

Organisational Commitment: An Empirical Study of Government and Private School Teacher

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Abstract: The most single factor of individual success in an organisation is commitment. Of late, considerable interest in the concept of organisational commitment has developed among theorists and researchers. The objective of this study is to gauge the level of organisational commitment among govt. and private school teachers, and to study if, there is significant difference in their commitment to their schools. The focus resides on the two main facets of organisational commitment “identity with the schools” and “concern for the schools”. The results of the study unfold that the teachers possess the desired level organisational commitment and it does not vary significantly between govt. and private school teachers.

Keywords: organisational commitment, identity with organisation and concern for the organisation.

JEL Classification: I21

1. Introduction

The basic philosophy, spirit, and drive of an organisation have for more to do with its relative achievement than do technological or economic resources, organisational structure, innovation, and timings. All these things weigh heavily in success of an organisation, but they are transcended by how strongly the people believe in its basic percepts and how faithfully they carry them out. As this is true for the success of an organisation, it is even more so for the individual, and the most single factor in individual success is commitment. Angel and Perry (1987) stated that it is a state in which an employee identifies with a particular organisation and its goals and wishes to maintain membership in the organisation and he further demonstrated that an individual’s level of organisation commitment is a better indicator of turnover than the more frequently used job satisfaction predictor because an employee may be temporarily dissatisfied with his particular job, and not with organisation. But if he is dissatisfied with the organisation, he is more likely to find job elsewhere.

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Allen and Mayer (1990) differentiated organisation commitment into three components: affective commitment, normative commitment and continuance commitment. Affective commitment refers to employees' perception of their emotional attachments to their organisations and their goals. Employees with high affective commitment to organisations have strong motivation to contribute to the organisation goals because they see them as theirs. Continuance Commitment represents cognitive attachment between employees and their organisations because of the costs associated with leaving the organisation. It is based on the assumption that individuals do not leave an organisation if they would lose their benefits, take a pay cut, incur job search expenses and risk of being unemployed. Finally, normative commitment refers to typical feeling of obligation to remain with an organisation. In general, affective commitment seems more strongly related to organisational outcomes than the other two commitment dimensions (Dunham, et al., 1994). A review of 27 studies suggested that the relation between commitment and performance is strongest for the new employees, and is considerably weaker for more experienced employees, (Wright and Bonett, 2002).

Organisational commitment is job related attitude which is of considerable significance to the organisation and varies across countries. One study of workers in Saudi Arabia found that Asians working there were more committed to the organisation than were westerners and Arab Workers (Al-Meer, 1989). Another study revealed that American workers displayed higher affective commitment than did Korean and Japanese workers (Nelson, 2003).

Organizational commitment, which was defined by Price (1997) as "loyalty to a social unit", has been a concern of managers in many countries. Commitment involves a social contract and the implicit mutual promise of continuing employment and evolving subordinate's careers (Lancaster, 1994). The level of commitment begins to decrease when companies break the social contracts with their workers. A long-term commitment, which was considered normal by both employers and employees in the past, has changed and may affect organizational outcomes (Stonestreet, 2002). Based on recent changes in employees' attitudes towards their job today's workers are likely to see employment as including learning on the job and taking their knowledge elsewhere (Bell, 1996).

High committed employees show emotional attachment and loyalty to the organisation and get actively involved, are pivotal variables without which the inanimate assets are worthless, identify goals and values of the organisation and display greater organisational citizenship behaviours and reduced absenteeism and turnover (Jamieson et al.1996: Watson & Papamacros,2002). Rousseau (1997) argued that there is reason to believe that the concept of commitment may be less important to employees and employees today than it once was. The unwritten loyalty contract that existed 30 years ago between employees and employers has

been seriously damaged, and the notion of employees staying with a single organisation for most of their career has become increasingly irrelevant.

Over the past decades considerable interest in the concept of commitment has been generated among theorists and researchers in both the public and private sectors. It has been studied both as a consequence and an antecedent of other work-related variables. As a result, organisational Commitment has been linked to the fit between the agency and the person, job satisfaction, and variations in organisational culture and structure (Morrow 1983; Mowday, Porter, and Steers 1982). There has been also no indication in the literature of how the various types of commitment impact on one another or whether there is one single most important type of commitment which managers need to focus on to improve organizational effectiveness. A number of theorists and researches have begun to distinguish among Foci and bases of commitment. Foci refers to the individual and groups to whom an employee is attached, while basis of commitment are the motive engendering attachment (O'Reilly & Chatman, 1986). Therefore this research study takes the steps to full fill the research gap by comparing the organisational commitment level of govt. and private school teachers in Kashmir Valley.

Objective

1. To measure organisational commitment of govt. and private, school teachers.
2. To compare the level of organisational commitment between govt. and private school teachers.
3. To suggest, on the basis of the study results, measures aimed at improving organisational commitment among school teachers.

Hypothesis

Organisational commitment of govt. school teachers and private school teachers does not vary significantly.

Methodology

The universe for this study has been the teachers of govt. and pvt. Schools (200 each) of Kashmir Valley. Data we collected through random sampling procedure. Organisational commitment questionnaire developed by Dhar et al (2002) with modifications was used for the purpose of collecting data from the teachers. The organisational commitment was measured on a 5-point satisfaction- dissatisfaction scale. The tools of analysis include mean, standard deviation & t-test.

Results and Discussion

The present study is aimed at examining the level of organisational commitment of public and private school teachers working in Kashmir Valley. The data obtained

on the measures of organisational commitment is presented in Table 1.1 and 1.2, based on two dimensions of the scale developed by Dhar et al., (2002). The two dimensions of the scale are ‘concern for the organisation’ with five independent variables and ‘identity with the organisation’ with three independent variables respectively. In general terms both the types of school respondents (Govt. and private) express high levels of organisational commitment. Moreover, T-test did not find any significant difference in the commitment between govt. and private school teachers. Data presented in table 1.1 and 1.2 unfolds the interesting revelations.

2. Concern for the Organisation

Employees who are committed to their organisations are happy to be its members, believe in and feel good for the organisation. Employees with high organisational commitment level goes beyond the normal requirement of the job, such as helping co-workers with job related problems, tolerating temporary impositions without complaint and cooperating in times of crises. Research suggests that employees who exhibit organisational commitment are happier at their work, spend less time away from their jobs and are less likely to leave their organisation. Therefore, concern for the organisation is an important aspect for judging organisational commitment level of employees (George and Jones, 2002).

Table 1.1. Concern for the organisations

Statement	Govt. schools (n= 100)		Private schools (n=100)		t-value
	Mean	S.D	Mean	S.D	
I feel bad if this school is making loss.	4.80	.41	4.72	0.61	0.54
I am contributing to the achievement of goals of this school.	4.36	0.860	4.56	0.50	-1.00
I do not like somebody tarnishing the image of this school.	4.48	0.770	3.64	1.25	2.85
An employee should be concerned about the image of this his/her school.	4.52	0.586	4.62	0.49	-0.79
I am committed to the welfare of my school	4.32	0.900	4.24	1.09	0.28

*Significant at 5 %

Concern for the organisation has been estimated through five items given in table 1.1. Mean scores received on these items exhibit that teachers of the both the types of schools share high concern for their schools and t-test clearly depicts that there is no significant difference between the two with regard to concern for the schools. Respondents of the both the types of schools exhibit greater concern in respect of the involvement with the image of the schools and their welfare. Overall, all the five items showed desired level of concern for the schools possessed by the teachers of the school under study.

3. Identity with the Organisation

Organisation identity, when realised by organisation members, has an effect on how strongly individuals within the organisation, identify themselves with the organisation. Strong identification then results in strong commitment to the organisation and its goals, Robinson (1996). In order to measure the strength of teacher's identification with their schools three items were used to estimate this facet of organisation commitment among the respondents.

Table 1.2. Identification with the organisation

Statement	Public school (n=100)		Private school (n=100)		t- value
	Mean	S.D	Mean	S.D	
I have been working even on holidays in this school	2.44	1.04	2.84	1.18	-1.27
I do not stay back in the school after office hours even if required	2.84	1.21	3.04	1.39	-0.54
I do not like the goals of this school	2.08	0.99	1.92	1.32	0.484

*significant at 5%

Mean scores in table 1.2, clearly exhibit that teachers of both the schools strongly identify themselves with their schools and t-test finds no significant difference in their perception on identification to their schools. All the three items include in this dimension clearly depicts that teachers of both the types of schools are satisfied with the goals set by their respective schools and they do not feel overburdened by the work.

According to the mean scores of each subdivision relevant to the dimensional structures of the organisational commitment, it was understood that the teachers commit themselves to teaching work and teaching occupation at the highest level,

however, they commit but to the school at the moderate level. When the teacher's responses relevant to each dimensional structure were analysed, it was determined that there have been positive correlation between dimensional structures of commitment.

4. Conclusion

An educational organisation is one of the most important social institutions in a society. Today teachers enjoy greater social mobility and more occupational opportunities than did their predecessors in earlier generations. The most recent generation of workers is likely to perceive career paths as multi directional, dynamic and fluid, results in decreased commitment and many teachers leave their teaching careers for other opportunities (Robert, et al 2005; Richard & Watson, 2005).

Within this research, the teachers level of organisational commitment to school i.e., 'identity with the school' and 'concern for the school', which were chosen as commitment dimensions, determined, are interrelated. Based on the results of the study, it is possible to state that the teacher who has committed himself/herself to the school exerts greater efforts for his school.

Despite the merits of this study, there are limitations that must be addressed. Because of our limited sample size, it may be hard to generalise the results of the study. Although the teachers sampled in our study were similar in many respects, there must be some important differences in terms of their motivational bases.

5. References

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