Perception of Organizational Commitment as Exhibited by Secondary School   Teachers of Bhutan

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Abstract: The study was aimed to find the perception levels of organizational commitment among secondary schools of Trashi Yangtse and Trashigang Districts in eastern Bhutan. The primary objective of the study was to find the levels of organizational commitment as exhibited by secondary school teachers. A total of 200 samples, consisting 100 male and 100 female secondary school teachers were identified through simple random sampling method. Descriptive survey technique was used by the investigator in this study. Data was collected using standardized scale of measurement on Teacher's Organizational Commitment Scale. The study reveals that majority of the teachers perceive commitment in their organization above average which constitute 42% of the sample population. None of the teacher perceive their commitment in the organization as low, very low & extremely low.

Key words: Organizational Commitment, Secondary School Teachers.

INTRODUCTION

Organizational commitment is labelled as a strong desire to continue its membership with that of an organization; displays readiness to exercise a high level of effort on part of the organization and an optimistic belief in acceptance of the organizational principles and goals. In addition, commitment is an attitude displaying an individual's allegiance and express concern for the organization and its continued achievement. Further, it can be expressed as the person's psychological attachment to the organization and indeed it is different from the job satisfaction and motivation. Commitment is considered as important feature because it covers solid attachment and bondage between working spirit and the work place. It is understandable that the workplace commitment become a hallmark for the organizational success. Therefore,

the teacher's commitment has been given due importance in the past research studies and needs still to be carried out to find the crystal-clear reasons why their commitment fluctuates at different stages of their careers.

According to Porter et al. (1974), organizational commitment is an affiliation and involvement of employees to the organization. The organizational commitment can be expressed as believing and accepting the organizational values and goals, and thereby exhibiting a desire to remain a part of the organization. It is also viewed as employee's emotional attachment connecting his identification and attribution with that of organization and execution of responsibility (Wallace, 1995). Such a commitment would facilitate voluntary collaboration and support system within an organizational unit.

The working environment created by the supervisor has an impact on the degree of organizational commitment. This organizational atmosphere, along with employee's ability and motivation, will at large determine employee's performance eventually (Cummings & Schwabs, 1973). The organizational commitment is generally observed as three-dimensional concept that comprises of affective commitment, continuance commitment and normative commitment (Allen & Meyer, 1996; Karrasch, 2003; Turner & Chelladurai, 2005; Greenberg, 2005; Boehman, 2006; Canipe, 2006).

Affective commitment: Affective commitment is regarded as employee's affective desire to continue working in the organization (Allen & Meyer, 2007). It is a positive affection inclined towards the organization and has a feeling of pride seeing the organization succeed in its goals (Cohen, 2003). Those employees who has strong affective commitment, continue working for the organization with enthusiasm (Meyer, Allen & Smith, 1991). Individuals in such scenario share similar values with that of organization and has a positive interaction within them (Tetrick & Shore,1991).

Continuance commitment: Continuance commitment is considered as a state where employees have a desire to remain in the organization and they have no wish to quit the job as it would have financial repercussion and limited job prospects aftermath. It is also a member's mindfulness of the cost of quitting the organization (Meyer et.al., 1993). An employee having continuance commitment has a fear of leaving the organization because of unknown opportunity cost after that. Employees are not able to take risk of leaving the organization due to fear of rare or no alternatives later. Accordingly, an individual with high degree of

continuance commitment wish to continue its membership in the organization since they feel the want for it.

Normative commitment: Normative commitment is defined as a scenario where the employees take moral obligation of duty, and do not wish to quit the job. The situation where a member or worker feels obliged to continue in the organization is referred as normative commitment. Employees with high normative commitment consider it's a right and moral to retain one's membership in the organization (Allen & Meyer, 1991). Gechman & Wiener (1977) viewed normative commitment as the outcome attributed due to socialization process that one has developed over the years while serving the organization as its member. Employees normative commitment increases when one feels obliged to the organization for having invested its resources on him and now takes it as a moral responsibility to repay the organization by serving it (Meyer et al., 1993).

Investigation on the barrier effect of conflict with superiors in relationship between employee empowerment and organizational commitment was conducted by Janssen (2004) on 91 secondary school teachers in Netherland. The findings indicated that the positive association between employee empowerment and their commitment in organization fades away through presence of greater levels of conflict with their superiors. Further, employee empowerment in interaction with greater levels of conflict with supervisors was insignificantly related to organizational commitment, whereas empowerment in interaction with lesser levels of such conflict was seen to be strongly associated to organizational commitment.

Yilmaz (2008) studied on organizational commitment, loneliness and life satisfaction levels of 548 school leaders in Turkey. The findings from the study displayed a positive association between loneliness and level of organizational commitment of school principals. On the other hand, a negative association among loneliness and the internalization and identification levels of organizational commitment was observed.

A study was conducted on 445 teachers in Turkey to investigate the influence of teachers' perception of fairness in the organization on its commitment. The findings revealed that both organizational justice and culture had significant impact on teachers' affective, continuance and normative commitment towards the organization. A positive correlation was seen between the variables; distributive justice, procedural justice, power culture, success culture, support culture and teachers' affective, continuance and normative commitment (Yavuz, 2010).

On the other hand, a study on effect of compensation on organizational commitment and job satisfaction among university teachers of Pakistan, revealed a significant positive association between employee compensation and organizational commitment. Further, it was found that affective commitment level of the majority of faculty was observed to be minimum. The normative and continuous commitment was seen strongly associated to monetary compensation whereas non-monetary compensation has strong impact on employee's affective commitment (Nawab & Bhatti, 2011).

In a study on job satisfaction and emotional intelligence as predictors of organizational commitment on 210 secondary school teachers of Nigeria. It was concluded from the study that job satisfaction and emotional intelligence significantly correlated with teacher's commitment. (Akomolafe et al. 2013).

Further, Lai et al. (2014) studied on 240 Malaysian teachers to find the leadership styles of school principals and teacher organizational commitment among the performing schools. A significant and positive impact was found on affective and continuance commitment by transformational leadership style, but no impact was seen on normative commitment. The transactional leadership showed significant impact on affective commitment, but not on continuance and normative commitment. Nurturant leadership has significant effect on affective and normative commitment but not on continuance commitment. Thus, it can be drawn that transformational leadership is the most influential style in performing schools.

OBJECTIVE: To study the levels of organizational commitment as exhibited by secondary school teachers of Bhutan.
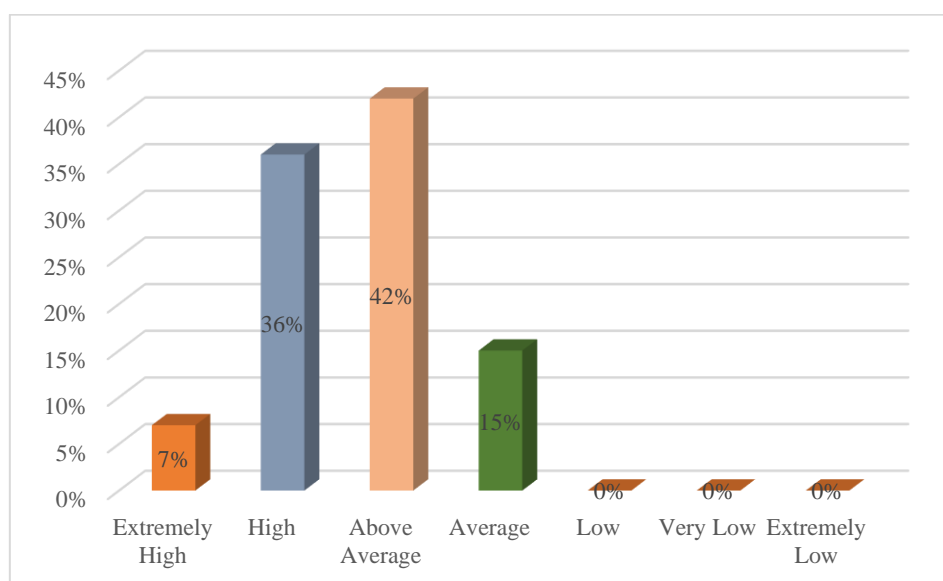
METHODOLOGY:

The secondary schools of Trashi Yangtse and Trashigang districts of eastern Bhutan were identified for the present study. A sample consisting of 200 teachers (100 male and 100 female) were taken from various secondary schools using simple random sampling technique. Descriptive survey research method was used for the study.

Teacher's Organizational Commitment Scale developed by Sajid Jamal and Abdul Raheem (2014). Organizational commitment scale of teachers contains 42 items with four dimensions: commitment to school, commitment to teaching works, commitment to group work, and commitment to teaching profession.

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ANALYSIS & FINDINGS:

The samples falling under different levels of organizational commitment were counted and represented in the table and graph below.

| Level | Organizational Commitment | | | | |
| | Range | | Representative Sample | | |
	Range of z-score	Grade	Male	Female	Total
Extremely High	+2.01 & above	A	5	9	14
High	+1.26 to +2.00	B	32	40	72
Above Average	+0.51 to +1.25	C	46	38	84
Average	-0.50 to +0.50	D	17	13	30
Low	-0.51 to -1.25	E	0	0	0
Very Low	-1.26 to -2.00	F	0	0	0
Extremely Low	-2.01 & below	G	0	0	0
Total			100	100	200

Discussion

The table and graph above show the levels of organizational commitment which is categorized into seven levels (Extremely High, High, Above Average, Average, Low, Very Low & Extremely Low). The raw scores are classified into different levels from a total sample of 200. A total of 14 teachers perceive commitment in their organization as extremely high which comprise 7% of the entire sample. Likewise, 72 teachers perceive commitment in their organization as high which comprise 36% of the whole sample. Majority of the teachers (84) perceive commitment in their organization above average which constitute 42% of the sample population. Another 30 teachers perceive it as average constituting 30% of the total sample. None of the teacher perceive their commitment in the organization as low, very low & extremely low. So, overall analysis shows that not a single teacher has exhibited the lower levels of commitment and maximum of them displayed above average commitment towards their organization.

From the above analysis, one can conclude that commitment level of teachers in Bhutanese schools is commendable. The possible reasons for having a high commitment level among secondary school teachers of Bhutan could be they have high perseverance toward their job and they consider it as a moral responsibility to achieve the value and goal of their organization. In addition, majority of the teachers exhibit a high emotional attachment and take deep ownership of the schools they work in. They also have great urge to continue their service in the government schools as it offers them guarantee and security of the job. Teachers in Bhutan also enjoy certain extent of respect in the society which boost their morale and this has positive impact on their commitment level.

Conclusion

Out of 200 secondary school teachers sampled to study their commitment level towards organization, 7% perceive extremely high, 36% perceive as high, 42% perceive above average and 15% perceive as average. None of the teachers has their perception that falls in the categories of low, very low and extremely low.

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