A comparative study on Organizational Commitment among Government and Private School Teachers

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Abstract

In a job, organizational commitment always plays a vital role for the successful establishment of the organization. In a social profession like teaching, for the teachers it is very important to be committed towards their organizations that mean schools or colleges. Organizational commitment has dimensions such as commitment to the society, commitment to their work place, commitment to teaching work, commitment to work with groups and commitment to teaching profession. It is affected by many factors such as job satisfaction, professional accuracy, school administration, types of schools, salary, co-workers, proper service training etc.

In the present study, the researchers have revealed to make an effort to find out the differences in organizational commitment among government and private teachers of schools. For this very purpose, the researchers chose a sample of 300 teachers from 32 different government and private schools of Bhopal of Madhya Pradesh, among them 150 were government teachers and another 150 were private teachers. The researchers used the tool for the study asOrganizational Commitment Questionnaire (OCQ) by Mowday (1974). After collecting and analyzing the data through statistical techniques, the researchers tested the hypotheses and the findings have been interpreted. Analyses of the data were done evaluating Mean, Standard Deviation (SD) and t-test. Results show the significant difference between organizational commitment of public and private school teachers. It is found that private school teachers experienced more commitment as compared to the public school.

Keywords: Teacher's organizational commitment, government and private teachers

1. Introduction

Education system plays a crucial role in the development of a nation. Success of an education system directly depends on teachers' pivotal role in ensuring achievement in an educational institution. Teacher's work behavior plays a vital role in students' learning process. It is known to be related to teacher's effectiveness (Medly and Shannon, 1994). Teachers play the foundational and dynamic/strategic role in the educational system. It is inferred that better educational performance of students depends upon effective deliverance of ideas and concepts from their teachers. As professionals, teachers are decorated as appropriate role models and exhibit a commitment to scholarly values and to incessant learning for their students (Medly and Shannon, 1994). A significant factor that has influence on teacher's work behavior is

organizational climate. The organizational climate is related to the measures based on principal's leadership behavior and teacher's attitude towards the School. Principals can encourage teachers for effective performance by identifying their emotions and needs and try to achieve them (Adeyemi, 2010). This support is highly dependent on various aspects of the principal's leadership qualities. Teacher's behavior too contributes in their job performance. Both principals' behavior and teachers' behavior are part of organizational climate which affects the teacher's job performance. Teachers are agreeably the significant group of professionals for any country's growth. Without teachers, the education system is crippled. The increased importance in teacher's job performance has made it drastically considerable to identify the factors that influence teacher's job performance. Recently, effects of organizational climate on teacher's performance have become a case of concern for researchers and education officials in the government. Although numerous studies and experimentation have been performed on teacher's work behavior, past research has been constrained by the shortage of studies on the effects of organizational climate on teacher's work behavior. Several reports have shown that teacher's job performance is declining around the world and in India being particularly debacle. This seems to be adversely affecting the teaching and learning process including other instructional activities at school. Resulting in the student's delusional and degraded individuality. Hence, it is crucial to determine the factor that has influence in teacher's work behavior.

1.1 Organizational Commitment

Organizational commitment is an inclination or attitude, a faith and belief, a sense of attachment toand in an organization (Mowday et al., 1979). Commitment is influenced by characteristics of the organization with school climate. Climate variables are strong indicators of commitment (Riehl&Sipple, 1996).

Organizational commitment is an incessant relationship of the members with attachments to the organization's goals and values. An individual's attitude toward an organization is organizational commitment (Mowday, Steers, & Porter, 1979). Organizational commitment develops slowly with member participation. Commitment is influenced by characteristics of the organization (Riehl & Sipple, 1996).

The research history of organizational commitment is transitions from business and industry in to the school setting. The concept of teacher commitment highlights the desire to have low teacher turnover, reduced absenteeism, and shared organizational goals. The measurement instrument of organizational commitment for review is the Organizational Commitment Questionnaire (OCQ).

Porter, Steers, and Mowday (1974) described organizational commitment as the individuals' strength of identification and involvement with the organization. This commitment can be characterized by at least three factors:

1. A strong belief in and acceptance of the organization's goals and values.

2. A willingness to exert considerable effort on behalf of the organization.

3. A strong desire to maintain membership in the organization.

The initial investigations of organizations and their effectiveness were consolidated on businesses trying to evaluate productivity and profit (Steers, 1975). In an attempt to improve performance, employers sought studies aimed at decreasing turnover through improving job satisfaction (Steers, 1975, 1977). Although certainly an important endeavor, Porter, Steers, Mowday, and Boulian (1974) mention the failure of studies to account for commitment. It has since been noted that an organizational commitment was a better indicator of turnover than was job satisfaction (Koch & Steers, 1976; Porter et al., 1974). Commitment is more encompassing of the total organization, whereas job satisfaction is limited to the employee's job or one aspect of the job.

1.2 Dimensions of Organizational Commitment

Three dimensions to conceive the organizational commitment were proposed by Meyer and Allen (1997). The three dimensions are Affective, Continuance, and Normative Commitments. The brief description of these dimension are presented as:

1.2.1 Affective Commitment

Affective commitment is described as the employee's sentiments towards the organization, self-identification with, and engagement in the organization. The employees having this affection

towards their organization tend to continue working for it because they like it (Meyer and Allen, 1991). Affection level commitment in the employees, make them stay with the organization, since they realize their relationship with the employment as consistent to the goals and values of the organization (Beck and Wilson, 2000).

1.2.1 Continuance Commitment

According to Meyer and Allen (1997) continuance commitment is "the awareness of the costs associated with leaving the organization". Its nature is shrewd since the employee's awareness or consequences and risks related with leaving the current organization (Meyer and Allen, 1997). Moreover,Meyer and Allen (1991) states, "employees whose primary link to the organization is based on continuance commitment remain because they need to do so". This differentiates between the continuance and affective commitment for the organization.

1.2.3 Normative Commitment

Meyer and Allen (1997) stated normative commitment as "a feeling of obligation to continue employment". Personalized normative beliefs of duty and accountability compel employees to retain association in the organization (Allen and Meyer, 1990). According to Meyer and Allen (1991) perception, "employee with normative commitment feels that they ought to remain with the organization."

2. Literature Review

Pedro and David (1986) performed a survey, aimed to hypothesize whether school system's organizational value orientation affects the teacher's job satisfaction and commitment towards the school. The research unravel that the normative value of orientation was related to decreased job satisfaction. Furthermore, Gender and experience are the factors which influence teacher's job satisfaction. The research also concluded that the school management system requires personnel strategic policies to improve teachers' job satisfaction.

Pedro (1992) conducted a study to examine teacher's organizational commitment and also evaluated the organizational conditions and individual features influencing it. The findings suggested that the school's orderly environment, encouragement for innovation,organizational

structure, collaboration climate, shared decision-making and frequency of supervision apparently influence teacher's organizational commitment. The biggest influential predictor of organizational commitment was teacher's disposition to learn and sense of virtue. Also, the higher commitment was found in the female teachers compared to their male counterparts and the years of experience is negatively correlated with organizational commitment.

Mishra and Srivastava (2001) researched to identify the moderating effect of the job stress on organizational commitment and job satisfaction. The findings of the research suggested that job stress had a moderating effect on the liaison of job satisfaction and organizational commitment. The multiple regression analysis expose that more than 53 percent of the variance in organizational commitment was estimated by job satisfaction, constructive perceptions toward job and educational level.

Maheshwari (2003) investigated the views and opinions of secondary school teachers regarding the programand methods through which commitment may be inseminated and the recommendations for reforms and improvements in the overall system. The study revealed that majority of teachers suggested that for improving commitment, school environment must be healthy. 41 percent respondents admitted that more salaries and other facilities might enhance commitment among the teachers and 40.3 percent respondents were in the favor of encouragement by the principals. The others' suggestions included increased social impact, recognition andprestige, disincentive to the non-committed teachers, involvement in decision-making and curriculum construction, qualitative improvement in the teaching-learning programme etc. The results also advisedtransformations in the existing education system, social climate and management, teacher's competencies and skills and social prestige of the teacher.

Mathew (2003) surveyed the organizational commitment of teachers in relation to work values, self-actualization and leadership behavior of the principals. The major objective was to identify whether differences in work values, self-actualization and leadership behavior of principals are considerate for major differences in the organizational commitment of the teachers. The study reported a significant and constructive relationship between organizational commitment (all components) and work values, organizational commitment (affective and normative) and self-actualization, organizational commitment (all components) and leadership behavior of principals.

The teachers having high work values were found to be more committed to the organization and the experienced teachers possessed more normative commitment than their counterparts.

Jain and Pratibha (2006) studied the relative efficacy of organizational commitment and organizational climate on job satisfaction of the employees of the different organizations. The major objective was to assess the impact of organizational commitment on job satisfaction of the employees of the various organizations. The findings of the study revealed that more committed employees with perceived conducive climate in the organization were found to be more satisfied with their jobs in comparison to less committed employees with perceived non-conducive climate.

Joolideh and Yeshodhara (2008) compared the organizational commitment of high school teachers in India and Iran and studied the influence of teacher's gender and types of school on organizational commitment of teachers. The study aimed to find out the difference in organizational commitment between male and female, government and private high school teachers in Bangalore and Sanadaj (Iran) together and separately. It was found that the female teachers had better organizational commitment than the male teachers. The results also reported that only in normative commitment significant difference was observed between government and private high school teachers.

Misra, Ansari and Khan (2009) made a comparative study of organizational commitment and organizational health among public and private school teachers. The findings of the study revealed that public and private school teachers differed significantly on organizational commitment and organizational health. Further the private school teachers showed higher organizational commitment as compared to the 47 public school teachers and also private school teachers perceived better organizational health as compared to the public school teachers. Out of the three dimensions of organizational commitment both the groups differed on two dimensions namely affective and normative commitment and had a significant difference in the case of dimension of continuance commitment.

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.

3. Objectives

Objectives of the study are stated as follows:

- To determine the overall organizational commitment among government and private school teachers.
- To determine the affective commitment dimension among government and private school teachers.
- To determine the continuance commitment dimension among government and private school teachers.
- To determine the normative commitment dimension among government and private school teachers.

3.1 Hypotheses

- There will be significant difference between overall organizational commitment of government and private school teachers.
- There will be significant difference between affective commitment dimension of government and private school teachers.
- There will be significant difference between continuance commitment dimension of government and private school teachers.
- There will be significant difference between normative commitment dimension of government and private school teachers.

3.2 Sample of the Study

The sample of the present study was drawn from total 32 government and private schools. The sample comprising of 300-school teachers (150-working in government and 150-in private schools) were selected by applying random sampling technique from Bhopal city of Madhya Pradesh.

3.3 Tool Used

In the present investigation organizational commitment Questionnaire (OCQ) was used for data collection. The brief description of the scale is as follows:

The Organizational Commitment Questionnaire (OCQ) Mowday et al., (1979) is a 15-item questionnaire that measures the degree of involvement, respondents have in their organization..

The research reviewed on commitment showed preliminary studies from business and industry which link desirable outcomes to commitment. Job performance, absenteeism, and turnover were a few of the desirable outcomes listed for organizational commitment. The OCQ is the primary instrument used to measure organizational commitment.

3.4 Procedure of Data Collection

Intellectual affinity was established with each teacher by organizing team-based games before requesting to fill up the questionnaire along with instructions were explained invariably to them. After that questionnaires were distributed to each teacher. They were assured of anonymity of their responses and were requested to extend their co-operation. Finally,when filled, questionnaires were collected from all the teachers. These responses were used for scoring and analysis was carried on.

3.5 Statistical Analyses

To meet the research hypotheses Mean, SD and t-test were applied.

4. Results And Interpretation

Table-1 shows mean difference between organizational commitment of teachers working in Public and Private sector schools. The mean value for private school teachers was estimated to be 6.368 with the Standard Deviation (SD) of 0.467. Similarly, the mean value for the public school teachers was 5.472 with SD of 0.753. The t-value between two means was evaluated to be4.043 which are significant at 0.01levels. Thus, the first hypothesis considered for the present investigation (there will be significant difference between overall organizational commitment of public and private school teachers) is verified. The teachers of private schools have been found more committed than public school teachers.Table-1: Showing Mean, SD and t-value of Public and Private school teachers on overall organizational commitment.

Table-1: Mean, SD and t-value of Public and Private school teachers

Variable	Groups	N	Mean	SD	t-value (df=30)
Organizational commitment	Private Schools	16	6.368	0.467	4.043**
	Government Schools	16	5.472	0.753	

**Significant at0 .01 level

Table-2 shows the mean difference between on three dimensions of organizational commitment of Public and Private school teachers. The Mean and SD in the case of private school teachers on affective commitment dimension were estimated to be6.375 and 0.640, respectively,while in the case of government school teachers these were found to be 5.688 and 0.790, respectively.The t-value between two means is 2.705 which are significant at 0.05levels. Thus, the second underlined hypothesis of the present investigation (there will be significant difference between affective commitment dimension of public and private school teachers) is also established.

The Mean and SD in the case of private school teachers on continuance commitment dimension were found to be 6.359 and 0.658, respectively, while in the case of government school teachers these were found to be 5.203 and 1.034, respectively. The t-value between two means was found to be 3.774 which are significant at 0.05 levels. Thus, the third underlined hypothesis of the present investigation (there will be significant difference between continuance commitment dimension of government and private school teachers) is verified. The Mean and SD in the case

of private school teachers on normative commitment dimension were found to be 6.465 and 0.650, respectively, while in the case of government school teachers were found to be 5.978 and 0.980, respectively. The t-value between two means was found to be 2.94 which are significant at 0.01levels. Thus, the fourth underlined hypothesis of the present investigation (there will be significant difference between normative commitment dimension of government and private school teachers) is also verified.Table-2: Showing Mean, Standard & t-value of government and Private school teachers on dimensions of organizational commitment.

Table-2: Mean, SD and t-value of Public and Private school teachers on dimensions

Variable	Groups	N	Mean	SD	t-value (df=30)
Affective commitment	Private Schools	16	6.375	0.640	2.705*
	Government Schools	16	5.688	0.790	
Continuance commitment	Private Schools	16	6.359	0.658	3.774
	Government Schools	16	5.203	1.034	
Normative Commitment	Private Schools	16	6.465	0.650	2.94**
	Government Schools	16	5.978	0.980	

*Significant at 0.05 level
**Significant at0 .01 level

5. DISCUSSION

The findings of the current survey show the significant difference between organizational commitment of government and private school teachers. Moreover, the significant difference for each dimension of organizational commitment is found. Private school teachers demonstrated better commitment for organization over all the dimensions as compared to the government school teachers. These findings can be justified by several research studies such as; Misra, Ansari and Khan (2009) and Gupta and Gehlawat (2012). Both the studies concluded that the organizational commitment of private school teachers is significantly higher than the organizational commitment of government school teachers.

6. CONCLUSION

It is found that private school teachers are more committed to their corresponding schools as compared to the government school teachers. There are several reasons for the achieved results. Government school teachers enjoy high job security while private school teachers lack this aspect of job. Due to the lack of job security in the private sector schools, teachers put higher commitment to the schools to ensure their job for the long running period of time. In the Indian education system context, private school teachers take advantage of high quality of working life whereas the government sector schools' teachers are dearth of such quality working life. Poor quality of work life developed boring, laziness, stress and physical distress etc. among the teachers. These factors are adversely affecting teachers' commitment to their respective schools. Thus, the research suggests that there is enormous scope for the improvement of quality of work life in government sector schools to enhance the teachers' commitment and job security for private school teachers can further improve their commitments towards their school.

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