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## Research Article

### ORGANIZATIONAL COMMITMENT AMONG TEACHERS IN RELATION TO THEIR SCHOOL ORGANIZATIONAL CLIMATE

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#### ABSTRACT

The purpose of this research was to study the relationship between school organizational climate and Organizational commitment among teachers. The sample of the study consisted of secondary school teachers of Ludhiana District of the State of Punjab (N=200) India. Organizational Climate scale by Pethe; Chaudhary and Dhar (2001) and Organizational Commitment Scale (OCS) by Hyde and Roy (2006), were used for data collection. The reliability and validity of these two instruments were reported to be significant in this study. For the analysis of data, the descriptive statistics like mean, standard deviation, correlation and 't'-test were employed. The result of the present study indicates that the organizational climate of schools is related significantly with teachers' Organizational commitment ( $r=0.39$ ). The essential conclusion of this study is that a strong correlation exists between the organizational climate and Organizational commitment. Therefore, it is recommended to create positive and healthy organizational climate to increase Organizational commitment among secondary school teachers.

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#### INTRODUCTION

Organizational climate is the formal system of work and reporting relationships that controls, coordinates, and motivates employees so that they cooperate in achieving the goals of organization. It includes the leadership focus, authority and responsibility, resource policies and their implementation. It provides a dynamic interface to employees for behaviorally appropriate perceptions, which make them to think, feel and act in constantly similar ways (Schneider, 1975). The organizational climate refers to those aspects of the environment that are consciously perceived by organizational members (Armstrong, 2003). Meyer and Allen (1990) conceptualized Organizational commitment as having three dimensions, which are as affective, continuance and normative commitment. The task of an administrator is to create an organizational climate that encourages employees to work hard and to develop supportive work attitudes. This type of work climate allows people and groups to cooperate and work together effectively. Healthy organizational climate affects the people's processes and decisions, behavior and motivation, teamwork and cooperation, social relationships and rewards of good performances. As for schools, climate is a necessary link

between organizational commitment and teacher attitude and behavior.

The importance of the organizational climate to teachers' commitment is relevant to a high degree, since it is indicative of how well the teacher manages to realize his/her full potential. High-performance organizations tend to make use of optimal potential of every individual. Thus, organizational climate definitely affects the teacher's performance in school. It affects their motivation and dedication at work, job satisfaction and efficacy. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teacher's commitment is high, triggering a higher success of institution, too.

##### Significance of the Study

School organizational climate is the single most important factor in whether a school succeeds with its students. Therefore, the dire need to establish a positive school climate is quite obvious (Gottfredson & Hollifield, 1998). Research findings indicate that there exists relationship between the dimensions of organizational climate and organizational commitment. Mitchell et al (2001), Osbourn et al (1990), and Wellins, Byham, and Wilson (1991) revealed that teams contribute to better outcomes for business organization due to

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members commitment to the organizations; Spector (1997) states that job satisfaction is a correlate and predictor of organizational commitment; In addition, research on school effectiveness supports the importance of a positive and healthy school environment, where effective teaching and learning occurs. Responsibility for establishing a positive school organizational climate begins with the principal, who provides leadership in developing and maintaining a climate conducive to learning (Dietrich & Bailey, 1996). Therefore, it motivated the researcher to investigate relationship between school organizational climate and organizational commitment among secondary school teachers.

### Statement of the Problem

The problem under study is formally entitled as

“Organizational Commitment among Teachers In Relation To Their School Organizational Climate”.

## METHODOLOGY

### Design of the Study

The present study was descriptive survey in nature. The study was conducted on secondary school teachers of Ludhiana district in Punjab.

### Tools Used

Organizational Climate scale by Pethe: Chaudhary and Dhar (2001) and Organizational Commitment Scale (OCS) by Hyde and Roy (2006), was employed by the researcher for the purpose of data collection.

### Statistical Techniques Used

In this study Descriptive statistics like, means, standard deviation, coefficient of correlation and Critical Ratio were calculated to draw meaningful inferences.

**Sample:** The study was conducted on a sample of 200 teachers (100 males and 100 females) teaching in higher secondary schools (govt. and private) situated in rural and urban areas of Ludhiana district of the state of Punjab (India).

### Objectives

The objectives of the study were-

1. To compare the Organizational Commitment of male and female Secondary school teachers.
2. To compare the Organizational Commitment of rural and urban Secondary school teachers.
3. To compare the Organizational Climate of government and Private schools.
4. To compare the Organizational Climate of rural and urban schools.
5. To study the relationship between the Organizational Commitment of teachers and the Organizational Climate of schools.

### Hypotheses

1. There is no significant difference in the Organizational Commitment of male and female Secondary school teachers.

2. There is no significant difference in the Organizational Commitment of rural and urban Secondary school teachers.
3. There is no significant difference in Organizational Climate of government and Private schools.
4. There is no significant difference in the Organizational Climate of rural and urban schools.
5. There is no significant relationship between Organizational Commitment of teachers and the Organizational Climate of schools.

### Analysis and Interpretation Analysis and Interpretation

#### Comparison of the Organizational Commitment of male and female Secondary school teachers

To compare the Organizational Commitment of male and female Secondary school teachers' researcher formulated the hypothesis as “There is no significant difference in the Organizational Commitment of male and female Secondary school teachers.” and tested the hypothesis.

**Table 1** Significance of difference in the Organizational Commitment of male and female Secondary school teachers

| Group           | N   | Mean   | S.D.  | t-value | Inference                      |
|-----------------|-----|--------|-------|---------|--------------------------------|
| Male teachers   | 100 | 126.69 | 17.22 | 1.91    | Not significant at 0.05 level. |
| Female teachers | 100 | 122.03 | 17.23 |         |                                |

Table-1 shows that

The t value is 1.91 which is not significant at 0.05 level of confidence. Thus, the null hypothesis is accepted and it is concluded that there is no significant difference in the Organizational Commitment of male and female Secondary school teachers.

#### Comparison of the Organizational Commitment of rural and urban Secondary school teachers

To compare the Organizational Commitment of rural and urban Secondary school teachers researcher formulated the hypothesis as “There is no significant difference in the Organizational Commitment of rural and urban Secondary school teachers.” and tested the hypothesis.

**Table 2** Significance of difference in the Organizational Commitment of rural and urban Secondary school teachers

| Group          | N   | Mean   | S.D.  | t-value | Inference                      |
|----------------|-----|--------|-------|---------|--------------------------------|
| Rural teachers | 100 | 101.35 | 20.65 | 0.60    | Not significant at 0.05 level. |
| Urban teachers | 100 | 99.89  | 12.96 |         |                                |

Table-2 shows that

The t- value is 0.60 which is not significant at 0.05 level of confidence. Thus, the null hypothesis is accepted and it is concluded that there is no significant difference in the Organizational Commitment of rural and urban Secondary school teachers.

#### Comparison of the Organizational Climate of government and Private schools

To compare the Organizational Climate of government and Private schools the researcher formulated the hypothesis as “There is no significant difference in Organizational Climate of government and Private schools.” and tested the hypothesis.

**Table 3** Significance of difference in the Organizational Climate of government and Private schools

| Group              | N   | Mean   | S.D.  | t-value | Inference                      |
|--------------------|-----|--------|-------|---------|--------------------------------|
| Government schools | 100 | 124.13 | 18.92 | 0.19    | Not Significant at 0.05 level. |
| Private schools    | 100 | 124.59 | 15.70 |         |                                |

Table-3 shows that the t -value is 0.19 which is not significant at 0.05 level of confidence. Thus, the null hypothesis is accepted and it is concluded that there is no significant difference in the Organizational Climate of government and Private schools.

**Comparison of the Organizational Climate of rural and urban schools**

To compare the Organizational Climate of rural and urban schools the researcher formulated the hypothesis as “There is no significant difference in the Organizational Climate of rural and urban schools” and tested the hypothesis.

**Table 4** Significance of difference in the Organizational Climate of rural and urban schools

| Group         | N   | Mean   | S.D.  | t-value | Inference                           |
|---------------|-----|--------|-------|---------|-------------------------------------|
| Rural schools | 100 | 107.00 | 11.52 | 3.60    | Significant at 0.01 and 0.05 level. |
| Urban schools | 100 | 100.25 | 14.76 |         |                                     |

Table-4 shows that

The t- value is 3.60 which is significant at both 0.01 and 0.05 level of confidence. Thus, the null hypothesis is rejected and it is concluded that there is significant difference in the Organizational Climate of rural and urban schools.

**Relationship between the Organizational Commitment and the Organizational Climate of schools**

To study the relationship between the Organizational Commitment and the Organizational Climate of schools the researcher formulated the hypothesis as “There is no significant relationship between Organizational Commitment and the Organizational Climate of schools.” and tested the hypothesis.

**Table 5** Coefficient of correlation between the Organizational Commitment of teachers and the Organizational Climate of schools

| Variable                  | N   | Coefficient of Correlation | Inference                |
|---------------------------|-----|----------------------------|--------------------------|
| Organizational Commitment | 200 | 0.39                       | Significant at .01 level |
| Organizational Climate    | 200 |                            |                          |

Table-5 shows that

The value of correlation between the Organizational Commitment of teachers and the Organizational Climate is 0.39. The value is significant at 0.01 level so, the null hypothesis that “There is significant relationship between Organizational Commitment and the Organizational Climate of schools.” is rejected and it can be inferred that the Organizational Commitment of teachers is significantly and positively related with the Organizational Climate of schools.

**FINDINGS AND DISCUSSION**

1. There was no significant difference in the Organizational Commitment of male and female Secondary school teachers.

2. There was no significant difference in the Organizational Commitment of rural and urban Secondary school teachers.
3. There was no significant difference in the Organizational Climate of government and Private schools.
4. There was significant difference in the Organizational Climate of rural and urban schools.
5. Organizational Commitment of teachers was significantly and positively related with the Organizational Climate of schools.

Purpose of this study was to investigate relationship between Organizational Commitment of teachers and school organizational climate. The result of the present study indicates that Organizational Commitment of teachers is significantly and positively related with the Organizational Climate of schools. A part of result showed that there is no significant difference in the Organizational Climate of rural and urban schools. Results are in line with the studies conducted by [Angle and Perry \(1981\)](#); [Hoy and Clover \(1986\)](#) and [Steel et al \(1992\)](#) who found that employee perception of proper leadership and motivation, decision-making influence was positively correlated with organizational commitment of employees.

**CONCLUSION AND IMPLICATIONS**

Research on Organizational Commitment of teachers and school organizational climate supports the importance of a positive school environment, where effective teaching and learning occur. Responsibility for establishing a positive school organizational climate begins with the principal, who provides leadership in developing and maintaining a conducive environment to learning. On the other, teachers' commitment has an important role in their effectiveness. Teachers are important pillars of educational system of any country. Therefore, it can be said that, in any organization where there is a healthy organizational climate, teachers excel. In this regard, the following suggestions are offered: school practitioners should do all they possibly can to create positive organizational changes. Through a number of workshops and short-term training at schools as well as meetings with the headmasters, teachers and school employees, the open organizational climate should be promoted. It should be the responsibility of the headmaster to initiate the changes and reforms aimed at developing a healthy organizational climate in the school.

In conclusion, it is hoped that the findings of this study will aid school practitioners to improve the organizational climate by creating an environment in the organization as the most attractive and conducive place to work and improve its employees' level of performance, productivity, efficiency to increase the organizational commitment.

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