

A comparative study on teacher's organizational commitment among government and private teachers of rural and urban secondary schools

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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 means 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 secondary schools. For this very purpose, the researchers chose a sample of 200 teachers from rural and urban areas of Bilaspur district of Chhattisgarh, among them 100 were government teachers and another 100 were private teachers. The researchers used the tool for the study as Teacher's Organizational Commitment Scale (TOCS-JSRA) which has been developed by Sajid Jamal and Abdul Raheem. After collecting and analyzing the data through statistical techniques, the researchers tested the hypotheses and the findings have been interpreted.

Keywords: teacher's organizational commitment, government and private teachers, rural and urban areas, secondary schools

1. Introduction

Education is the foundation of all the essential ingredients and run-ups of civilized societies. The edifice of every human society rests upon education. It is education that ensures effective transmission of knowledge, culture, values, capabilities and skills to new generations. Education moulds the behavioural and personality attributes of children and prepares them to become well adjusted, productive and meaningful members of their social orders. Thus, education paves the way for enlightenment and empowerment. These goals are achieved through the work teachers do and the duties and responsibilities they discharge in educational institutions.

Teachers are the repository of human values and are expected to equip and enrich themselves with knowledge, abilities, capabilities and skills handsomely required for doing justice to the problems of their students. To discharge their responsibilities, they have to be competent, dedicated and committed.

Dave (1998) ^[11] goes all out to emphasize, "If teachers acquire professional competencies and commitments and if they are enabled and empowered to perform their multiple tasks in the classrooms, schools and community in a genuinely professional manner, then a chain reaction can begin starting a sound teacher performance and culminating into high quality learning among students in cognitive, affective and psychomotor areas of human development".

Teaching is a profession in the sense that it is a form of public service which requires expert knowledge and specialized

skills maintained through continuous and rigorous study and calls for a sense of personal and corporate responsibility for education and welfare of public in their charge.

In a policy paper on the quality of teachers by the Association for Teacher Education in Europe (ATEE, 2006) ^[12] teaching is seen as "a profession that entails reflective thinking, continuing professional development, autonomy, responsibility, creativity, research and personal judgments. Indicators that identify the quality of teachers should reflect these values and attributes."

Teaching profession is now recognized as the true mother of all other professions. There is a clear understanding and recognition of the existing reality that cognitive, affective and conative attributes are developed by students at various levels of education under the enlightened guidance of their teachers immensely contribute to their creativity and success in different professional domains.

In order to perform these roles teachers must be effective. Hoy, Tarter & Kottkamp (1991) ^[13] revealed effective teachers need high level of organizational commitment because high level of student's achievement requires dedicated teachers who contribute effectively. The committed teachers usually have the ability to set goals for themselves and recognize their own personal value system. They are supposed to be one of the main pillars of a sound and progressive society. Therefore, all such good working conditions, environment, climate and administrative support must be provided to the teachers which are very important to elicit their commitment and perform their job properly.

Significance of the study

Commitment refers to individual's attraction and attachment of the employees to their organization. The attachment of the employees to their organization had received considerable attention from behavioral scientists, managers and supervisors from the last few decades and as a result the phenomenon like attachment, identification, loyalty to the organization etc., has clearly emerged as the most recognized research construct. Organizational commitment is the strength of one's identification with the job and the involvement in a particular organization, hence, characterized by one's willingness to exert considerable effort on behalf of the organization and a desire to maintain membership in it.

Organizational commitment has been a popular theme in both academic and managerial world for a long time. So the need for factors that predict organizational commitment has become more critical as one of the factors that could lead to healthy organizational climate, increased morale, motivation and productivity is organizational commitment. It has emerged as a promising area of research within the study of industrial/organizational psychology also in recent time.

The social, cultural and economic heights to which an organization can rise depends upon willingness of an employee to expect high level of efforts on the behalf of the organization which in turn depends upon ability and integrity of its leaders as well as intensification of organizational climate due to unexpected changes that are taking place in the socio-cultural patterns of human life. For organization to compete effectively and efficiently; there is need to understand the cultural implications involved in motivating employees, leadership has been found to have a positive effect on organization's productivity and efficiency.

Day, Harris, Hadfield, Tolly and Beresford (2000) ^[16] suggested that when schools operate democratically, teachers will be more likely to contribute to their development in a positive ways, because it encourages teachers to have greater participation in policy planning and decision making. In different type of organization, teachers come in contact with different cultures, different situations and different circumstances. Environment of government organization/schools is different from private organizations/ schools in many aspects. Unfortunately, there has been lack of research efforts in linking these personal and psychological characteristics of teacher to organizational commitment. Even, as regards organizational commitment of secondary school teachers there is divergence of opinions among researchers. Some researchers believed that teachers are not committed to their organization.

According to Naik, Dutta and Mahato (2016) ^[17], there are differences in some context in organizational commitment among male and female teachers of rural and urban areas.

Others believed that they are committed to organizational goals but it is the organization that do not show commitment to the plight of teachers. They believe that organizational commitment reflects one side of the reciprocal relationship between the organization and teacher and as such each party has to play its role.

Many aspects related to work performance viz. attendance, assigned duties, sense of belongingness etc. have been studied in relation to commitment. Many studies have reported that commitment to the organization has implication for employee's well-being and behavior beyond the work place.

Perception of warmth and supportive organizational climate, age, gender and tenure are found to be related with commitment (Sharma & Singh 1991) ^[14]. Education inversely and negatively related with the commitment while work rewards and justice and fairness in organization is positively related with commitment.

There are various studies which have been conducted on the organizational commitment of teachers and they claim about a number of factors which influence organizational commitment. In this context, Singh and Billingsley (1998) ^[15] stated that low levels of teacher's commitment reduces student's achievement, increases teacher absence and increases teacher's turnover from teaching to another job. On the other hand, teachers with high levels of commitment see themselves as an integral part of the organization, what threatens the organization endangers them as well, do their best to perform their duties better and work for the organization as it is belonged to them. So, there is no doubt that students' level of achievement will be influenced by the teachers' level of commitment.

In a nutshell, it can be concluded that the level of organizational commitment can be enhanced by maximizing the positive factors such as job satisfaction, administrative support, empowerment, collegiality and a collaborative organizational climate, and minimizing the negative factors such as nonalignment of personal and school goal values, lack of communication and trust, and high level of interpersonal conflict.

So, we see that how teachers' organizational commitment works effectively for a child and the society. Thus the researcher has selected the problem as "A Comparative Study on Teacher's Organizational Commitment among Government and Private Teachers of Urban and Rural Secondary Schools."

Statement of the Problem

The problem for the present study is stated as follows:

"A Comparative Study on Teacher's Organizational Commitment among Government and Private Teachers of Rural and Urban Secondary Schools."

Objectives of the study

- a) To study the mean differences in organizational commitment among rural government teachers and rural private teachers.
- b) To study the mean differences in organizational commitment among urban government teachers and urban private teachers.
- c) To study the mean differences in organizational commitment among urban teachers and rural teachers.
- d) To study the mean differences in organizational commitment among rural government teachers and urban government teachers.
- e) To study the mean differences in organizational commitment among rural private teachers and urban private teachers.
- f) To study the mean differences in organizational commitment among government teachers and private teachers.

Hypotheses of the study

H₀₁: There is no significant mean difference in organizational

commitment among rural government teachers and rural private teachers.

H₀₂: There is no significant mean difference in organizational commitment among urban government teachers and urban private teachers.

H₀₃: There is no significant mean difference in organizational commitment among urban teachers and rural teachers.

H₀₄: There is no significant mean difference in organizational commitment among rural government teachers and urban government teachers.

H₀₅: There is no significant mean difference in organizational commitment among rural private teachers and urban private teachers.

H₀₆: There is no significant mean difference in organizational commitment among government teachers and private teachers.

Method

In the present study researcher has used survey method.

Sample

In the present study, the investigators selected the Bilaspur district of the state Chhattisgarh as their field of investigation. Due to lack of time the investigators had to take a limited number of institutions for data collection. A sample size of 200 of secondary level teachers, including male and female, were taken for this purpose. Among them, 50 were government and 50 were private from each of rural and urban areas. Eight schools (4 of each from rural and urban schools) were selected for data collection and the researchers took equal number of teachers from these schools. For this purpose the researchers used stratified random sampling technique.

Tool used

The tool which have been used in this research study is as following:-

“Teacher’s Organizational Commitment Scale (TOCS-JSRA)”

Teacher’s Organizational Commitment Scale (TOCS-JSRA) has been developed by Sajid Jamal and Abdul Raheem.

This inventory has 42 items with positive and negative questions of 21 for each. Among them, 14 items are related to commitment to school (CTW), 12 are related to commitment to teaching work (CTW), 08 items to commitment to work group (CWG) and 08 items to commitment to teaching profession (CTP). There are 5 options for each item in the questionnaire as – Strongly agree, agree, undecided, disagree and strongly disagree

The method of answering the questions was according to 5 degree Likert which varies from 1 to 4. The scoring for each option in each item is as following:

Table 1

Nature of item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Data were collected individually. The scoring of responses was done in accordance with the scoring key given in the manual. Statistical treatment of obtained data was done to test signification of each hypothesis.

Statistical Techniques Used

The scores obtained were subject to statistical treatment using proper statistical techniques. For this purpose Mean, Standard Deviation, t- test, was used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

Variables

- **Independent variable:** Government and private teachers of rural and urban area,
- **Dependent variable:** Teacher’s Organizational Commitment.

Analysis and Interpretation of Data

H₀₁: There is no significant mean difference in organizational commitment among rural male teachers and rural female teachers.

Table 2

Category	N	Mean	SD	SED	t-test Value	Df	Significance Level	Interpretation
Rural Government Teachers	50	162.76	6.04503	1.504606	2.1534	98	0.05=>1.98	HO1 Accepted
Rural Private Teachers	50	159.52	8.75498				0.01=>2.62	

Interpretation of the data

It is inferred from the Table No. – 01 that the calculated ‘t’ value is 2.1534, which is greater than the Table Value at 0.05 level i.e. 1.98 but less than at 0.01 level i.e. 2.62. Hence hypothesis no. – 1 “There is no significant mean difference in organizational commitment among rural government teachers and rural private teachers” is accepted.

Result

It has been found that there is no significant mean difference in organizational commitment among rural government teachers and rural private teachers as we have hypothesized.

H₀₂: There is no significant mean difference in organizational commitment among urban government teachers and urban private teachers.

Table 3

Category	N	Mean	SD	SED	t-test Value	Df	Significance Level	Interpretation
Urban Government Teachers	50	160.32	4.768396	1.3677544	2.866	98	0.05=>1.98	HO2 Rejected
Urban Private Teachers	50	156.4	8.414274				0.01=>2.62	

Interpretation of the data

It is inferred from the Table No. – 02 that the calculated ‘t’ value is 2.866, which is greater than the Table Value at 0.05

level i.e. 1.98 and at 0.01 level i.e. 2.62. Hence hypothesis no. – 2 “There is no significant mean difference in organizational commitment among urban government teachers and urban

private teachers” is rejected.

Result

It has been found that there is a significant mean difference in

organizational commitment among urban government teachers and urban private teachers.

H₀₃: There is no significant mean difference in organizational commitment among urban teachers and rural teachers.

Table 4

Category	N	Mean	SD	SED	t-test Value	Df	Significance Level	Interpretation
Urban Teachers	100	159.92	6.65985	1.22008	2.97522	198	0.05=>1.98	HO3 Rejected
Rural Teachers	100	156.29	10.2228				0.01=>2.62	

Interpretation of the data

It is inferred from the Table No. – 03 that the calculated ‘t’ value is 2.97522, which is greater than the Table Value at 0.05 level i.e. 1.98 and at 0.01 level i.e. 2.62. Hence hypothesis no. – 3 “There is no significant mean difference in organizational commitment among urban teachers and rural teachers.” is rejected.

Result

It has been found that there is a significant mean difference in organizational commitment among urban teachers and rural teachers and this commitment of rural teachers is lower than that of urban teachers.

H₀₄: There is no significant mean difference in organizational commitment among rural government teachers and urban government teachers.

Table 5

Category	N	Mean	SD	SED	t-test Value	Df	Significance Level	Interpretation
Rural Government Teachers	50	161.6	6.0033	1.148788	3.888	98	0.05=>1.98	HO4 Rejected
Urban Male Teachers	50	157.12	5.47226				0.01=>2.62	

Interpretation of the data

It is inferred from the Table No. – 04 that the calculated ‘t’ value is 3.888, which is greater than the Table Value at 0.05 level i.e. 1.98 but less than at 0.01 level i.e. 2.62. Hence hypothesis no. – 4 “There is no significant mean difference in organizational commitment among rural government teachers and urban government teachers.” is rejected.

Result

It has been found that there is a significant mean difference in organizational commitment among rural government teachers and urban government teachers.

H₀₅: There is no significant mean difference in organizational commitment among rural private teachers and urban private teachers.

Table 6

Category	N	Mean	SD	SED	t-test Value	Df	Significance Level	Interpretation
Rural Private Teachers	50	157.98	9.743695	1.6008123	3.36079	98	0.05=>1.98	HO5 Rejected
Urban Private Teachers	50	163.36	5.761111				0.01=>2.62	

Interpretation of the data

It is inferred from the Table No. – 05 that the calculated ‘t’ value is 3.36079, which is higher than both at the Table Value at 0.05 level i.e. 1.98 and at 0.01 level i.e. 2.62. Hence hypothesis no. – 5 “There is no significant mean difference in organizational commitment among rural female teachers and urban female teachers.” is rejected.

Result

It has been found that there is a significant mean difference in organizational commitment among rural private teachers and urban private teachers.

H₀₆: There is no significant mean difference in organizational commitment among government teachers and private teachers.

Table 7

Category	N	Mean	SD	SED	t-test Value	Df	Significance Level	Interpretation
Government Teachers	100	158.62	7.05802	1.293505	2.95322	198	0.05=>1.98	HO6 Rejected
Private Teachers	100	154.8	10.83974				0.01=>2.62	

Interpretation of the data

It is inferred from the Table No. – 06 that the calculated ‘t’ value is 2.95322, which is greater than the Table Value at 0.05 level i.e. 1.98 and at 0.01 level i.e. 2.62. Hence hypothesis no. – 6 “There is no significant mean difference in organizational commitment among government teachers and private teachers.” is rejected.

private teachers. Especially government teachers are committed more than their counter-part.

Findings

1. There is no significant mean difference in organizational commitment among rural government teachers and rural private teachers.
2. There is a significant mean difference in organizational commitment among urban government teachers and urban government teachers.
3. There is a significant mean difference in organizational

Result

It has been found that there is a significant mean difference in organizational commitment among government teachers and

commitment among urban teachers and rural teachers.

4. There is a significant mean difference in organizational commitment among rural government teachers and urban government teachers.
5. There is a significant mean difference in organizational commitment among rural private teachers and urban private teachers.
6. There is a significant mean difference in organizational commitment among government teachers and private teachers.

Conclusion

The results of the study have revealed that regarding to organizational commitment, there is differences among government and private teachers. The private teachers whether from rural or urban areas are more committed than their counterpart. The findings have also shown that there is differences among urban and rural teachers and urban teachers are committed than their rural teachers. So, the government, private school management should conduct researches to find out the causes of differences and lack of organizational commitment.

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