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A Study on the Organizational Commitment of Teachers and their Classroom Performance

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Contents:

- [Introduction](#)
- [Statement of the Problem](#)
- [Objectives of the Study](#)
- [Methods and Procedures](#)
- [Research Instrument](#)
- [Analysis of Data](#)
- [Findings](#)
- [Conclusion](#)
- [Recommendations](#)
- [References](#)

Abstract: *This study investigates the influence of the organizational commitment of male and female secondary school teachers on student outcomes in Khyber Pakhtunkhwa. The objectives were to determine instructors' commitment levels towards their employers' organizations and their own professional development. The study to find the correlation between teachers' organizational commitment and students' learning outcomes, as well as the impact of demographic factors (age, gender, etc.) on commitment levels. The study population consisted of male and female educators from government secondary schools in Khyber Pakhtunkhwa. A total of 480 teachers, including 280 males and 280 females, were randomly selected from four all-male and all-female schools. The findings revealed significant differences in organizational commitment between male and female teachers. The study suggests that male and female principals should attend organizational behaviour courses, investigate the reasons for lower organizational commitment among male teachers, and hire more highly qualified teachers for secondary schools.*

Key Words: Organizational Behaviour, Organizational Commitment, Demographic Factors

Introduction

The correlation between teacher commitment and classroom performance is a crucial topic in the field of education. This study examines the relationship between organisational commitment and classroom performance among teachers. Given the increasing importance of quality education, it is crucial to

comprehend the elements that contribute to a teacher's commitment to their institution. This study seeks to examine the complex relationship between teacher commitment and classroom excellence, providing valuable insights for educational institutions, administrators, and policymakers. Organizational commitment is sometimes described as a mindset that includes, "A

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strong desire to remain a member of a particular organization; a willingness to exert a high level of effort on behalf of the organization; and a definite belief in, and acceptance of the values and goals of the organization." (Luthans, Steve, & Larry, 2006). In other words, it is a style of thinking that exhibits employees' loyalty to their employer, and it is a continuing practice that demonstrates how much team members respect the success of the firm. (Chumpitaz Justo & Sánchez Crispín, 2021). Organizational commitment may be defined by a variety of variables, as discussed by (Robbins, 2001). There are two main factors personal factors and organizational factors. Personal factors can be categorized as age, tenure in the organization, and disposition of personality. Organizational factors include job design, values, leadership style and one's superior. There are certain non-organizational factors also which play roles in organizational commitment.

According to the results of the study, there is a considerable relationship between age and loyalty. Because it is self-evident that experience and maturity develop with age. A person's sense of social obligation develops as they get older. He prefers to focus his energy on a particular course of action and enterprise. Consequently, the employee's level of commitment will increase. (Onuoha & Idemudia, 2020) Similarly, an individual who has worked for an organisation for a longer duration will develop a higher sense of personal commitment to the organization's everyday operations. When an employee has this sentiment, it enhances their level of passion and enthusiasm for the company, which in turn increases their level of commitment to the organisation. (Brimeyer, Perrucci, & Wadsworth, 2010)

Positivity or negativity of a person's personality qualities, as well as their sense of agency, can have a positive or negative effect on their level of motivation and dedication at work. (Brimeyer et al., 2010).

The job itself, the working environment, and the job designer are organisational aspects with the potential to influence an employee's level of corporate loyalty. It is possible to boost the dedication of employees by providing them with

clear instructions and a pleasant environment. (Soenanta, Akbar, & Sariwulan, 2021)). On the other hand, the values in the organization i.e. organisational culture and ethical standards have a positive effect on employees. Studies have proved that rich culture and high values always have the workforce more committed (Raharjo et al., 2018). The level of dedication exhibited by the personnel is significantly influenced by the management team's leadership style. The commitment of employees can be increased if their managers and supervisors demonstrate the same values via their actions.

Researchers have shown that a variety of factors, both positive and negative, are related to organizational commitment. Reduced job ambiguity (Cintavey, 1995), These aspects are stated in the order of their importance: teacher empowerment (C. S. Hornung, 1995), organisational clarity (Federico Varona, 1991), encouragement of innovation, mentoring programmes, and shared decision-making (S. Hornung & Rousseau, 2007; F Varona, 1991; Veitenheimer, 1993). Research on school administrators has also demonstrated the need for collaboration between principals and teachers, as well as the use of more assertive dispute-resolution techniques (Byers, 1987; Derczo, 1989; Hajzus, 1990)

The use of confrontation and collaboration by principals in the settlement of problems, as opposed to a more passive approach (Byers, 1987; Hajzus, 1990) was another trait cited in educator-related research. In addition, there was congruence between the principal's and teachers' objectives (Derczo, 1989). Similarly, it is crucial that employees believe in the company's vision and objectives, care deeply about the organization's success, and work ceaselessly toward achieving those objectives. It is essential for educators to remember that the results of their efforts in the classroom should reflect their commitment to their respective institutions (Parnell & "Rick" Crandall, 2003)

The Theoretical Framework of the Study

The Social Exchange Theory suggests that employees, including teachers, establish a commitment to the organisation through the exchange of resources such as rewards, recognition, and support. Organisational commitment is anticipated to have a favourable impact on academic performance.

The Job Demands–Resources Model posits that an individual's commitment to the organisation is influenced by the presence of job demands, such as workload and role ambiguity, and the availability of job resources, including autonomy, social support, and professional development. A positive resource-to-demand ratio promotes greater dedication and enhanced academic achievement in the classroom.

The Expectancy Theory proposes that teachers' dedication and effectiveness are impacted by their perceptions of the relationship between exertion, achievement, and consequences. Teacher commitment is reinforced when they believe that their actions will lead to improved classroom performance and organisational benefits.

Psychological Contract Theory highlights the reciprocal expectations and responsibilities that exist between teachers and their organisations. Meeting perceived obligations, such as providing opportunities for professional growth and fair treatment, increases commitment and improves classroom performance.

Various factors may moderate or mediate the correlation between organisational commitment and classroom performance. These factors include:

Job satisfaction among teachers can act as a mediator between commitment and performance, encompassing their satisfaction with their job, colleagues, and work environment.

School leaders' style, behaviour, and support can affect teachers' commitment and classroom performance.

Organisational culture, comprising shared values, norms, and practises, impacts teachers' commitment and performance.

Professional development can affect teachers' commitment and classroom performance.

Statement of the Problem

The organisational commitment of teachers in Khyber Pakhtunkhwa was analysed, as well as its relationship to student achievement in the classrooms where those teachers taught.

Objectives of the Study

The following is a list of the objectives of the study:

1. One of the objectives is to gauge the amount of teachers' institutional commitment to the school system (male and female).
2. The second objective is to investigate the relationship between a teacher's commitment to their institution and student achievement.
3. Thirdly, we are interested in understanding if demographic variables, such as the marital status, age, and level of education of the teachers, have any bearing on the amount of commitment these individuals have to their specific organisations (age, experience and qualification).

Methods and Procedures

Population

The population of the study consisted of all the male and female instructors that are currently employed in Government Secondary Schools in the District Headquarters of the Khyber Pakhtunkhwa province.

Sample

Following standard techniques for random sampling, the sample was selected. Two government secondary schools for males and two for females were chosen from each district's administrative centre. The four teachers for this study were chosen using a random selection procedure. These teachers came from both all-male and all-female high schools and taught ninth and tenth graders. The study's sample included 480 educators in total, with 280 male and 280 female participants.

Research Instrument

The Organizational Commitment Questionnaire (OCQ) was developed in light of the study's objectives and the indicators of Organizational Commitment available in the literature in order to collect data on the level of organisational commitment among teachers. The performance of the students was determined by combining their grades in the subjects taught by the sample teachers with their overall performance. Regarding Demographic Variables, Information Performa was utilised for the collection of data. Age, qualifications, and experience were examined with other demographic factors.

Analysis of Data

The t-test was performed to analyse data and determine if there was a statistically significant

difference between male and female teachers' levels of dedication. The Pearson Product Moment Method (r) was utilised to analyse the strength of the correlations between demographic and performance factors and demographic and teacher engagement variables (male and female). The data analysis required translating the ages, years of experience, and certificates held by teachers to months. The aims of the study influenced the researchers' inferences and interpretations of the data, which in turn inspired the conclusions and recommendations of the study. The outcomes of the data analysis are presented in the tables that follow:

H0 1: There is no discernible distinction between the organizational commitment level of female and male teachers.

Table 1. Scores of Teachers on Their Level of Organizational Commitment, Broken Down by Gender: Mean, Standard Deviation, and T-value

Category	N	Mean	SD	df	t-value	P
Male	280	54.26	6.26	279	8.33	.00
Female	280	58.37	8.50			

$p < .05$

The organizational commitment ratings of male and female instructors are shown in the table above together with their means, standard deviations, and t-values. The estimated t-value (8.33) between the mean dedication ratings for male and female instructors is statistically significant at the .05 level of significance, according to the table. This disproves the "null hypothesis," which held that male and female educators' evaluations of organisational

commitment were equivalent. This indicates that there are major disparities between the levels of organisational commitment displayed by male and female educators.

H0 2: There is no meaningful connection between organizational commitment level and class performance of male teachers.

Table 2. Correlation relationship between male teachers' evaluations of their own level of dedication to the school and their own teaching performance.

Count	Df	Correlation Co-efficient (r)	P
280	278	-0.084	.163

$p > .05$

The adjacent table displays the relationship between male teachers' organisational commitment and the overall accomplishment of their students. The

correlation coefficient of -0.084 indicates a statistically significant relationship between the variables, as shown in the table. Consequently, it is

possible that the "null hypothesis" is true in this instance.

H0 3: The age of male teachers and organisational commitment level are not significantly correlated.

Table 3. The organizational Commitment Score to Teacher age Correlation Coefficient for Male Instructors

Count	Df	Correlation Co-efficient (r)	P
280	278	-0.056	.351

$p > .05$

The age distribution of male instructors and their level of organisational engagement is shown in the table above. The table shows that the correlation coefficient between the variables does not meet statistical significance (the level of significance is set

at 0.05). Consequently, we accept the null hypothesis as true.

H0 4: There is no meaningful connection between organizational commitment level and the experience of male teachers.

Table 4. Coefficient of Association between Organisational Commitment Scores and Male Instructors' Experience

Count	Df	Correlation Co-efficient (r)	P
280	278	0.062	.30

$p > .05$

Male teachers' scores on an organisational commitment scale tend to increase with experience, as shown in the chart above. The table demonstrates that the intercorrelation coefficient is statistically insignificant, as it is below the significance level of

0.05. The coefficient of correlation is 0.062. Consequently, we accept the null hypothesis as true.

H0 5: There is no correlation between the extent of organisational activity among male instructors and their credentials.

Table 5. Coefficient of Correlation between male Instructors' Qualifications and their Organizational Commitment Ratings

Count	Df	Correlation Co-efficient (r)	P
280	278	-0.069	.252

$p > .05$

The preceding data demonstrate an association between male educator credentials and organisational dedication. The r value of -0.069 between the two variables is not statistically significant at the 95% confidence level, according

to the table data. The lack of evidence justifies the acceptance of the null hypothesis.

H0 6: There isn't much of a connection between organizational commitment level and class performance of female teachers.

Table 6. Pearson's correlation coefficient between female teachers' evaluations of their own organisational dedication and their students' evaluations of their lessons

Count	Df	Correlation Co-efficient (r)	P
280	278	0.140	.019

$P < .05$

The data table that is located above reveals a correlation between the degree of organisational

commitment shown by female educators and the level of success they enjoy teaching their students.

The results of the correlation coefficient between the variables are presented in the table, and they are found to be significantly negative at the 0.05 level of significance (-0.140). The alternative hypothesis is therefore accepted, and the status quo is deemed unacceptable.

H0 7: There isn't much of a meaningful connection between organizational commitment level and the age of female teachers.

Table 7. The age of female instructors and organizational commitment ratings are correlated.

Count	Df	Correlation Co-efficient (r)	P
280	278	0.169	.05

p < .05

The above table shows a correlation between the organizational commitment scores and the age of female teachers. The table indicates that the correlation coefficient (0.169) between variables is statistically significant at a 0.05 level of significance. Therefore, the null hypothesis is rejected.

H0 8: There isn't much of a meaningful relationship between organizational commitment level and the experience of female teachers.

Table 8. Correlation coefficient between organizational commitment scores and experience of female teachers.

Count	Df	Correlation Co-efficient (r)	P
280	278	0.197	0.01

P < .05

The facts presented in the table that is located above illustrate that there is a correlation between organisational dedication. The ratings of female educators are compared, as well as their years of experience. According to the table, there is a substantial level of connection between the variables with a correlation coefficient of 0.197 when using

the 0.05 level of significance. Because of this, we are unable to accept the null hypothesis as valid.

H0 9: There isn't much of a meaningful relationship between organizational commitment level and the qualification of female teachers.

Table 9. Female instructors' qualifications and organizational commitment ratings have a positive correlation.

Count	Df	Correlation Co-efficient (r)	P
280	278	0.128	0.33

P < .05

The evidence presented up until this point demonstrates a correlation between the levels of organisational commitment displayed by female instructors and the educational attainment levels of their students. The table demonstrates that when evaluated at a significance level of 5%, the correlation coefficient of 0.128 that exists between the variables is significant. The alternative

hypothesis is therefore accepted, and the status quo is deemed unacceptable.

Findings

1. Female teachers had higher mean organizational commitment scores and

mean class performance scores than male teachers.

2. There was a difference that could be considered statistically significant between the mean organisational commitment scores of male and female educators.
3. There is not a statistically significant association between the ratings that male teachers receive for their organisational commitment and their success in the classroom.
4. There is no statistically significant link between the ratings of organisational commitment given to male instructors and their demographic features (age, experience, and certification).
5. There is a statistically significant association between the judgements of organisational commitment and the demographic features of female instructors (age, experience, and certification).

Conclusion

The study's results indicate that female teachers demonstrate greater organisational commitment and achieve superior class performance scores relative to their male counterparts. Therefore, it can be inferred that female teachers outperform male teachers in these areas. The observed statistical difference in organisational commitment scores between male and female educators indicates that gender is a significant factor in determining commitment levels.

The study indicates that there is no statistically significant correlation between the success of male teachers in the classroom and the ratings of their organisational commitment. This suggests that additional variables beyond organisational commitment could impact the academic performance of male educators in the classroom.

The study found no significant correlation between demographic factors (age, experience, and certification) and organisational commitment ratings among male instructors. These demographic

factors may not have a direct impact on male teachers' perception of organisational commitment.

There is a significant correlation between organisational commitment ratings and the demographic characteristics of female instructors. Age, experience, and certification are potential influencers of organisational commitment perception among female teachers.

The study highlights the significance of accounting for gender and demographic variables in the analysis of organisational commitment and its correlation with academic achievement. The study emphasizes the necessity for additional research to comprehensively comprehend the fundamental factors that account for the observed variations in organisational commitment and class performance among male and female teachers.

Recommendations

1. It is suggested that the reasons behind the low organisational commitment level of male teachers may be investigated.
2. Secondary school teaching positions can be filled by educators who have earned higher levels of professional certification.
3. In addition, it is recommended that special seminars and workshops on the importance of organisational commitment be held for teachers while they are on summer holiday.
4. The school and the departments within the school have the ability to take further efforts to create an atmosphere that is more favourable to the teaching and learning process.

Recommendations for Further Study

1. Examine the factors that lead to greater organisational commitment and higher-class performance scores among female teachers in comparison to their male counterparts. Additional investigation may examine variables, such as instructional approaches, classroom administration techniques, or individual traits, that could account for these

variations. This may offer valuable insights for enhancing organisational commitment and performance among male teachers.

2. Perform a comprehensive analysis to investigate the statistical significance of the difference in organisational commitment scores between male and female educators. This may entail analysing supplementary variables, such as job contentment, equilibrium between work and personal life, or prospects for career growth, to ascertain plausible elements that contribute to these disparities. Analysing these factors can aid in creating specific interventions to improve organisational commitment among male and female teachers.
3. Examine the correlation between male teachers' organisational commitment ratings and their academic achievements in the classroom. Although the current study did not find a statistically significant association, future research could investigate indirect or moderating factors that may affect this relationship. Classroom management, student-teacher interactions, and instructional approaches may impact the relationship between organisational commitment and classroom success for male teachers.

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