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Optimizing the role of organizational commitment: a qualitative study in the school education sector

INTRODUCTION

Organizational commitment can be defined as an affiliation of employees to the organization and involvement in it (Nawab and Bhatti, 2011). Mowday *et al.*(1979) stated that organizational commitment was meant to consider and accept the goals, aims, and values of the organization and a wish to be a part of the organization. Committed employees portray strong intentions to work for their organization and have low intentions to leave (Robbins and Coulter, 2003; Hunt and Morgan, 1994; Porter *et. al.*,1982). Cooper-Hakim and Viswesvaran (2005) implied that commitment was a psychological state of mind that held the individual to a course of action relevant to one or more targets. It is also a willingness to continue working in the organization and to serve the organization dedicatedly.

Meyer and Allen (1997) described (as reported by Jaros, 2007) organizational commitment as a psychological state that was concerned about how individuals felt about their organizational engagement and the desire to remain with the organization. They also stated that organizational commitment was a multi-dimensional construct. Allen and Meyer (1990) developed a model of three different dimensions of commitment and the model suggested that the employees experienced organizational commitment as three simultaneous mindsets consisting of affective, normative and continuance commitment (Jaros, 2007).According to Allen *et. al.*(1990), affective commitment referred to how the employees felt emotionally to the values, objectives, and goals of the organization. Employees with high affective commitment are loyal and devoted to their workplace and they are ready to work with dedication for their organization. It is considered to

be the best form of commitment and employees with a high affective commitment enjoy membership in the organization (The *et. al.*,2011). The next form of commitment in the model is continuance commitment. This refers to the employees' contribution to the organization. These employees are calculative and consider the cost and the fewer options they have if they leave their present jobs (Hamid *et. al.*,2013). The third form of commitment, according to Allen and Meyer (2003) is normative commitment. It refers to employees' feeling of moral obligation to stay and continue working in that organization.

Historically the organizations were influenced by the theory proposed by Taylor, Weber and Fayol known as Classical Organizational Theory (Taylor, 1947; Weber, 1947; Fayol, 1949), which stated that organizations were regarded as closed mechanical system and the employees were the elements who constructed the system. On the other hand, employees also portrayed no feeling for their organization and would resign their jobs for better opportunities (Dogan and Daoudov, 2010). It was followed by a new concept in behavioral science known as Neoclassical Theory of Management. The neoclassical theory was an effort at introducing the behavioral sciences into the management process to solve the problems generated by the classical theory approach. One of the important studies during this period was Hawthorne Studies (Mayo and Roethlisberger, 1920) which focused on social factors such as employee relationship, attitude to the worker, etc. and made them a core part of the organization. From "closed and mechanical" organization models it was transformed into "organic and open" models (Dogan *et. al.*,2010). The workers started to perceive themselves as a part of the organization and to successfully achieve the goals of their company. This led to the emergence of the concept, organizational commitment.

Chan *et al.* (2008) stated that the positive outcomes of employees' organizational commitment were high job satisfaction, low turnover rate, minimized absenteeism and better organizational citizenship behavior. The committed individuals generally gave a positive impact on their performance, escalated their quality of work and lessened their negative behavior. The level of satisfaction, responsibility and loyalty of these employees were also very high (Balci, 2003).

Mowday *et al.* (1974) defined organizational commitment in terms of the strength of an individual's identification and involvement in a particular organization. In this study, they illustrated organizational commitment mainly by three factors, viz. (a) a strong belief in and acceptance of the organization's goals and values (b) an inclination to deploy considerable effort on behalf of the organization, and (c) a definite desire to maintain organizational membership (Mowday *et al.*, 1974). Mowday *et al.* (1979) developed Organizational Commitment Questionnaire (OCQ) and introduced the attitudinal approach to commitment literature.

Porter *et al.* (1974), Allen and Meyer (1990) and O' Reilly and Chatman (1991) identified the concept "attitudinal commitment". Attitudinal commitment refers to the identification of the employee's goals and interest with the goals of his organization. It is a mutual or reciprocal relationship and the employee expects a return for his contribution and becomes committed to the organization as long as he is given his expected incentives and appraisals (O' Reilly and Chatman 1991).

Homans (1961), Kelley and Thibaut (1978) and Rusbult (1983) proposed the concept of Social Exchange Theory, which played a crucial role in organizational commitment. It stated that it was a driving force that specifically influenced organizational commitment of the employees regarding job satisfaction, job involvement and perceived organizational support. In Malaysia, a

study was conducted by Salim *et. al.* (2000) on factors affecting organizational commitment among lecturers in the higher educational institutions. The objective of this study was to find out the relationship between job satisfaction, job involvement and perceived organizational support toward organizational commitment in the education sector. The results of the study revealed that job involvement was positively related to organizational commitment and consequently it was regarded as the major constituent of commitment. Along with this, it was also found out that there was a fairly significant relationship between perceived organizational support and organizational commitment. Earlier Loui (1995) and Janis (1989) also discussed about this concept in their studies.

Dessler (1999) suggested some specific guidelines to enhance organizational commitment. He stated that it was essential to commit the first values of the people, i.e. to hire the right managers in the organization, to clarify and communicate employees' mission, to offer proper training, to have a guarantee of organizational justice from the organization itself, to build a teamwork and to help the employees to enrich themselves.

The present study focuses on the organizational commitment of the teachers in the school education sector. Rosenholtz (1985), Firestone and Pennell (1993) declared that commitment of the teachers was dependent on the achievement of the students. Although this relationship is not always so straightforward, indirectly it is an important catalyst for the all-round development and up-gradation of the students. Marks and Louis (1997) pointed that the commitment of the teachers toward their organization affected pedagogical quality, the performance of the students and the culture of the school.

The present research addresses to find out the factors which affect organizational commitment in the school education sector and secondly, how these factors might be modified to judge organizational commitment of the school teachers. We conducted our research work in the school sector in the eastern part of India, because to the best of our knowledge, no research work was available on organizational commitment in the school sector in the Indian context. Kolkata city was selected as the place of research because it was a metropolitan city, hence it was expected that there would be a high level of diversion and high variability among the participants. The researchers found diverse respondents as they came from different parts of the adjoining districts and even the adjoining states to work as teachers in different schools in Kolkata city.

The paper is organized as follows; first, the theoretical background of the study is discussed, followed by the methodology used. Then, the results of the study are presented along with the discussion and implication. In the end, the report concludes with the shortcomings of the study and recommendations for the future research.

THEORETICAL BACKGROUND

Organizational commitment can be defined as “an effective response or attitude resulting from an evaluation of the work situation which links or attaches the individual to the organization” (Mottaz, 1988). Organizational commitment was also defined as a psychological state that was concerned about how individuals felt about their organizational engagement and the desire to continue to remain with the organization (Meyer and Allen, 1997).

Mowday, Steers, and Porter (1979) had worked on the measurements of organizational commitment. Their paper aimed at developing and validating the measure of employee

commitment to work organization. Mowday et. al. (1979) developed an instrument known as Organizational Commitment Questionnaire (OCQ). There were 2563 participants from nine different organizations. Test-retest reliability and internal consistency reliability were found out. Along with this cross-validated evidence of acceptable levels of predictive, convergent and discriminant validity emerged from this instrument. There were different norms for male and female participants of the available sample.

Shore and Wayne (1993) worked on commitment and employee behavior and proposed a comparison of affective commitment and continuance commitment to perceived organizational support. They tried to find out whether perceived organizational support or the traditional commitment concepts of affective commitment and continuance commitment were better predictors of employee behavior (organizational citizenship and impression management). Results revealed that perceived organizational support was the best predictor of employee behavior. Affective commitment was positively related and continuance commitment was negatively related to the organizational citizenship behavior.

Paul and Anantharaman (2004) researched on the influence of human resource management (HRM) practices on organizational commitment among software professionals in India. From their work, it was indicated that HRM practices such as employee-friendly work environment, career development, development-oriented appraisal and comprehensive training showed a positive relationship on employees' commitment level. Work was conducted on emotional intelligence and organizational commitment by testing the mediating role of occupational stress and job satisfaction (Aghdasi *et. al.*, 2011). The objective of the study was to analyze direct and indirect effects of emotional intelligence on occupational stress, job satisfaction and

organizational commitment. Based on previous literature, it was revealed through path analysis that emotional intelligence was an exogenous variable and occupational stress, job satisfaction and organizational commitment were considered as the endogenous variables. The results of the study revealed that emotional intelligence did not have any direct or indirect effect on occupational stress, job satisfaction and organizational commitment. Moreover, occupational stress not only had a direct negative effect on job satisfaction, but also had an indirect negative effect on organizational commitment. Job satisfaction had a strong positive effect on organizational commitment. The mediating role of job satisfaction and the effect of occupational stress on organizational commitment were confirmed through this study Aghdasi *et. al.*(2011).

Tellefson (2002) analyzed the potential for business service customers to form separate bonds of commitment to the service firm and the service. Findings suggested that personal and organizational commitment influenced the degree of the relationship exchange between the customer and the service firms.

In a very recent study, Cheahet *al.* (2016) proposed knowledge sharing, task orientation, organizational justice, chances of training, development and compensation and incentives as the possible influencing factors to organizational commitment.

Cokluk and Yilmaz (2008) conducted another work on leadership behavior and organizational commitment in Turkish Primary schools with 200 teachers by using “Leadership Behavior Scale” and “Organizational Commitment Scale”. A moderate positive relationship was noted between teachers’ perception and organizational commitment and supportive leadership behavior of the school administrators. Another significant finding of the study was the existence

of a moderate negative relationship between organizational commitment and directive leadership behavior of school administrators.

Noordin *et. al.* (2010) conducted a research on organizational climate and its influence on organizational commitment. Past research findings indicated that there existed a relationship between dimensions of organizational climate and commitment. Spector (1997) cited that “job satisfaction is a correlate and predictor of organizational commitment”. Gregersen and Black (1996) stated that work process would increase a sense of perceived responsibility that would lead to an increase in commitment among employees. Varona (2002) discussed a relationship between communication and organizational commitment in terms of feedback. In addition, Steel *et. al.* (1992) found that employee perception of decision-making influence was positively related to the organizational commitment of the employees. The scale of Noordin *et. al.* (2010) study included the dimensions like the organizational design, communication, leadership, teamwork, decision-making, culture, job satisfaction, motivation and organizational commitment. Results revealed that the employees of an organization had a tendency to switch to other companies if the offers were not attractive.

Morrow *et. al.* (2012) conducted a study on five-factor model of personality and organizational commitment, with the mediating role of positive and negative affective states. A continuous one-year longitudinal study of the four components of organizational commitment (affective, normative, continuance-sacrifices and continuance-alternatives) on 220 employees from the different organizations was completed. Morrow *et. al.* (2012) illustrated the relationships of the employee Big-Five personality traits with the components of employee commitment and the intervening role of positive and negative affective states. Results revealed that extraversion and

agreeableness were positively related to affective, normative and continuance-sacrifices commitment through enhanced positive effect. Agreeableness was negatively related to continuance-alternatives commitment through negative effect. Finally, neuroticism was negatively linked to affective commitment and positively related to continuance-alternatives commitment through the increased negative affect (Morrow *et. al.*,2012).

The extant research was also done on the influence of leadership behavior and organizational commitment on organizational readiness for change in a higher learning institution(Nordin,2012). In this study, a significant relationship was found between organizational commitment and leadership behavior on organizational readiness for change. Results indicated that there was a connection between organizational commitment and leadership behavior on organizational readiness for change. Organizational commitment was regarded as a moderating variable, hence the result implied significant moderating effect of affective commitment to the relationship between transformational leadership behavior and organizational readiness for change.

A study on the relationship between organizational culture, organizational commitment, and creativity of Physical Education teachers in Iran was conducted by Dousti *et. al.* (2013) with 91 teachers. The result indicated that there was a good relationship between creativity and organizational commitment of Physical Education teachers. There was also a positive relationship between culture and creativity.

Research work on job satisfaction and organizational commitment in multicultural work environments in Norway was conducted by Iden and Rokkan (2014). The study investigated the relationship between validation of classical determinants of job satisfaction and organizational

commitment in a Norwegian context, with emphasis on multicultural work environments. Moreover, the study examined whether employees with various cultural backgrounds in Norway-based companies had different levels of job satisfaction and organizational commitment. A survey was constructed to confirm the presence of cultural differences based on power distance. Statistical analysis revealed that some of the classical determinants found had a positive effect on job satisfaction and organizational commitment. It was indicated that there was no difference in job satisfaction and commitment of the workers from different cultural backgrounds in a multicultural work environment. It was evident from the study that promotion was more important for job satisfaction. On the other hand, job satisfaction and perceived control of the employees had positive effects on organizational commitment (Iden and Rokkan, 2014).

Research was done on assessing employees' attitude toward organizational commitment and change in King Faisal Hospital in Saudi Arabia by Nafia (2014). This was the first empirical work in the field of HRM which aimed at analyzing the attitude of employees toward organizational commitment and change which was one of the most significant constructs in organizational behavior. The results of the study revealed that there was an association between organizational commitment and change. A difference was noticed among the three groups of respondents regarding their evaluative attitude toward organizational commitment and change. Employees, who, with a high organizational commitment were willing to exert more effort in a changing environment had positive attitudes toward their organization.

Organizational commitment was also studied along with a psychological contract. Zhou *et. al.* (2014) researched on psychological contract, organizational commitment and work satisfaction in a Chinese state-owned engineering research institute. The questionnaire contained items about

the demographic profile of the employees, psychological contract, organizational commitment and work satisfaction. The study demonstrated that psychological contract had a significant positive impact on commitment and improvement in the fulfillment of psychological contract would contribute to a higher level of knowledge workers' commitment. Secondly, the three dimensions of organizational commitment were found to have a significant positive correlation with work satisfaction.

Hong *et. al.*(2014) studied organizational commitment and turnover intentions in the union and non-union firms. From 1990's there was a difference between the organizational architecture of union and non-union firms. The difference in the attitude among these two firms instigated the researchers to work in this field. The survey questionnaire used in this study was constructed by Maloney and McFillen (1984). Findings indicated that employees' organizational commitment in unionized firms was higher than that of the non-union firms. Higher pay, indirect control and less hierarchy in unionized firms could explain the speculative commitment differences. It was also revealed that commitment and job satisfaction had high statistical significance with turnover intentions and on the other hand, high job satisfaction could lower the rate of turnover.

Study of incremental validity of organizational commitment, organizational trust, and organizational identification was conducted by Thomas (2015). These three variables were important for employee attitude, but it was not very clear whether they had incremental validity over each other. The study by Thomas (2015) was particularly observed to assess the incremental validity of each variable in predicting job involvement, job satisfaction, turnover intentions and nonself-report measure of task performance and citizenship behavior. Thomas (2015) also tried to analyze whether perceived organizational support and the psychological breach of contract

had any relationship with organizational commitment, organizational trust, and organizational identification. Meta-analytical evidence suggested that these three variables had incremental validity over and above one another in their relationships with some of the variables (Thomas, 2015).

While going through the studies conducted on organizational commitment, some limitations were observed. In the present research, we ensure to eliminate those gaps. It was previously mentioned that several studies were conducted in the field of organizational commitment. In one such study samples were drawn from a single girl's college and it was a major limitation (Nifadkar and Dongre, 2014). Each institution has some special characteristics in terms of staff, management and the nature of the environment. Hence, keeping this in mind the present research samples were collected from 9 different schools so that necessary variation in data could be maintained.

In some literature, only one sector (private or public) was studied (Mangaleswaran and Bhatnagar, 2005; Warsi *et. al.*, 2009; Srinivasan, 2012). But in the current study, both private and public sectors were considered which led to conducting a comparative survey. Respondents were selected from the private schools as well as from the government-aided schools. Hence, the limitations which were faced by extant literature will not be present here.

Khan *et. al.*(2017) worked with higher education faculty members of different universities in Pakistan. Their research was based on the impact of perceived organizational politics (POPs) on job attitudes. Job attitudes included job satisfaction, job involvement and organizational commitment. Results revealed that perceived organizational politics had a negative effect on job

satisfaction, organizational commitment and job involvement. The findings of this study were in line with the work done by Gbadamosi and Chinaka (2011) and Ahmad and Raja (2010).

Khaliq *et. al.* (2016) encapsulated that organizational reward including both monetary and non-monetary rewards, career development opportunities, supervisor support, work-family support and favorable job conditions positively influenced organizational commitment of the bank employees. Among all, the job conditions factor was regarded as one of the main influencing factors of organizational commitment (Khaliq *et. al.*, 2016).

Anttila (2014) conducted a qualitative study on a Finnish multinational industrial company in Finland. The aim of the research was to find out the factors which affected the organizational commitment of the employees of the company. The researcher segmented the factors under three domains namely company, work community and work itself and analyzes the factors under the three domains that directly or indirectly influenced organizational commitment.

A comparative study was conducted between the British and Japanese non-managerial employees to find out the relationship between perceptions of justice and organizational commitment (Gomes *et. al.*, 2017). The researchers found that there existed a strong association between the employee's perception of justice and their organizational commitment.

Studies regarding organizational commitment were mainly done in the corporate sector, though few researchers worked with education sector too. A very limited number of research works were conducted in India. As the present research is concerned with education sector so the results of the research can be beneficial for the people working in the particular field.

RESEARCH METHODOLOGY

The study was conducted by using the qualitative method. Prior to the qualitative research, a pilot study was conducted with 50 teachers (Hertzog, 2008) from different schools of Kolkata city and its adjoining areas. A pilot survey was conducted to validate the items available in the extant literature and an effort to find out new items, if any, to fulfill the objectives of the current research. The factors which were suggested by the respondents during the pilot survey were perception and need achievement of the employees, infrastructure, the role of opinion leaders and quality of the students.

A semi-structured questionnaire was prepared based on the results of the pilot survey to determine the factors affecting the organizational commitment of the high school teachers. Individual in-depth interviews were conducted at the participant's place of work personally by the first author with purposive sampling technique. The total interview was recorded by using a sophisticated recording device. Individuals were selected using a qualitative sampling frame in order to have a wide range of demographic and professional characteristics. Data were collected from 9 different schools, consisting of both government-aided schools and privately-owned schools. Different schools were selected because the work culture was not same in all the schools. Government-aided schools followed a stringent bureaucratic culture. The salary of these schools is set in accordance with the government notifications whereas, in privately owned schools, the salary and other prerequisites do not always follow the government recommendations. The demographic characteristics of the present sample are illustrated below in the table. (Table I).

-----**Table I about here**-----

The sample size of this present study is 40. According to Marshal *et. al.*(2013), a sample size of 40 is possible when the researchers are able to devote sufficient attention to analyzing and reporting in depth and rich content. They also stated that $n= 20$ can be used where it would be easy to question whether theoretical saturation was reached. Their research was in sync with Crouch and McKenzie (2006) who had also proposed the sample size as 20. A sample size of 40 was also proposed by Baker *et. al.* (2012). On the contrary, Trotten (2012) stated that there was no restriction regarding sample size and it depended on the discretion of the researcher. DePaulo (2000) reviewed that sample size could be 30 or less than that depending on the budget of the research. Looking at all the proposals, we finally accepted our sample size as 40 which was expected to provide with a detailed understanding of our topic.

Before the interview, all respondents were given a prior knowledge on the topic. This was done in order to build a rapport and to make them feel comfortable so that they could respond correctly. After the collection of data, a coding manual was formulated based on the responses given by the individuals. The authors jointly did the coding and an independent coder was appointed to frame another set of coding manual. After each construct, a table consisting of frequently approved items by the respondents was prepared. For each item, the pairs of responses were arranged in a two-way contingency table. In the present study, altogether there were 8 constructs which consisted of 23 items. The authors and the coder agreed on a particular item if both of them gave the same rating to it. For such variables, the inter-rater reliability was measured by using Cohen's kappa. Casey *et. al.*(2009) enumerated a general rule for different working domains which stated that the relationship would be good to excellent if the kappa value was >0.75 and on the other hand, kappa value < 0.40 would show low concordance. However the guidelines proposed by Landis and Koch (1977) suggested that values between 0 to 0.20

fell under “slight” agreement, 0.21 to 0.40 indicated “fair” agreement, 0.41 to 0.60 could be put under “moderate” agreement, 0.61 to 0.80 indicated “substantial” and finally 0.81 to 1.00 was referred to as “almost perfect”. The Cohen’s kappa value was calculated by using SPSS 21. The kappa coefficient is used to describe the agreement between each construct.

DATA ANALYSIS AND DISCUSSION

On Employees’ Perception and Need Achievement

Perception refers to the awareness of objects, qualities or some events which “stimulate the sense organs” (Morgan *et. al.* 1993) and it refers to the immediate experience of the world. It is the knowledge about others’ personalities and feelings which guide us in deciding how we are going to react to them and what type of relationship will be maintained (Morgan *et. al.*, 1993). Self-perception is also important in the workplace. Ideal self and real self¹ should be congruent in order to have self-esteem (Rogers, 1959).

Sanyal *et. al.* (2013) proposed that need achievement by a brand depended on the relationship between brand and consumer personality, as personality constructs, which were considered steady over a period of time. Along similar lines, the current study hypothesizes that need achievement of the teachers depends on the relationship between the organization and the personality constructs of the teacher.

Job security is an important aspect of commitment. The majority of the respondents strongly believes that if security is not present, then productivity will decrease. The respondents highlighted on the facts:

¹Ideal self refers to the self a person would like to be and real self is the original self. When there is a mismatch or incongruence between ideal self and real self, then the trouble occurs (Morgan *et. al.*, 1993).

Job security is essential for commitment. If the job is secured, then commitment will increase.

[.....] job security along with experience plays an important role in commitment.

When job security is there, then we can work to the fullest and devote ourselves to the institution.

But there are some exceptions when some respondents stated that job security could make people lazy and they would lose the interest in the development of their organization.

Most of the respondents strongly believed that their self-image was very much congruent with the role that they played in the organization. They believed that the disparity between these two would result in a low commitment. Regular incentives, acknowledgment, and training improve organizational commitment.

When the self - image and the role played in the organization matches, then one feels motivated and commitment is enhanced.

Incentives are always important without which a person can feel dejected and monotonous and it affects commitment.

To sum up, respondents agreed that among the items under the construct of employees' perception and need achievement, job security, appraisals, and job involvement played a vital role in enhancing organizational commitment. Individual's role in the organization helped in developing self-esteem and prestige.

After analyzing the statements of the respondents under the aspect of *on employees' perception and need achievement*, the authors and the independent coder identified three important paradigms which are shown in Table II.

-----Table II about here-----

Cognitive Abilities of the Employee

Cognition refers to the perception of the world around which includes thinking process, problem-solving abilities, memory and to comprehend our social environment. It can also be explained as the “processing of information” that we receive through our senses (Morgan and King, 1993). In the present study, the concepts which were considered after going through the extant literature, and after conducting the pilot survey were intelligence, thinking process and problem-solving abilities, creativity (Senge, 1990; Nonaka and Takeuchi, 1991) and emotional intelligence (Aghdasi *et. al.*, 2011; Hou *et. al.*, 2011) and included in the questionnaire for judging the cognitive abilities of the respondents and how they affected their organizational commitment.

Many respondents agreed that intelligence and creativity were very crucial for commitment. If the teachers are not intelligent enough or if they cannot show creativity while teaching, then the students will lack interest in studies and feel bored.

Intelligence along with knowledge makes a teacher complete.

Teaching in a creative manner will increase organizational commitment.

Emotional intelligence has made a special place in this study. Different views were given by the employees on this concept.

If emotional intelligence is high, then commitment will increase.

Unless you are able to balance both family and work life, you will not be able to have a commitment in either of the two places.

In summary, respondents stated that among all the given concepts regarding cognition on organizational commitment, intelligence was the key factor. Low intelligence of the teachers would not necessarily reduce commitment, but intelligent and creative teachers could make their class interesting and enriching.

As a result of the analysis of the statements on *cognitive abilities of the employees* by the authors and the independent coder, the common factors indicated by both are shown in Table III

-----Table III about here-----

Ethics and Family Values

The family is the first place from where we learn about the values, ethics and the sense of morality develops. As organizations are supposed to be like a family, these values and ethics do play a crucial role among the employees. Values and ethics are individualistic and vary from person to person. If the values and ethics of an individual are not very well developed, the “corporate ethics” will also be hampered and simultaneously commitment will be affected (Hunt *et. al.*, 1989). Organizational success depends on how well the employees are able to carry out their corporate ethics, standards, and values (England, 1967; Brown, 1976; Keeley, 1983; Badovick and Beatty, 1987; Valentine and Burnett, 2003; Fu and Deshpande, 2014). Administrators generally search for loyal and devoted employees to glorify the name of their organization (Hunt *et. al.*, 1989).

The concepts which were selected under this construct were loyalty, trust, regularity and sincerity of the employees to their organization. Among these, all the employees agreed that

loyalty and trust were the key words of commitment. Many respondents gave their opinion on regularity. They said that if the teachers were not regular it could not be expected that the students would be regular and sincere. Some of the responses are as under:

Without loyalty and trust, commitment is not possible.

If the authorities acknowledge these qualities like loyalty, trustworthiness, and regularity then it will be better and commitment will increase.

Regularity, discipline, and sincerity are important for commitment. These are the basic characteristics of the individual.

Regularity makes a person updated and aware of the working environment. It positively affects commitment.

Hence, it can be summarized that loyalty, trust, regularity, and discipline are the learned behaviors of our family and these qualities help in improving commitment toward the organization. The analysis of this construct by the authors and the independent coder are given in Table IV.

-----**Table IV about here**-----

Assessment of the Employees

Under this heading, the explored concepts are performance appraisal (Ghosh and Ghorpade, 2009), feedback of the performance, promotion criterion (Luthans, 2011) and infrastructure of the organization. Performance appraisal is defined to ensure an “accurate and objective measure” of how well a person performs in his task given by the organization. Performance appraisals are generally conducted for evaluation by the administrators in order to increase pay, promotion and to determine the future of the employee (Schultz and Schultz, 2006). Feedback helps the

employees to assess themselves. It also improves self-image and “sense of competence” and enhances performance and attitude of the employees (Newstrom and Davis, 2002). The following responses show some interesting thoughts:

[...]if performance is better, then commitment will increase.

[....]feedback helps in self-improvement.

Along with the promotion comes responsibility.

The concept of infrastructure was introduced within the questionnaire as suggested by the pilot survey. Many respondents came up with the idea of infrastructure and its relationship with commitment. They commented that the basic infrastructure of a school was essential for teaching, else the teachers’ productivity would subside and as a result, the students would not be able to concentrate.

[...]if the infrastructure is good, then commitment will be higher.

To summarize, the analysis of the factor *assessment of the employees* by both the authors and the independent coder resulted in different codes. The common ones chosen by both the authors and the coder are shown in Table V.

-----**Table V about here**-----

Factors Related to Personality

Allport (1937) defined personality as “social stimulus value” of the individual. Personality consists of “organic side” and a perceived side and is connected to the specific qualities of the

individual (Hall *et.al.*,2009). In this study under personality, stress tolerance level and attitude of the employees are taken into consideration.

Selye (1936) spoke about three stages of stress, i.e.,alarm reaction, the resistance stage and exhaustion stage. Alarm reaction is the situation when the stressor has just arrived, the resistance stage refers to the capability of an individual to fight with the stressors in a balanced way and finally, at the exhaustion stage, the stress has persisted for a prolonged period and the individual fails to combat with the stressors. A similar scenario is also observed in the organizations. To some extent, stress motivates us to work in a better way, increases productivity and makes us firm. But too much of stress leads to abacklog in a workplace which finally gets converted to frustration and reduces commitment.

[.....]stress helps us to learn tolerance and to control temper.

Interest in learning new things does not depend on stress. It is dependent on personal interest.

Medium level of stress leads to positivity, but at times there can be a mental breakdown.

The attitude of the employees should always be positive and enthusiastic.

[.....]attitude should be positive and correct. When a job is given to you by the authority, then we are bound to adjust with it instead of grumbling over it.

To sum up, both personality and attitude are important for commitment. The stress tolerance level is expected to be high in order to survive in the organization. The point which was found similar between the authors and the independent coder are given in the following Table VI.

-----**Table VI about here**-----

Organizational Culture

Organizational culture refers to the pattern of beliefs, values, and expectations, which are conscious or subconscious and which are expected to guide and enable the behaviors of all the employees in an organization. Organizational culture is dependent on some characteristics, i.e., observed behavioral regularities, norms, dominant values, philosophy, rules and organizational climate (Luthans, 2011). Like our personality, which is the individual's basic characteristics, organizational culture also refers to the stable features of an organization (Karaminia *et. al.*, 2010). Culture is the pillar of "unity and cohesion" and an unfavorable organizational culture leads to employee dissatisfaction, reduced productivity and employee turnout (Rahmaniet. *al.*, 2015).

A healthy culture will always enhance commitment.

The environment of the organization is directly related to employee commitment.

[....] the culture of the staffroom should be healthy and positive. Culture is important for the students as well.

A positive, healthy and enriched culture is important for the organizational commitment of the teachers in the schools and this, in turn, will also help in the development of the outlook of the students. The point which is similar to the author and the coder is illustrated through Table VII.

-----**Table VII about here**-----

Organizational Factors

Some of the factors which were considered under this domain of *organizational factors* are leadership, the relationship between the coworkers, the policies of the organization, incentives, and training. Among these, the respondents gave emphasis on leadership and incentives.

Leaders play an integral part in their commitment. Effective leadership depends on (i) the qualities, traits and behavior of the leaders; (ii) the distinctive features of the followers and (iii) the atmosphere of the situation in which leadership occurs (Schultz and Schultz, 2006). If the leaders are very dominating, employee commitment is expected to decrease. The commitment of the employees is dependent on the functioning of their leaders.

Leaders affect organizational commitment. If the leaders are approachable then I will feel more committed to the organization.

[.....]if the leaders are not cooperative, then commitment will decrease.

Respondents agreed that both monetary and non-monetary incentives enhanced commitment. Monetary incentives, according to Herzberg's Model fall under the "hygiene need (lower order needs)". If these needs are not met then it can lead to job dissatisfaction (Herzberg, 1966). Monetary incentives are also similar to Maslow's physiological, safety and social needs. On the other hand non-monetary incentives can be categorized under the "motivator needs (the higher order needs)" which include responsibility, recognition, acknowledgment, praise, advancement and career development. This is similar to Maslow's "self-actualization" need (Schultz and Schultz, 2006).

Both monetary and non-monetary incentives are important for commitment.

Monetary incentive is an important part, but recognition and acknowledgment also help as a boost.

Beside incentives and leaders, training is also very important for commitment. Training makes an individual knowledgeable, enriched and employees will be at par with the modern techniques and technologies. The relationship among the co-workers helps in enhancing commitment. If the relationship is bitter and disturbed then commitment will fall. The similar points between the authors and the coder are stated below in Table VIII.

-----**Table VIII about here**-----

Influence of Opinion Leaders

Opinion leaders are well known and recognized individuals in the organization. These leaders are generally very knowledgeable and they seem to have a lot of experiences in a particular field. They generally provide opinion and try to influence others in their area of expertise. In this study, it was observed that respondents viewed the influence of opinion leaders in different ways. Some of them interpreted their influence in a positive way and the rest in a negative way.

At times we do get influenced by these opinion leaders. If their attitude is positive, then being influenced by them increases commitment.

[.....]opinion leaders will not affect commitment. They can change your views, but commitment will remain the same.

I feel opinion leaders influence my commitment. Teachers who are very experienced, they try to dominate the juniors and try to mould our behavior. In such situations, commitment is affected.

Opinion leaders do not affect commitment. They can have both favorable and unfavorable influences, but one should be strict enough to judge the importance of the situation and act accordingly.

By comparing the two responses, i.e. authors and independent coder, the statements which can be put together are in Table IX.

-----**Table IX about here**-----

Over some points, the authors and the coder agreed and both gave the same rating. To find the inter-rater reliability for such variables, Cohen's kappa was measured. The kappa value was found out to be 0.672 at a significance level of 0.000. The two-way contingency table of the responses given by the authors and the independent coder is given below (Table X).

-----**Table X about here**-----

According to Landis and Koch (1977), a kappa value of 0.672 falls under "substantial" agreement between the authors and the independent coder. This result proves the validity of the construct-wise items that were accepted by the respondents.

IMPLICATIONS

For a long time, the commitment of the employees to their organization has grown its popularity in the field of organizational and industrial psychology. Commitment is an individual's psychological bond to the organization which includes a sense of job involvement, loyalty and belief in the values of the organization.

The domains covered in this study are employees' perception and need achievement, cognitive abilities of the employees, ethics and family values, assessment of the employees, factors related to personality, organizational culture, organizational factors and influence of opinion leaders. Altogether there are 8 constructs which consist of 23 items. Research work done previously also emphasized on several factors, but the present research has given a more comprehensive scenario in the school education sector and will have a sound theoretical implication.

Future researchers can refer to this research work if they wish to work on the above-mentioned domains. Need achievement and opinion leaders are two important paradigms of commitment. But while reviewing the literature of previous work, it was observed that these two points were not used so often. Hence an attempt has been made to correlate need achievement and influence of opinion leaders with commitment. This provides a scope for further research in this field. The items which were selected under organizational factors are very relevant to the current work culture in today's world. The role of leaders in the organization, the relationship with the coworkers, the policies of the organization, incentives, and training of the employees open a wide area for future research.

If we compare the research work and studies in organizational management, we can come to this conclusion that limited work has been done on organizational commitment. In spite of the importance of this topic comparatively few studies were conducted. Previous literature indicates that the level of commitment varies from person to person. According to Reichers (1985) there are three levels of commitment, viz. higher, moderate and lower level. If we keep the dimensions of commitment similar, some employees show a higher level of commitment than the rest.

While reviewing the literature of previous work on organizational commitment, the present researchers found out that comparatively lesser research was conducted on the commitment level of school teachers. The work was mainly done on corporate sectors and a few on colleges. This facilitated me to work on organizational commitment of school teachers.

Generally, employees leave their previous organization and switches over to another because of need achievement, monetary gain and self-satisfaction. Among many other factors, these three are crucial. But there are some exceptions where we see that in spite of the fulfillment of the

above mentioned factors, employees' change their job. Whereas there are some employees who remain committed to their organization year after year. This difference among the people enhanced me to research in this field. For some employees certain factors are very essential for commitment and they generally emphasize on those dimensions. But others have a different point of view. They observe commitment from another angle. The discrepancies in their thinking process provided me the scope to further work in this domain.

The main goal of this study is to find out the factors which affect organizational commitment in the school education sector and second, how these factors might be modified to judge organizational commitment of the school teachers.

LIMITATION AND FUTURE SCOPE OF THIS STUDY

The present study was conducted in a metropolitan city like Kolkata and it is expected that different metropolitan cities will have different viewpoints. Although utmost care was taken in choosing the schools and respondents, but cultural variations existed between the schools. It would have been better if the respondents were collected from different cities and states. Hence, in that case there would have been a wide range of sample and the mindset of the respondents would have been different and variability would increase.

Another limitation of this study was that sufficient time could not be invested to build rapport with the teachers. The responses from the teachers were collected at their place of work and they were not able to give enough time as they had to return to their classes. If enough time was given for rapport building, their responses might have differed.

Thirdly, the prevalence of gender biases was observed in this study. The respondents who were selected were mainly female (male, $n=12$ and female, $n=28$). The responses would have varied if this limitation could have been minimized.

In spite of the above mentioned limitations, the future scope of this research can be enumerated and discussed below.

This study was conducted only in schools, but there is a scope of conducting this research on different colleges, universities and technical institutions. Keeping the factors constant data can be collected from professors and faculties from colleges and other institutions. This will help in assessing commitment of the teachers of these institutions and modifications can be made accordingly.

Data collection was only limited to Kolkata city and its adjoining areas. But this limitation can be eradicated. Teachers can be collected from different states of India and further research can be implemented.

The present research is a qualitative work, but with the similar paradigms quantitative work can also be pursued. The sample size and sampling frame can be kept constant and quantitative research can be further progressed.

A good amount of work was done on organizational commitment in the corporate sector. But the parameters of the study can also be employed in the industrial sector and moreover for managerial posts. The results which were evaluated through this research can be improvised on

the corporate sector and it is expected that they will be benefitted. This is because the factors which were selected for the study are also relevant to the corporate sector.

CONCLUSION

The objective of the study was to find out the factors which affect organizational commitment in the school education sector and secondly to modify the factors to judge the commitment of the teachers working in schools. The factors which were included in this study was taken from the extant literature on organizational commitment and the four factors-need achievement, infrastructure, opinion leaders and quality of the students, originated through pilot survey. The first objective of the study was fulfilled. The work was done with 23 items under 8 constructs. The present study justified not only the concepts proposed in earlier literature reviews, but also established the concepts of pilot survey.

The second objective was to modify the factors and to judge the organizational commitment of the teachers working in the school education sector. As the kappa value was found out 0.672 with a significance level of 0.000, hence there was no need to modify the factors. Landis and Koch (1977) stated that a kappa value of 0.672 falls under “substantial” agreement. This means that there is a high level of concordance between the authors and the independent coder. All the paradigms which were included in the study are optimized factors; therefore there was no need to revise them.

To conclude, among all the factors enlisted in the study, three items were accepted by all the respondents. The factors are loyalty and trust, proper feedback from the students and culture of

the organization. The teachers stated that the absence of these three factors would reduce organizational commitment.

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Tables

Table I: Demographic Profile of the Teachers

Demographic Profile	Description	No. of Respondents	Percentage
Gender	Male	12	30
	Female	28	70
Education	Master's degree	5	13
	Master's degree with training in teaching	31	78
	PhD	4	10
Monthly income Range (in Indian Rupees) 1 US\$ = 65.07 INR	Below 15000	2	5
	15000- 25000	5	13
	25000- 35000	15	38
	35000- 45000	11	28
Teaching experience (no. of years)	Above 45000	7	18
	0-5	2	5
	5-10	19	48
	10-20	12	30
	20 and above	7	18

Table II: On Employees' Perception and Need Achievement.

ASPECT I: On Employees' Perception and Need Achievement

1. If the job is not secured then employees will always be worried about it and there will be a downfall in their productivity. Simultaneously complete security can also make the employees lackadaisical. Employees working with the government, educational sector do not have to worry about their job security as their job is secured till their retirement.
 2. Appraisals and incentives play a crucial role in commitment. Regular incentives boost the confidence level of the employees.
 3. Sometimes employees feel that working with a particular institution have made him proud and thought to have achieved something in life
-

Table III: Cognitive Abilities of the Employee.

ASPECT II: Cognitive Abilities of the Employees

1. The presence of mind, knowledge about the world along with intelligence is essential for commitment. To enrich above average students, teachers need to be intelligent enough.
 2. Teachers should be creative enough to make the students creative. Teaching in a creative way reduces boredom among the students.
 3. Balancing personal and professional life with emotional intelligence enhances commitment.
-

Table IV: Ethics and Family Values

ASPECT III: Ethics and Family Values

1. Loyalty, trust, regularity and sincerity increase commitment and students learn these qualities from their teachers.
-

Table V: Assessment of the Employees

ASPECT IV: Assessment of the Employees

1. Performance affects commitment in a positive way, but a drop in the level of performance will not necessarily decrease commitment.
 2. Feedback from the students improve the quality of teaching, motivates the teacher, helps in self-growth and gives a chance to rectify if needed.
 3. Basic minimum infrastructural environment of an educational institution is required for commitment of the employees.
-

Table VI: Factors Related to Personality

ASPECT V: Factors Related to Personality

1. Stress is beneficial for effective time management. It makes the employees' firm, matured and is able to deal with difficult situations and consequently commitment is affected positively.
-

Table VII: Organizational Culture

ASPECT VI: Organizational Culture

1. The culture of the organization is expected to be healthy, and discipline is to be maintained. A healthy culture is favorable for the commitment of the employees.
-

Table VIII: Organizational Factors

ASPECT VII: Organizational Factors

1. Qualities of the leader affect the commitment of the employees.
 2. Monetary, as well as non-monetary incentives, are important for commitment. Non-monetary incentives have an immediate effect.
-

Table IX: Influence of Opinion Leaders

ASPECT VIII: Influence of Opinion Leaders

1. Opinion leaders influence the employees, but whether their views affect the commitment of the employees depends on their ability to take corrective decisions.
 2. Influence of opinion leaders depends on their honesty, integrity and whether their statements are in sync with the objectives of the employees.
-

Table X: Coder×Author Cross Tabulation

Count	Author		Total
	No	Yes	
Coder(NO)	10	3	13
Coder(YES)	2	17	19
Total	12	20	32