

## **Evaluation of Organization Commitment of Teachers: A Study in Select Government Colleges of Chandigarh**

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**Abstract:** *This study examines the teachers' organizational commitment levels in select Government Colleges of Chandigarh. The purpose of this study was to examine the organizational commitment levels among male and female teachers in Government Colleges. The organization commitment of teachers with respect to their qualification was also assessed. Only the perceptions of teachers on their commitment were examined. The "Organizational Commitment Questionnaire" by Allen and Meyer (1990) was used to gather data. Commitment scores were highest for normative commitment. No significant difference was observed between male and female teachers for their commitment levels. Also the commitment levels of teachers did not vary according to their qualification levels and years of service.*

**Keywords:** *Organizational commitment, teacher, Government Colleges*

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### **I. Introduction**

Teachers are the most important contributors for increasing the efficiency and effectiveness of education organizations. Studies should be conducted for examining the attitudes of teachers towards the institutions they work in order to improve their performances (Güven Özdem, 2012).

In order to keep experienced and excellent academic staff attached with the educational institutions, more attention should be given towards the expectations and needs of the staff. A committed lecturer takes with them their quality teaching skills and experience resulting in increased cost and quality education implications for the college they were associated with. They are the greatest assets an educational institution can have.

One of the main reasons that reduces organizational effectiveness and productivity is the low level of organizational commitment. Studies demonstrated that in low levels of organizational commitment, organizational trust decreases (Yılmaz, 2008). Principals' leadership behaviours is one of the reasons for the problems that occur in the school and these problems prevent school from reaching its objectives (O'Driscoll & Beehr, 1994). Organizational commitment is defined as a process in which employees internalize the values of the organization, keep on staying at the organization to get the results of their investments on the organization and they think that staying at the organization is a moral and ethical responsibility (Allen & Meyer, 1990).

Allen and Meyer (1990) described the concept of organizational commitment as a psychological state reflecting the relationship between the worker and the organization and resulting in the decision to continue working at that organization; and evaluated the concept to be the psychological approach of the worker towards the organization.

Luthans (1995) and Mowday, Steers and Porter (1979) described organization commitment as believing and adopting the objectives and values of the organization, working more than required in order to realize the objectives of the organization and wanting to continue working in that organization and to be a member.

According to Park and Rainey (2007) Organizational commitment means the bond between organization and the employee. Bogler and Somech (2004) note that the employees engaged in the organization want to have active roles in the organization. They want to have an impact on the programs, procedures or strategies of the organization. Organizational commitment is a concept related to a lot of variables which affect the organizational behavior (Dee, Henkin, & Singleton, 2006).

Organizational commitment has been examined in three dimensions:

- 1.) Affective commitment means employees' being identified with the organization they work for. Affective commitment means that the individuals identify themselves with the organization, are happy to be a member of it and are strongly committed to it. Affective commitment is also defined as the will of the workers to continue working at that organization on an affective and volunteer basis. Workers having such a commitment to their organizations keep working there because they "want to", not because they "have to". (Nasiri, 2015).
- 2.) Continuance commitment is related to employee's staying in the organization considering the price he/she will have to pay such as wage, pension rights and profit sharing if he/she leaves the organization. The fact that the worker keeps working at the present organization as there are no alternative job opportunities and s/he will experience difficulties in transferring his/her basic skills to another organization constitutes

continuance commitment. Such commitment is also called as rational commitment, which means continuing being a member of that organization as leaving would cost high (Balay, 2000).

- 3.) Normative commitment is associated with the obligation that employees feel about staying in the organization (Allen & Meyer, 1990). This commitment is explained as the condition to continue working at the present organization because of working and some social norms feeling pressure and guilt. Workers with high normative commitment consider working at the organization to be their duty, and continuing working at the organization to be a proper behavior and an obligation because of their personal values and the ideologies causing this obligation.

Affective commitment is found in the relationship between individual values and organizational values that makes individuals emotionally attached to organizations and gives them a sense of satisfaction in being members of an organization (Wiener, 1982). Continuance commitment develops as a result of employees' investments in their organizations. In this situation, the employee thinks that he or she has invested time and efforts and thus is obliged to stay with the organization. Normative commitment is an individual's feeling of moral obligation to stay with an organization. People with higher normative commitment think that they must stay with an organization (Meyer and Allen, 1997).

Affective, continuance and normative commitments may be evaluated on an axis of desire, necessity and obligation. Workers having high affective, continuance or normative commitment to the organization tend to continue working as they feel "desire", "necessity" and "obligation", respectively (Meyer, Allen and Smith, 1993); (Durna and Eren, 2005).

## **II. Need & Rationale For The Study**

After reviewing the research literature reviewed pertaining to the topic of study, concepts such as organizational citizenship behaviour, professional and organizational commitments were found to be important in improving the performances of the respondents. It also revealed that a small number of studies have examined the commitment of teachers of Government Colleges in scope and focus. In this scenario, this research was undertaken to fill in the identified knowledge gap.

## **III. Objectives of The Study**

- i. To compare the commitment levels among male and female teachers.
- ii. To analyze the organization commitment of teachers with respect to their qualification and years of service.

## **IV. Hypothesis of The Study**

**H01:** There is no significant difference between the organization commitment levels of female and male teachers.

**H02:** There is no significant difference in commitment level of teachers as per their qualification levels.

**H03:** There is no significant difference in commitment level of teachers as per their years of service.

## **V. Research Methodology**

### **Sampling & Data collection:**

Sample of the study included 120 teachers from select Government Colleges of Chandigarh (PGGC-11, GCG-11, PGGC-42). The consent of the teachers as well as departmental heads was taken before administration. The researcher approached all the participants individually so that truthfulness of data collection was guaranteed. Participants were assured that the provided information would be used only for research purposes.

### **Research instruments:**

The data required for conducting this study will be collected by using self administered questionnaires.

**Organizational Commitment Questionnaire:** To measure the level of organizational commitment Organizational Commitment Questionnaire (OCQ) which was developed by Meyer and Allen (1990) was used in this study. This questionnaire includes three subscales:

Affective commitment (AC)- Statement 1-Statement 8

Continuance commitment (CC)- Statement 9-Statement 16

Normative commitment (NC)- Statement 17-Statement 24

Reverse keyed items- Statement no. 4, 5, 6, 8, 9, 12, 18, 19, 24

The type of questions under these dimension were like the shown below-

I would be very happy to spend the rest of my career with this organization. - (AC)

It would be very hard for me to leave my organization right now, even if I wanted to- (CC)

I was taught to believe in the value of remaining loyal to one organization- (NC)

### VI. Data Analysis And Results

Various statistical analyses like descriptive analysis, correlation and linear regression analysis were performed to arrive at the results. Statistical Package for Social Sciences (SPSS Version 20) was used to analyse the data. Overall profile of the respondents was examined. Descriptive statistics such as means, standard deviations and reliabilities (Cronbach's alphas) for all the variables used in the study were used to describe the demographic profile.

**Table 1.** Demographic Profile

<b>Gender</b>	Females	47	39.2%
	Males	73	60.8%
<b>Age</b>	Between 21 and 30 years	61	50.8%
	Between 31-40 years	51	42.5%
	Age 41 or above	8	6.7%
<b>Years of service</b>	Less than 1 year of service	41	34.2%
	1 to 3 years of service	37	30.8%
	4 to 5 years of service	16	13.3%
	More than 5 years of service	26	21.7%

**Cronbach Alpha** for the dimensions and overall were also calculated for the variable **Organization Commitment** as displayed in the table below:

<b>Table 2-</b> Cronbach's Alpha coefficients		N=120
Question 1- Question 8	.655	
Question 9- Question 16	.743	
Question 17- Question 24	.734	
Overall	.628	

Since, according to Nunnally (1978), an alpha coefficient of 0.7 or higher is necessary for an exploratory research or survey to be considered reliable, this questionnaire can be therefore be regarded as reliable.

**Table 3.** Descriptive statistical values for commitment levels of teachers

Descriptive Statistics			
	N	Mean	Std. Deviation
AC_SCORE	120	26.54	3.898
CC_SCORE	120	23.66	5.284
NC_SCORE	120	26.62	2.334
OC_OVERALL	120	76.82	8.912

Continuance commitment was observed to be lower among teachers as compared to affective and normative commitments respectively.

**H01: There is no significant difference between the organization commitment levels of female and male teachers.**

**Table 4.** Comparison of teachers' commitment levels among genders

		Levene's Test for Equality of Variances		T	Df	Sig. (2-tailed)
		F	Sig.			
OC_OVERALL	Equal variances assumed	.508	.477	-1.770	118	.079
	Equal variances not assumed			-1.810	105.330	.073

Independent samples t-test was performed for examining the difference among male and female teachers for assessing commitment towards organization.

The Levene's Test For Equality Of Variances runs an F test to determine homogeneity of variance. The significance value of .477 tells that the difference is not significant (it is not  $p < 0.05$ ), therefore equal variances are assumed. It can be concluded that no significant difference exists between the male and females commitment levels. Null hypothesis is accepted at  $t(118) = .079, p > 0.05$ .

**H02: There is no significant difference in commitment level of teachers as per their qualification levels.**

**Table 5.** Comparison of teachers' commitment levels as per qualifications

ANOVA					
OC_OVERALL					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	39.174	2	19.587	.243	.784
Within Groups	9412.793	117	80.451		
Total	9451.967	119			

One way Anova was performed to find differences if any, exists among the commitment levels of teachers having different qualifications.  $H_0$  is accepted and it is concluded that no mean is significantly different from one another mean  $F(2,117) = .243, p > 0.05$ . Since the differences were not significant, post-hoc test was not required to be performed.

**H03: There is no significant difference in commitment level of teachers as per their years of service.**

**Table 6.** Comparison of teachers' commitment levels for years of service

ANOVA					
OC_OVERALL					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	44.163	3	14.721	.182	.909
Within Groups	9407.803	116	81.102		
Total	9451.967	119			

One way Anova was performed to find differences if any, exists among the commitment levels of teachers as per the years of service they have given to this profession.  $H_0$  is accepted and it is concluded that no mean is significantly different from one another mean  $F(3,116) = .182, p > 0.05$ . Since the differences were not significant, post-hoc test was not required to be performed.

## VII. Conclusion And Discussion:

The results indicated that teachers' organizational commitment levels are analyzed, continuance commitment level of teachers have the least value while as normative commitment is having the most value. Thus it can be concluded that teacher's commitment levels for the college was not dependent on the economic interest mostly. Also, the high levels of affective and normative commitment means that teachers could identify with the college they work for and feel obligated to devote themselves for the work they were associated with. The study has some potential limitations. First of all, the data was all self-reported which may have validity issues. Different methodology would be used in future studies. In future, data would also be collected from principals about their teachers so as to enhance the validity of the findings. Interview methods can possibly be used to gather data. Further, research also can be done to determine other factors that affect teachers' commitment.

## VIII. Limitations And Suggestions

The study has some potential limitations. First of all, the data was all self-reported which may have validity issues. Different methodology would be used in future studies. In future, data would also be collected from teachers about their leaders' style so as to enhance the generalizability of the findings. Other research methods such as interview or document analysis are possible to be used to gather data. Further research also can be done to determine the factors that affect teachers' or principals' commitment.

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