

Effect of Organizational Commitment on Job Involvement of Secondary School Teachers in West Bengal

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Abstract: The study is an empirical study and tries to measure the effect of organizational commitment on job involvement of the secondary school teachers in West Bengal. 808 secondary school teachers are selected as sample through random sampling technique. Out of 808, the sample contains 485 male teachers and 323 female teachers. Raw data are collected through introducing two standardize scale, one is Job involvement scale (JIS) of Akhtar and Singh (2014) and another is Teacher's organizational commitment scale (TOCS) of Jamal and Raheem (2005). The finding of this study included that both job involvement and organization commitment are not differed in relation to gender. Organizational commitment has significant positive effect upon the job involvement.

Key Words: Job Involvement, Organizational Commitment

1. Introduction:

Teaching profession is meaningful when teachers are engaged themselves in a constructive and fruitful way so that teaching learning outcomes become enhances. If the teachers engage themselves in their profession in a proper way it will be productive not only to students of the institution but also to the teachers themselves. Job involvement is the person's looks towards his/her job in a relationship with the work environment. Job involvement was the person's

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psychological identification of his work (Kanugo, 1982; Lodahl and Kejner, 1965). Job involvement was a degree by which a person can able to perceives his total work situation as the central part of his/her life (Lawler and Hall, 1970). Job involvement increases the teacher's activities towards his/her teaching profession. Highly involve teachers always try to involve themselves with the institution as per need of institution and has the ability to adjust with the environment of the institution. Well involved teachers always self regulating and confident and always try to maintain institutional norms and regulation. In this context Evans (2000) reported that 'job involvement is morale, motivation job satisfaction which enhances the job interest, job commitment and performance'. An involved teacher always accepts his/her job as an integral part of his/her life and always tries to achieve organizational goal by putting substantial effort. Organizational commitment is the person's dedication to an organization to stay and perform his/her duties functionally. Commitment acts as a driving force to reach in a maximum ability for success. Armstrong (1998) said that organizational commitment was the attachment and loyalty with an organization. Sheldon (1971) defined organizational commitment as 'an attitudes or an orientation towards the organization which links or attaches the identity of the person to the organization'. Teachers with high level of organizational commitment have a desire to work hard for the organization and help their organization to achieve desire goals. Tsui and Cheng (1999) reported that in school respect organizational commitment was teacher's strong belief of willingness to achieve school goals and values. School is the social organization in which every resource is need to stay and function as much as possible for its success. Teachers are the important part of an organization that needs to stay in it for a long time and play important role to acquire desire outputs. Fullan and Hargreaves (1996) similarly reported that committed teachers always did hard work and had will to stay in the school.

1.1. Objective of the study:

- To find out the job involvement of secondary school teachers with respect to gender.
- To find out the organizational commitment of secondary school teachers with respect to gender.
- To find out the effect of organizational commitment on job involvement of secondary school teachers.

1.2. Hypotheses of the study:

H₀₁ . There is no significant difference in mean score of Job involvement among the secondary school teachers in relation to their gender.

H₀₂ - There is no significant difference in mean score of organizational commitment among the secondary school teachers in relation to their gender.

H₀₃ – There is no significant effect of organizational commitment levels on job involvement of secondary school teachers.

2. Literature Review:

Selvam (2013) Conducted a study on job involvement and teaching experience of school teachers: a study and tried to find out the job involvement of secondary school teachers with respect to age, gender, locality, educational qualification and type of management. Finding of this study included that no significant difference in job involvement among the school teachers in respect to age, gender, locality, educational qualification and type of management. This indicated that age, gender, locality, educational qualification and type of management had no relation with job involvement.

Mehdipour, Boushehri, Saemi and Rayegan (2012) tried to investigate from their study entitled as relationship between the quality of working life and job involvement of Iranian physical education teachers, that the relationship between quality of working life and job involvement among the physical education teachers. The result indicated that significant relation was exist between quality of working life and job involvement among the physical education teachers. Beside this the study also indicated that job involvement differed significantly in relation to age groups but this difference was insignificant in relation to marital status, gender, academic degree, work experience and sport experience.

Bharathi and Raj (2016) conducted a study entitled as a study on the impact of the job involvement on work conditions, organizational commitment and interpersonal relationship among self financing engineering college teaching staff in the western region of Tamil Nadu, to investigate whether job involvement had any influence on the work conditions, organizational commitment and interpersonal relationship of teaching staff. The finding included that job

involvement had high and significant correlation with the work conditions, organizational commitment and interpersonal relationship.

The study of **Poursoltani and Iraj (2011)** entitled as the study of organizational commitment based on personal characteristics of physical education teachers in Mashhad, tried to investigate the organizational commitment of physical education teachers in relation to their personal characteristics (gender, marital status, educational level and teaching grade). The finding of the study included that Organizational commitment not differed significantly in relation to gender, and marital status. Elementary school teachers had lower organizational commitment level than guidance and high school teachers.

Nazem and Mozaiini (2014) made a study entitled as investigating the relationship between the organizational commitment and job involvement in employees at Islamic Azad University of Roudehen, Damavand, Pardis and Boomehen to provide an appropriate model. The study was aimed to investigate the relationship between organizational commitment and job involvement. 346 samples were collected through stratified random sampling techniques from Islamic Azad University. Finding of this study indicated that organizational commitment and its dimensions had relation with the job involvement.

3. Methodology:

3.1. Population: Population of the study is the school teachers of Bengali Medium Secondary Schools of West Bengal under academic control of W.B.B.S.E.

3.2. Sample: 808 secondary school teachers are taken as sample from the population through random sampling technique. The sample details are as follows:

Table:1 Sample Frame		
Categorical Variables: Gender	Teachers Numbers	Sample size
Male	485	808
Female	323	

3.3. Variables of the Study:

- **Major Variables:** Job Involvement- Dependent Variable

Organizational Commitment- Independent Variable

- **Categorical Variable:** Gender (Male and Female)

3.4. Tools Used:

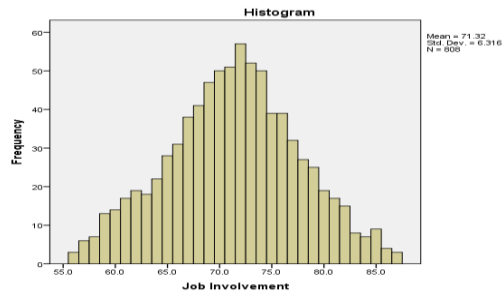
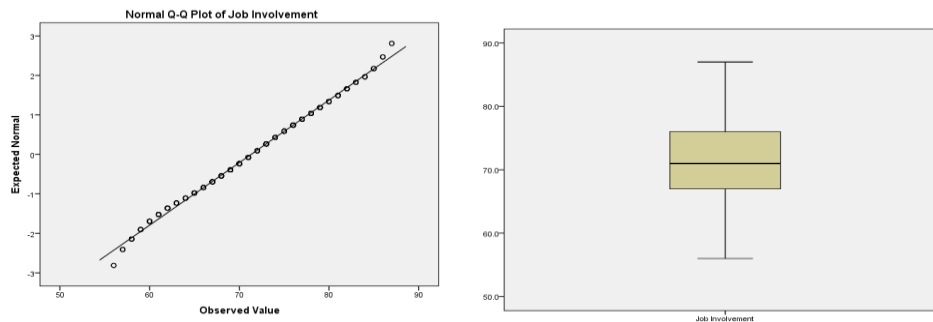
Job involvement scale (JIS): Job involvement scale is developed by the Akhtar and Singh in 2014 and this scale is developed in Indian context. It is a standardized scale which contains 20 items and out of 20 items 17 are positive in nature and 3 are negative in nature. The test retest reliability of this scale is 0.74 and split half reliability is 0.76.

Teacher's organizational commitment scale (TOCS): Teacher's organizational commitment scale is a standardized scale and is developed by Jamal and Raheem in 2005 to measure the organizational commitment of school teachers. The scale contains 42 items and among them 21 items is positive in nature and 21 items are negative in nature. The test retest reliability is 0.76 and split half reliability coefficient (odd even) is 0.95.

4. Data analysis and Interpretation:**4.1. Descriptive statistics:**

		Statistic	Std. Error
Job Involvement	Mean	71.321	.2222
	Median	71.000	
	Variance	39.893	
	Std. Deviation	6.3161	
	Minimum	56.0	
	Maximum	87.0	
	Skewness	-.034	.086
	Kurtosis	-.337	.172

From the above table of descriptive statistics of job involvement it is seen that mean score =71.321, median= 71.00, SD=6.31, skewness=.034, and kurtosis=.337.

Diagram:1 Histogram of Job Involvement**Diagram:2 Q-Q Plot and Box Plot of Job Involvement**

The graphical representation of above graphs of descriptive statistics of job involvement shows that:

- Histogram indicates that nature of curve is more or less like a normal probability curve.
- Q-Q plot indicates that distribution of score is more or less on the straight line.
- Box plot indicates that no outlier is present.

From the above graphical representation it is concluded that nature of score distribution of job involvement is normal distribution.

Table: 3 Descriptive Statistics of Organizational Commitment			
		Statistic	Std. Error
Organizational Commitment	Mean	155.423	.4552
	Median	155.000	
	Variance	167.392	
	Std. Deviation	12.9380	
	Minimum	122.0	
	Maximum	188.0	
	Skewness	-.013	.086
	Kurtosis	-.293	.172

From the above table of descriptive statistics of organizational commitment it is seen that mean score =155.423, median= 155.000, SD=12.938, skewness=.013, and kurtosis=.293.

Diagram:3 Histogram of Organizational Commitment

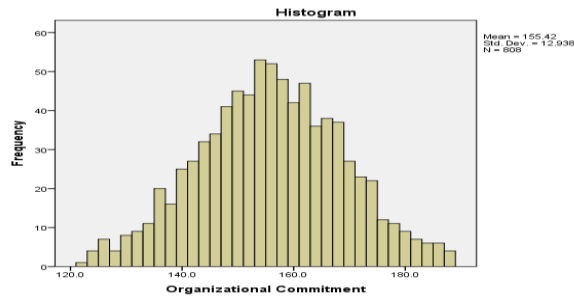
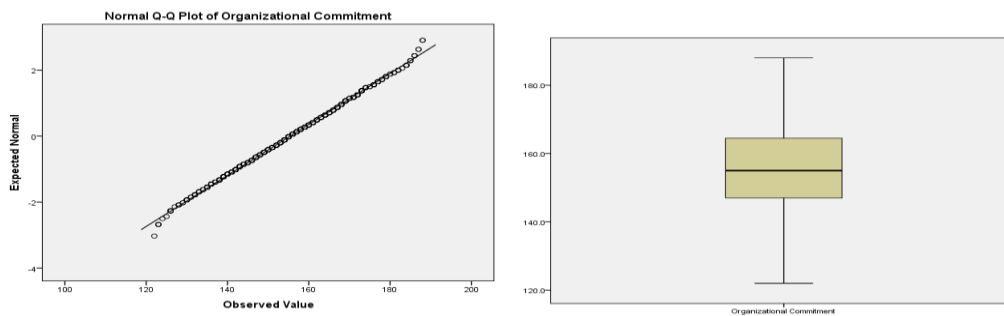


Diagram:4 Q-Q Plot and Box Plot of Organizational Commitment



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4.2. Inferential stastics:

Hypotheses Testing:

H₀₁ . There is no significant difference in mean score of Job involvement among the secondary school teachers in relation to their gender.

Gender		N	Mean	Std. Deviation	Std. Error Mean
Job Involvement	Male	485	71.190	6.4904	.2947
	Female	323	71.517	6.0497	.3366

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Job Involvement	Equal variances assumed	1.627	.203	-.721	806	.471	-.3273	.4537	-	.5633

From the analysis of Levene's test for equality of Variances (table no-5) it is found that F value is 1.627 and its associated significance value is .203 ($p > 0.05$). Thus homogeneous variances can be assumed. Analysis of t-test for Equality of Means (table no-5) shows that t value is -.721 and its associated significance value is .471 ($p > 0.05$). Hence t is not significant at 0.05 level and therefore the null hypothesis **H₀₁** is not rejected. It is concluded that there is no significant difference in mean score of job involvement among the secondary school teachers in relation to their gender.

H₀₂ - There is no significant difference in mean score of organizational commitment among the secondary school teachers in relation to their gender.

Gender		N	Mean	Std. Deviation	Std. Error Mean
Organizational Commitment	Male	485	155.373	12.8423	.5831
	Female	323	155.498	13.1000	.7289

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Organizational Commitment	Equal variances assumed	.021	.885	-.135	806	.893	-.1253	.9297	-1.9503	1.6998

From the analysis of Levene's test for equality of Variances (table no-7) it is found that F value is .021 and its associated significance value is .885 ($p > 0.05$). Thus homogeneous

variances can be assumed. Analysis of t-test for Equality of Means (table no-7) shows that t value is -.135 and its associated significance value is .893 ($p > 0.05$). Hence t is not significant at 0.05 level and therefore the null hypothesis **H₀₂** is not rejected. It is concluded that there is no significant difference in mean score of organizational commitment among the secondary school teachers in relation to their gender.

H₀₃—There is no significant effect of organizational commitment levels on job involvement of secondary school teachers.

Before testing the effect of independent variable on dependent variable the levels of Continuous Scores of independent variable are formed.

Level Distribution of Continuous Scores:

Table : 8 Levels of Organizational Commitment								
Organizational Commitment (Levels)	Mean	N	Std. Deviation	Std. Error of Mean	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
Low	70.827	266	6.1699	.3783	.113	.149	-.394	.298
Moderate	72.141	276	6.3508	.3823	-.091	.147	-.320	.292
High	70.962	266	6.3631	.3901	-.125	.149	-.243	.298
Total	71.321	808	6.3161	.2222	-.034	.086	-.337	.172

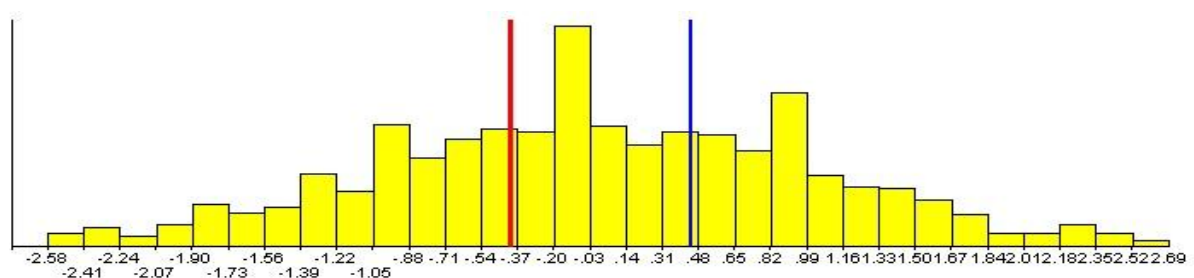


Diagram:5 Z score of Organizational Commitment

The continuous scores of Organizational Commitment are transformed into Z score and on the basis of equal percentile rank of Z score three levels are developed. Each level contains 33.33% of total score. The lower level Z score range $\leq -.419$, Moderate level Z score range $-.418$ to $.431$ and High level Z score range $.432$ and above.

Table: 9 Levene's Test of Equality of Error Variances			
Dependent Variable:	Job Involvement		
F	df1	df2	Sig.
.191	2	805	.826
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + ORGANIZATIONAL COMMITMENT LEVEL			

Table: 10 Tests of Between- Subject Effects					
Dependent Variable: Job Involvement					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	284.821 ^a	2	142.410	3.593	.028
Intercept	4107560.381	1	4107560.381	103624.987	.000
ORGANIZATIONAL COMMITMENT LEVEL	284.821	2	142.410	3.593	.028
Error	31909.158	805	39.639		
Total	4142183.000	808			
Corrected Total	32193.979	807			
a. R Squared = .009 (Adjusted R Squared = .006)					
b. Computed using alpha = .05					

Table of Tests of Between-Subjects Effects shows that F value is 3.593 and its associated significance value is .028 ($p < 0.05$). Thus F value is significant at 0.05 level and null hypothesis H_03 is rejected. This is safely concluded that organizational commitment level has positive and significant effect on job involvement of secondary school teachers.

5. Discussion of Result:

The study shows that difference of mean score of Job involvement is insignificant in relation to gender. This finding coincides with the finding of Rajammal and Muthumanickam (2012), who made a study on 900 school teachers of Chennai and Thiruvallur Districts and reported that job involvement not differed significantly in relation to gender. Beside this Mehdipour, et. al. (2012) who made study on 144 physical education teachers of Iran and also reported that Job involvement not differed significantly in relation to gender. In relating to gender mean score of organizational commitment not differs significantly between male and female teachers. This finding coincides with the finding of Poursoltani and Iraj (2011) who made a study on teachers of Mashhad and reported that organizational commitment not differed significantly in relation to gender. Beside this Garipagaoglu (2013) also established that organizational commitment was not differ significantly in relation to gender. Regarding effect study the study shows that organizational commitment levels have significant effect upon the job involvement. This finding coincides with the finding of Chi, et al, (2013) who made a study on 349 junior high school teachers of Yunlin Country and established that organizational commitment had positive and significant effect on job involvement. The study of Hosseini and Nia (2015) on 151 physical education teachers of Zanjan also reported that the two dimensions of organizational commitment such as continuous commitment and normative commitment had positive effect upon job involvement. Though in present study the dimension of organizational commitment differs from the study of Hosseini and Nia (2015) but the effect study of Hosseini and Nia (2015) more or less similar with the present study.

6. Conclusion:

Quality of education gradually decreases in modern era and teacher ineffectiveness is one of the cause behind it. At present teachers play supportive role in teaching learning process in school education system. Teachers are the only person who can able to maintain the standard of educational system. The study deals with some specific attributes of modern education system i.e., teachers efficiency and effectiveness. This two attributes indicates how much teachers involved in his profession and how much they are committed to their job. H_0 1 test result indicates that job involvement of secondary school teachers does not differ

significantly in relation to gender. H₀₂ test result indicates that organizational commitment of secondary school teachers does not differ significantly in relation to gender. H₀₃ test result indicates that organizational commitment levels have significant effect upon the job involvement. From the study it is clear that organizational commitment and job involvement are two related attributes and provides a clean idea to educationists that committed teachers are more involved to school.

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