

## **Demographic Variables Effect the Organizational Commitment of Teachers: Myth or Reality**

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### **Abstract**

*The existing study was expected to identify the relationship between organizational commitment and demographic variation of private secondary school teachers. The study's objectives were; (i) to identify the relationship between qualification and organizational commitment of secondary school teachers, (ii) to find out the relationship between marital status and organizational commitment of secondary school teachers, and (iii) to identify the relationship between teaching experience and organizational commitment of secondary school teachers. The nature of the study was descriptive and quantitative and for the collection of data, the survey method was used. In Rawalpindi and Islamabad, there was 13764 private secondary school, work. Through simple random sampling techniques, 860 teachers were randomly selected. Organizational Commitment Scale (OCS) developed by Allen and Meyer (1997) was used as a research instrument in this study. The researcher individually visited the sampled schools and collected the data. To test hypotheses, analysis of variance (ANOVA) was used. It was found that there is no correlation among academic, professional qualification, and marital status with the organizational commitment of teachers. It is further concluded that there is a relationship between the experience of teachers and the organizational commitment of teachers. The teachers have the experience of 1-5, 6-10, 11-15, and 16-20 years are more committed toward their jobs.*

**Keywords:** Organizational Commitment, Academic Qualification, Professional Qualification Marital Status, Teaching Experience

### **Introduction**

Today's organizations face a lot of problems and this is due to the constant change in the business environment. This change can be largely due to the advancement of technology and the growth of the economy to match the trends of global markets. According to Werner (2007), change of technology is the demand for social needs and a lot of political involvement that can be forced to the organization to change its strategies. Some changes are largely unaffected. Some other organizations that are related to education, such as schools need them to be committed to teachers for achieving their goals easily. No school can be succeeding without the hard work and commitment of the teachers.

Commitment is not only the concept of interpersonal, but it is also the name for changing energies and activating the courage to think together in the same organizational environment. It can be embodied in three ways, namely emotion, norm, and continuity. Each commitment connects individuals and organizations in different ways and affects how employees behave in the workplace (Meyer et al., 2002). Mariados (2000) pointed out that commitment is the profound value of emotional intelligence.

The current level of development exposes that the awareness about organizational commitment is developing, it further explains that this area is Anglo-centric and it depends on scholarships getting from the progressed world, mainly from the liberal democracies of the West. To find multiple viewpoints from various geographical and socio-political sites, research prospects are

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needed to be increased to get wide-ranged experiences of this area. After joining, the new employees of the university have many influences in many ways. New employees may have problems starting their careers in college (Judeh et al., 2011).

In public sector organizations (mainly universities), consistent leadership and dedicated employees have a relatively high level of organizational commitment. Some changes are largely unaffected. Some other organizations that are related to education, such as schools need them to be committed to teachers for achieving their goals easily (Meyer & Stanley, 2002).

The educational world is actively giving the concept of commitment and its contributors, such as development, reorganization, efficiency, creativity, they all are restated continuously in the dissertations that are associated with practice and policy both. Moreover, if education is called an activity that results in form of development and progress then it turns to be a carefully connected fact having the notion of commitment (Hakan et al., 2011).

The understanding of physical and mental consistency is commonly used in organizational psychology literature. It provides a way to examine and investigate the changing associations between employers and their workers. For example, employees can do a lot for the organization by spending more time effectively and faithfully working for the organization. Organizational commitment involves the physical and mental state of workers, which makes them more focused on work and organization (Judeh et al., 2011).

Organizational commitment having the main challenge that is to face is building systems which are having the ability to reflect the dissimilarities and diversities of the society that they serve and should not be losing the excellence of learning outcomes or even peoples' equality of their division (Gronn, 2008). In functions of other pressure include, responding to the ever-expanding area of need and demand, stated like social and cultural ranges: change in pupils, expectations of family and manager; the increasing rate of economic difference and geographical division (Hulpia, Devos, & Rosseel, 2009).

Even according to Mubarak, Wahab, and Khan (2012), the system of education has engaged itself with the responsibility of the tasks related to knowledge generation and transferring it in society, in fact at multiple stages with various degrees of awareness in chronological and geographical surroundings, the effort to control the cyclical and composite connotation among change and development has been proceeding as well

### **Objectives of the Study**

1. To identify the relationship between qualification and organizational commitment of secondary school teachers.
2. To find out the relationship between marital status and organizational commitment of secondary school teachers.
3. To identify the relationship between teaching experience and organizational commitment of secondary school teachers.

### **Hypotheses of the Study**

**H<sub>0</sub>1** there is no significant difference in the mean scores of organizational commitment in terms of academic qualification of secondary school teachers.

**H<sub>0</sub>2** there is no significant difference in the mean scores of organizational commitment in terms of professional qualification of secondary school teachers.

**H<sub>0</sub>3** there is no significant difference in the mean scores of organizational commitment in terms of the marital status of secondary school teachers.

**H<sub>0</sub>4** there is no significant difference in the mean scores of organizational commitment in terms of teaching experience of secondary school teachers.

### **Review of Related Literature**

Over the past thirty years, the word organization commitment has very popular in academic and management fields, these are also known for creating a relationship between employees in an organization in the 1970s (Kaur & Sharma, 2015). Besides, the theory focuses on individual attitudes in an organization (Clercq & Rius, 2007). Organization commitment, the first experience was your employee's desires and heartedly for the development of the organization. In 1974 considered it to be "accepting the goal of the organization, willing to do its best in the organization, and maintaining the wishes of the members of the organization". Meyer and Allen (1990) implemented organization commitment with three assumptions like emotional, normative, and continuous as well.

Whenever we talk about organizational commitment, the first thing that comes to mind is an emotional commitment because all employees are attached emotionally so they can work more freely and happily (Bryant et al., 2007). Enriquez et al. (2001) stated the only that can make the environment healthy and under one leader employees show their performance much better. Perry (2004) pointed out that the good relationship between the employees with the organization has a great impact on a working environment.

The investment of every employee in any organization is its time, health, and money so that the organization can develop as much as possible (Bryant et al., 2007). Becker (1960) pointed out those employees who are more committed and work harder and also do work diligently and stay committed and always try their best to give the benefit of the organization. Therefore, Sharma & Sinha (2015) defined that organizations should also take care of their work and give them maximum facilities so that they can work happily and effectively.

Employee's obligation is the reflection of the normative commitment and it is also the result of staying of any employee in an organization for a long time (Bryant et al., 2007). So organizational culture should give them the same respectful benefits or something else so that they stay in the commitment (Meyer & Allen, 1997; Chang, 2002; Haar & Spell, 2004; Sharma & Sinha, 2015). Besides, Buchanan (1974) defined if the environment in the organization is friendly and peaceful, it has a great impact on employees' performance. It is mentally healthy and the energy work for the employees (Allen & Mayer, 2000). Haim (2007) indicated that relationships are also very influential, if they maintain connection and helping each other, the organization will work with teamwork and organizational goals will quickly be achieved as well. Li, Ahlstrom, and Ashkanasy (2010) emphasized that the organization should also keep its leadership fresh and repeat its duties to show how important it is for their employees to work with each other. Abidin and others. (2010) pointed out that in this way employees became an asset to the organization so organization is also considered as employees their favorite place where they like to work and grow. In another way, the organization should inform its employees that they will receive a pension and some other benefits, so employees become happy and feeling secure regarding job (Kuruuzum et al., 2009).

Demographic factors play a very important role in organization performance because some employees qualification, experience, and their marital status show a major influence on their performance (Hulpia, Devos, & Rosseel, 2009).

The factors of Demographic variables in this study include academic qualifications, marital status, and teaching experience. In the past, there were many studies on population factors, and these studies were conducted from different angles and phenomena. However, private high schools there still rarely conduct research. Therefore, in this study, private secondary schools were selected as the field of study (Mubarak, Wahab & Khan, 2012).

Organizational commitment having most studies that are related to employees' demographic factors as well (Mathieu and Zajac, 1990; Salami, 2008; Angelis, Conti, Cooper, Gill, 2011; Forkuoh, Affum-Osei, Osei & Yaw, 2014). Previous work showed the relationship between organizational commitment and qualifications, marital status and experience, and was reviewed.

In the development of humans, commitment has a significant role in having knowledge and education as its central part. With the help of peoples' knowledge and interests, a major change in the human condition has brought including his physical environs, social atmosphere, and cultural settings. To that process, it causes change which leads towards an excessive requirement of challenges and chances to develop knowledge and demands in the cultivation of interest. (Akintayo Et et al. People, 2010). Meanwhile, the system of education has engaged itself with the responsibility of the tasks related to knowledge generation and transferring it in society, in fact at multiple stages with various degrees of awareness in chronological and geographical surroundings, the effort to control the cyclical and composite connotation among change and development has been proceeding as well (Akintayo et al., 2010).

Many studies show that compared with single employees, married employees have a greater commitment to the organization (Dodd-McCue & Wright, 1996). For long-term employees, commitment is usually higher (Newstrom, 2007). Meyer, Herscovitch, and Topolnytsky (2002) found a significant and positive relationship between organizational commitment and organizational tenure/experience. They further show that the longer a person works in an organization, the more likely they are to be responsible for the results associated with it. Salami (2008) also established a

positive and strong relationship between organizational tenure and organizational commitment. Besides, with the help of these images change can be imagined as a product or a procedure, intended procedures outcomes, or the outcomes of unintended procedures, it's possible that change can be specific or combined, probably the outcomes are organizational change or maybe partial, it can be a set of different levels or an incident only, perhaps, it can be valid locally and worldly or unanimously and can be steady or be sudden. (Angelis, Conti, Cooper & Gill, 2011; Azeem, 2010; Igbal, 2011).

**Research Methodology**

This study used descriptive research methods. The details of the research method are as follows:

**Research Design**

In this study, a quantitative research design was applied. Besides, a cross-sectional survey was conducted to collect data on private secondary school teachers in Rawalpindi and Islamabad.

**Population**

All private secondary school teachers working in Rawalpindi and Islamabad were the research population. Currently, 13,764 teachers were working in private secondary schools in Rawalpindi and Islamabad.

**Sample and Sampling Technique**

A simple random sampling technique was used to select samples. Through a simple random sampling technique, 860 private middle school teachers were randomly selected as the research sample.

**Instrumentation**

The organizational commitment scale established by Meyer and Allen (1997) was used to collect the data in this study. The scale checks the employee's commitment. The five-point Likert scale was used in the organizational commitment scale (strongly agree, strongly disagree) (Martin, 2007). The questionnaire consists of 18 items and is based on the Organizational Commitment Scale (OCS).

**Data Collection**

The researchers personally visited the sample schools and collected data. First, the researcher instructs the participants to conduct a questionnaire survey, and then the respondent fills in the questionnaire based on the questionnaire.

**Data Analysis and Interpretation**

To analyze the data, a statistical package for social science software (SPSS-23) was used. Researchers used an analysis of variance (ANOVA) to test the research hypotheses. The details of the analysis and its explanation are as follows:

Table 1 ANOVA analysis of organizational commitment and academic qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.487	5	.297	1.361	.237
Within Groups	186.654	854	.219		
Total	188.141	859			

Table 1 presented the results obtained by using one way ANOVA. It showed that there was no significant difference between the academic qualification when their organizational commitment was analyzed as  $F(5, 854)=1.361, p=.237<..05$ . Hence,  $H_01$  was accepted, as one way ANOVA showed no significant results.

Table 2 ANOVA analysis of organizational commitment and professional qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.123	4	.281	1.283	.275
Within Groups	187.019	855	.219		
Total	188.141	859			

Table 2 presented the results obtained by using one way ANOVA. It showed that there was no significant difference between the professional qualification when their organizational commitment was analyzed as  $F(4, 855)=1.283, p=.275<..05$ . Hence,  $H_02$  was accepted, as one way ANOVA showed no significant results.

Table 3 ANOVA analysis of organizational commitment and marital status

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.653	3	.551	2.530	.056
Within Groups	186.488	856	.218		
Total	188.141	859			

Table 3 presented the results obtained by using one way ANOVA. It showed that there was no significant difference between the marital status when their organizational commitment was analyzed as  $F(3, 856)=2.530, p=.056< .05$ . Hence,  $H_03$  was accepted, as one way ANOVA showed no significant results.

*Table 4 ANOVA analysis of organizational commitment and experience*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.952	5	1.390	6.553	.000
Within Groups	181.190	854	.212		
Total	188.141	859			

Table 4 presented the results obtained by using one way ANOVA. It showed that there was a significant difference between the experience of teachers when their organizational commitment was analyzed as  $F(5, 854)=6.553, p=.000> .05$ . Hence,  $H_03$  was rejected, as one-way ANOVA showed significant results therefore, a post hoc Tucky test was applied.

*Table 5 Post hoc Tucky test analysis of organizational commitment and experience*

(I) exper	(J) exper	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
less than 1 year	1-5	-.059	.037	.594	-.16	.05
	6-10	-.165*	.048	.007	-.30	-.03
	11-15	-.264	.100	.090	-.55	.02
	16-20	-.314	.115	.071	-.64	.02
	above 20	.366	.131	.059	-.01	.74
1-5	less than 1 year	.059	.037	.594	-.05	.16
	6-10	-.106	.045	.167	-.23	.02
	11-15	-.205	.099	.302	-.49	.08
	16-20	-.255	.114	.222	-.58	.07
	above 20	.425*	.130	.014	.05	.80
6-10	less than 1 year	.165*	.048	.007	.03	.30
	1-5	.106	.045	.167	-.02	.23
	11-15	-.099	.103	.931	-.39	.20
	16-20	-.149	.118	.804	-.49	.19
	above 20	.531*	.133	.001	.15	.91
11-15	less than 1 year	.264	.100	.090	-.02	.55
	1-5	.205	.099	.302	-.08	.49
	6-10	.099	.103	.931	-.20	.39
	16-20	-.050	.147	.999	-.47	.37
	above 20	.630*	.160	.001	.17	1.09
16-20	less than 1 year	.314	.115	.071	-.02	.64
	1-5	.255	.114	.222	-.07	.58
	6-10	.149	.118	.804	-.19	.49
	11-15	.050	.147	.999	-.37	.47
	above 20	.680*	.170	.001	.20	1.16
above 20	less than 1 year	-.366	.131	.059	-.74	.01
	1-5	-.425*	.130	.014	-.80	-.05
	6-10	-.531*	.133	.001	-.91	-.15
	11-15	-.630*	.160	.001	-1.09	-.17
	16-20	-.680*	.170	.001	-1.16	-.20

\*. The mean difference is significant at the 0.05 level.

Table 5 depicts that among the total number of employees, 50 (24.3) employees have 1-3 years of experience, of which 15 (30%) have a low degree of commitment, 18 which is (36%) have a moderate degree of commitment, and 17 which is (34%) There is a high degree of commitment. The number of employees with 4 to 7 years of work experience is 84 (40.8%), of which 20 (23.8%) have low work attitudes, 40 (47.6%) have moderate work pressure, and 24 are highly dedicated (28.6%). Among them, 72 employees have more than 8 years of experience. Among them, 20 (27.8%) had a low degree of commitment, 31 (43%) had a medium degree of commitment, and 21 (29.2%) had a high degree of commitment.

**Discussion and Conclusion**

The main purpose of this study is to measure the relationship between demographic factors and the organizational commitment of private secondary school teachers. The first objective of the research is

to determine the relationship between the qualifications of middle school teachers and organizational commitment. The results of this study showed that there was no correlation between academic and professional qualifications and teachers' organizational commitment. This means that the teacher's qualifications will not affect the teacher's organizational commitment. There may be other factors that affect the organizational commitment of middle school teachers. The results were composed of Weidmer (2006) and Salami (2008), who found that education level is not an important indicator of organizational investment. The results were also like (Glisson & Durick, 1988; Mathieu & Zajac, 1990; and Mowday et al., 1982). They found that there was a significant negative correlation between education level/degree and organizational commitment. The result is contrary to the findings of (Amangala, 2013). The result may be that in Ghanaian society, people with higher qualifications occupy a higher position in the workplace and obtain a high degree of commitment. As Angelis, Conti, Cooper, and Gill (2011) pointed out: "Workers with higher education are likely to hold higher positions and therefore shoulder more responsibilities, which will inevitably require more investment in the organization." However, Igbal (2011) also believes that people with higher education may not have much commitment because they may have other employment opportunities. Third, Forkuoh, Affum-Osei, Osei, and Yaw (2014) found that employees with a first degree or below showed higher loyalty than employees with higher education. This finding contradicts the current situation because the respondent is an employee of the family business.

The second goal of the research was to find the relationship between marital status and the organizational commitment of middle school teachers. The results showed that there was no correlation between marital status and teachers' organizational commitment. It shows that the teacher's marital status will not affect the teacher's organizational commitment. This result was contrary to Angelis, Conti, Cooper, and Gill (2011), who believes that married self-employed workers have higher loyalty than singles. This addition contradicts the current research results. Using the chi-square test, the results showed that there was a statistically significant relationship between demographic variables (eligibility, experience, and marital status) and organizational commitment. Therefore, the researchers concluded that there was sufficient evidence that there is an association between demographic variables and organizational commitment.

The final purpose of the research was to determine the relationship between the teaching experience of middle school teachers and organizational commitment. The results show that there is a connection between the teacher's experience and the teacher's organizational commitment. This shows that the teacher's experience affects the teacher's organizational commitment. Teachers have 1-5, 6-10, 11-15, and 16-20 years of work experience and are more dedicated to their work. Therefore, the experience of middle school teachers in Rawalpindi and Islamabad is significantly and positively correlated with organizational commitment. This finding was consistent with the findings of researchers who previously discovered that the length of service time/experience was related to organizational commitment (Mathieu & Zajac, 1990; Meyer et al., 2002; Newstrom, 2007; Salami, 2008). It can also result that more educated people having high expectations, when they work for any organization, which is why their work is effected where their expectations are not met (Mowday et al., 1982). The results were also consistent with finding that experience tends to report the highest level of commitment. Employees with 1-3 years of work experience tend to show a high degree of professionalism. This finding shows that employees with lower levels of experience get fewer job opportunities because graduates from the banking industry in Ghana need a high level of experience, so they were determined to stay. The results of this study support the research of Pourghaz, Tamini, and Karamad (2011). Their results show that employees with a 1-4 year working tenure score higher in the total score of organizational commitment than employees with work experience Tenures of 9 years and higher.

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