = 3.841

Calculated value = 2.773

**Inference:** The calculated value is less than the table value. So we can accept the null hypothesis. It means that there is no significant difference between affective commitment among male and female teachers.

2. **H<sub>1</sub>**: There is significant difference between male and female teachers who are Continuously Committed.

	<b>Continuance Commitment</b>	<b>No Continuance Commitment</b>	<b>Total</b>
<b>Male</b>	12	16	28
<b>Female</b>	6	24	30
<b>Total</b>	18	40	58

<b>O</b>	<b>E</b>	<b>O-E</b>	<b>(O-E)<sup>2</sup></b>	<b>(O-E)<sup>2</sup>/ E</b>
12	8.69	3.31	10.96	1.26
6	9.31	-3.31	10.96	1.78
16	19.31	-3.31	10.96	0.57
24	20.69	3.31	10.96	0.53
<b>TOTAL OF (O-E)<sup>2</sup>/ 2</b>				<b>4.14</b>

Degree of freedom = (C-1)-(R-1)= (2-1)-(2-1)= 1

Table value at 0 degree of freedom and 5% level of significance = 3.841

Calculated value = **4.14**

**Inference:** The calculated value is greater than the table value. So we can reject the null hypothesis. It means that there is significant difference exists between continuance commitment among male and female teachers.

**3. H<sub>1</sub>:** There is significant difference between male and female teachers who are Normatively Committed.

	<b>Affectively Committed</b>	<b>Not Affectively Committed</b>	<b>Total</b>
<b>Male</b>	7	21	28
<b>Female</b>	10	20	30
<b>Total</b>	17	41	58

<b>O</b>	<b>E</b>	<b>O-E</b>	<b>(O-E)<sup>2</sup></b>	<b>(O-E)<sup>2</sup>/ E</b>
7	8.21	-1.21	1.46	0.18
21	19.79	1.21	1.46	0.07
10	8.79	1.21	1.46	0.17
20	21.21	-1.21	1.46	0.07
<b>TOTAL OF (O-E)<sup>2</sup>/ 2</b>				<b>0.49</b>

Degree of freedom = (C-1)-(R-1)= (2-1)-(2-1)= 1

Table value at 0 degree of freedom and 5% level of significance = 3.841

Calculated value = **0.49**

**Inference:** The calculated value is less than the table value. So we can accept the null hypothesis. It means that there is no significant difference between normative commitment among male and female teachers.

## **FINDINGS**

1. The study reveals that 44% of them are affectively committed, 32% are normatively committed and remaining 24% have continuance commitment.
2. On the basis of gender based classification; it is identified that most of male teachers have continuance commitment and most of the female teachers are affectively committed to the organization.
3. Also the study reveals that male teachers have low normative commitment and female teachers have low continuance commitment.
4. It is clear that married teachers are more affectively committed unmarried teachers are more normatively committed to the organization
5. The married teachers have less continuance commitment and unmarried teachers are less affectively committed to the organization.
6. There is no significant difference between the male and female teachers in case of affective commitment to their organization.
7. Significant difference exists between male teachers and female teachers in case of continuance commitment
8. In the case of normative commitment, there is significant difference between male and female teachers.
9. 46.55% of the teachers agreed that the teaching profession offers better job security and it influenced them to choose teaching as a career.
10. 53.45% of the teachers agree that higher salary influences them.

11. 43.11% of the teachers agree that better working hours influences them to choose teaching career.
12. Most of the teachers have positive opinion on the statement that teaching provides higher social status and it influenced them to select teaching as their career. 36.21% of teachers strongly agree teachers and 44.83% of teachers agree with this.
13. Majority of the teachers agrees that good career prospects influences on selecting teaching as a profession. 27.58% of the teachers strongly agree and 43.11% agree with this.
14. Majority of the teachers agree that more opportunities for continuing education are an influencing factor. 27.59% teachers strongly agree and 46.55% agree with this.
15. 51.72% teachers have positive opinion that the governments regards influences them.
16. Most of the teachers have no opinion on that teaching career is influenced by their religious belief.
17. Most of the teachers agree that teaching profession helps in filling their personality. 32.76% strongly agree with this and 53.45% agree.
18. 31.04% of the teachers agree that meaningful job nature of teaching profession influenced them to choose teaching as their career
19. Most of the teachers agree that teaching profession is a challenging job nature and it have impact on them. 24.14% of the teachers strongly agree and 48.27% of them agree with this.
20. 39.66% of the teachers agree that interest to work in campus influenced them to choose teaching profession.
21. 70.69% of the teachers agree that interested to work with teenagers/students influenced them to choose teaching profession.
22. 46.55% of the teachers selected teaching because they have desire to help others.
23. 51.72% of the teachers agree that they selected teaching because they have desire to teach subjects they like most.
24. Most of the teachers agree that their teachers influenced them to select teaching as career. 31.04% of the teachers strongly agree and 51.72% of them agree with this.
25. 39.66% of the teachers agree that their family influenced them to select teaching as career.

26. Majority of the teachers agree that the peers influenced them to select teaching as career. 17.24% of the teachers strongly agree and 53.45% of them agree with this.
27. Very less number of teachers (5.17%) strongly agrees that the mass media influenced them to select teaching as career.

## CONCLUSION

The strength of any profession depends on the degree of commitment of its members. Teacher commitment indicate that teachers with high level of commitment; work hard, demonstrate stronger affiliation to their institution. The teachers' commitments have considerable effects on the students. Teaching- learning process as well as the effectiveness of that educational institution. More importantly the students of committed teachers are more likely to learn material and develop a positive attitude towards school or college.

The types of teachers commitment vary according to their personal characteristics such as gender, marital status etc. Female teachers are more affectively and more normatively committed to the teaching profession than male teachers. They have low levels of normative commitment to the work group and low levels of continuance commitment to the school in which they work. Married teachers are more affectively committed than unmarried ones. The findings reveal the need for more supportive and integrative managerial actions to rise teachers' levels of commitment.

The organizational commitment of teachers leads to the effectiveness of teaching and the effectiveness of the organization. The outcome finally reaches to the students. So that the educational leaders should take necessary measures to remedy the troubles which cause teachers lack of commitment.

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