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## ORGANIZATIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS OF IGNOU TRAINEES IN- RELATION TO THEIR EMOTIONAL INTELLIGENCE

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### ABSTRACT

The study aims to contribute to the research literature by throwing light on the relationship between Organizational Commitment of teachers in relation to their Emotional Intelligence; for the study descriptive method was applied. The study was conducted on IGNOU teachers teaching in Government and private senior secondary Schools of Arunachal Pradesh, affiliated to CBS board. Out of the total 89 secondary schools male teachers (46) and female teachers (43) were taken from the overall schools for the research work. The samples taken were 16 Government and 8 private senior secondary schools from two districts of Arunachal Pradesh. The findings elucidated that there was significant correlation between Emotional intelligence and Organizational Commitment in regards to gender and management. Research has also shown that emotionally intelligence employees develop emotional attachment to their organization and are more committed to their organization (Carmeli, 2003).

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### INTRODUCTION

The success of an organization and the pursuit of quality depend not only on how the organization makes the most of human competences, but also on how it stimulates commitment to an organization. Committed employees in an organization are likely to serve it better, as such costs commonly associated with human resources, such as absenteeism, turnover, and low motivation will be reduced. Greater commitment can result in enhanced feeling of belonging, efficacy, security, increased compensation, greater career advancement and increased intrinsic rewards for the individual. Organizational commitment is the ability and willingness to align one's own behavior with the needs, priorities and goals of the organization, and to promote organizational goals to meet organizational needs. It also includes acting in accordance with organizational decisions and behaving with integrity. Organizational commitment is a

significant factor in the success of organizations. Committed employees care about the organization and put forth effort to ensure the success of the organization. Every organization aspires to have committed employees who work towards the fulfillment of the organizational goals.

#### **Review of related literature**

Shore and martin (1989) studied the differential associations that job satisfaction and Organizational Commitment have with job performance and turnover on a sample of bank tellers and hospital profession. Results showed that Organizational Commitment was more strongly related than job satisfaction with turnover intentions for the tellers but not for the professionals. Job satisfaction was related more strongly than Organizational Commitment with supervisory rating of performance for both samples. The findings suggest that specific job attitudes are more closely associated with task related outcomes such as performance ratings, whereas global

organizational attitudes are more closely associated with organization related outcomes like turnover intentions. Vandenberg and Lance (1992) tested four hypotheses regarding the causal relationship between job satisfaction and Organizational Commitment: (a) satisfaction causes commitment, (b) commitment causes satisfaction, (c) satisfaction and commitment are reciprocally related, and (d) no causal relationship exist between the two constructs on a sample of management information systems professionals. These four hypotheses were represented by separate structural equation models in a longitudinal research design. Results supported the commitment-cause-satisfaction model. Donald and Siu (2001) found that Organizational Commitment is a significant predictor of mental health outcomes such as resilience, contentment and peace of mind for white collared workers. Turnover is lower among committed employees, thus reducing costs and increasing productivity (Mowday, et, al. 1982). Examining the relationship between intentions to leave the Organizational Commitment, Kennedy (2006) found that Affective commitment independently predicted intentions to leave.

Muthuveloo and Rose (2005) reviewed the literature on Organizational Commitment and identified that employee perception is the foundation of employee motivation, leading to higher Organizational Commitment, and that employee perception forms the antecedent of Organizational Commitment. Positive employee perception leads to improve employee motivation, which, in turn, leads to higher Organizational Commitment. Noor (2009) studied the importance of organizational citizenship behavior of universities teachers of Pakistan as the outcome of Organizational Commitment on a sample of 160 universities teachers of Pakistan through questionnaires. The result revealed that Organizational Commitment impacts positively in enhancing the organizational citizenship behavior of the teachers and implications that can help universities of Pakistan in augmenting the organizational citizenship of teachers have also been discussed. Ming and Ying (2010) in their study found that Organizational Commitment plays an important role in technological innovation, which has three components, namely Affective commitment, Continuance commitment, and normative commitment. Albdour and Atarawneh (2014) investigated the relation between the two measurements of employee engagement (Job engagement and Organizational Commitment) and Organizational Commitment measured by the three measurements which are Affective (emotional) commitment; Continuance (Maintenance) commitment; and normative commitment. The research review exploring the relationship between Organizational Commitment, Emotional intelligence reveals that studies are mostly from the west only. Studies conducted in Indian context and that too in the educational institute are but very few.

### **Significance of the study**

Research on Organizational Commitment spans over four decades and remains an area of interest to both researchers and practitioners. Strengthened commitment may translate into improvement in individual work performance that facilitates the achievement of reforms and higher levels of organizational effectiveness (Mathieu and Zajac, 1990; Tett and Meyer, 1993). Organizational Commitment among the employees is important because employees that are highly committed stay longer, perform better and engage in Organizational

citizenship behavior. These findings can be generalized to the teachers as well. Teachers who are not committed to their work place are likely to put less effort in the classroom as compared to teachers with levels of commitment. This adversely affects student learning and achievement in particular and standard of education in the country in general. Most research efforts had been focused on linking situational factors such job characteristics and organizational characteristics to Organizational Commitment (Mowday, et al. 1982). Unfortunately, there has been lack of research to Organizational Commitment. So, it is increasingly important to gain an understanding of such factors that shape the Organizational Commitment among teachers so that excellence in education can be achieved. One important variable which is found to be associated with Organizational Commitment is Emotional intelligence. Research studies offer conflicting results. Stephens (2007) and Howard (2009) found a significant relation between the dimensions of Organizational Commitment and Emotional Intelligence. Whereas, Shepherd (2009) and Steward (2008); found no significant relationships between Emotional Intelligence and Organizational Commitment. Thus, inconsistent and contradictory results of research studies demand further probing.

The research review exploring the relationship between Organizational Commitment, Emotional intelligence, reveals that studies are mostly from the west only. Studies conducted in Indian context and that too in the educational institute are but very few. Moreover, no study has been attempted to investigate the proposed combination of variables. This prompted researchers to undertake the present investigation. Hence, this study aims to contribute to the research literature by throwing light on the relationship between Organizational Commitment of teachers in relation to their Emotional Intelligence.

### **The objectives of the study**

- To, find out if significant gender differences exist with regard to Organizational Commitment of teachers of government schools.
- To, find out, if Organizational Commitment of teachers belonging to government and private schools differ significantly.
- To find out, if significance gender difference with regards to Emotional Intelligence of teachers
- To, find out if significance difference in Emotional Intelligence of teachers belonging to government and private schools.

### **Hypotheses of the study**

- There is no significant gender differences exist with regard to Organizational Commitment of teachers of government schools.
- There is no significant difference of Organizational Commitment of teachers belonging to government and private schools.
- There is no significance gender difference with regards to Emotional Intelligence of teachers
- There is no significance difference in Emotional Intelligence of teachers belonging to government and private schools.

## METHODOLOGY OF THE STUDY

For the present study, the descriptive method of research was used to study the Organizational Commitment of teachers in relation to their emotional intelligence.

### Sample of the study

The present study was conducted on teachers teaching in Government and private senior secondary Schools of Arunachal Pradesh, affiliated to CBS board. Out of the total 89 secondary schools male teachers (46) and female teachers (43) were taken from the overall schools for the research work. The samples taken were 16 Government and 8 private senior secondary schools from two districts of Arunachal Pradesh.

### Tools Used

Following research tools were used to collect the data for the present investigation:

- Organizational Commitment was measured using Organizational Commitment Scale by Meyer and Allen (1997)
- Emotional Intelligence was measured using Emotional Intelligence scale develop by Schutte et al (1998)

### Delimitations of the study

The studies are delimited to:

1. Secondary schools teachers of Govt and Private Schools.
2. Papum-pare and west siang districts of Arunachal Pradesh.
3. Variables i.e gender and management were taken for the study

## INTERPRETATIONS OF THE RESULT

For the Hypothesis No 1. There is no significant gender differences exist with regard to Organizational Commitment of teachers of government schools.

**Table No. 1 Showing Organizational Commitment score of male and Female teachers of secondary schools**

	N	M	SD	df	t	Remarks
Males	46	88.3	12.3	87	Accepted	0.05
Females	43	86.7	13.5	0.58		and 0.01 level

### Interpretation

It is seen that the calculated t-tale (0.58) is less tyan the critical t-values at the 0.05 level of significant (1.99) as well as the 0.01 level of significant (2.63) ot 87 df. So the null hypothesis is accepted. These means there is no significant difference in the Organizational Commitment of male and female teachers. For the Hypothesis No 2. There is no significant difference of Organizational Commitment of teachers belonging to government and private schools.

**Table No. 2. Showing Organizational Commitment score of Private and Government secondary school teachers**

	N	M	SD	df	t	Remarks
Private	8	87.1	13.8	87	Accepted	0.05
Government	16	90.2	11.95	1.13		and 0.01 level

### Interpretation

It is seen that the calculated t-value (1.13 is less than the critical t-values at the 0.09 level of significance (1.99) as well as the 0.01 level of significance (2.63 at 87 df so the null hypothesis is accepted. This means there is no significant difference in the Organizational Commitment of private and government school teachers. For the Hypothesis 3. There is no significant gender differences exist with regard to Work values of teachers. For the Hypothesis No. 5 There is no significance gender difference with regards to Emotional Intelligence of teachers.

**Table No. 3. Showing the Emotional Intelligence scale of Male and Female teachers of secondary schools**

	N	M	SD	Df	t	Remarks
Male	46	120.95	9.35	87	Accepted	0.01 and
Females	43	124.98	11.27	1.83		0.05 level

### Interpretation

It is seen that the calculated t-value (1.83) is less than the critical t-values at the 0.05 level of significance (1.99) as well as 0.01 level of significance (2.63) at 87 df. So the null hypothesis is accepted. This means there is no significant difference exists between male and female teachers regarding Emotional Intelligence. For the Hypothesis No. 6 There is no significance difference in Emotional Intelligence of teachers belonging to government and private schools.

**Table No. 4. Showing Emotional Intelligence scale of Government and Private teachers of secondary schools**

	N	M	SD	df	T	Remarks
Private	8	121.9	12.2	87	Accepted	0.01
Government	16	121.1	11.6	0.32		and 0.05 level

### Interpretation

It is seen that the calculated t-value (0.32) is less than the critical t-values at the 0.05 level of significance (1.99) as well as the 0.01 level of significance (2.63) at 87 df so the null hypothesis is accepted. This means there is no significant difference in the emotional intelligence of government and private school teachers. For the Hypothesis No.7 There is no significant difference of Core Self-Evaluation of teachers belonging to government and private schools.

## DISCUSSION AND CONCLUSION

The results of the present investigations imply that there exists significant relationship between Organizational Commitment and emotional intelligence. This study would be useful for policy makers, educational planners and administrators and suggest them the need to come up with policies to enhance Organizational Commitment of the teachers along with boosting up their Emotional intelligence. The study has found no significant difference among the faculty members as far their gender is concern. Therefore, the institutions should not make any distinction among male and female faculty members on this account and provide equal opportunities to them. The findings of present study also revealed that the school teachers are operating at below average level of Organizational Commitment. Serious efforts need to be made on right and

cogent lines for enhancing the potency of every possible aspect of Organizational Commitment in the field of teaching as it is closely linked with job satisfaction and in the long run, lack of job satisfaction among teachers lead them on the threshold of being burn out. The findings also elucidated that there was significant correlation between Emotional intelligence and Organizational Commitment. Therefore, it is assumed that selecting employees who have high Emotional intelligence may have a positive impact on extends to which an organization succeeds in retaining its most critical asset i.e. its workforce. Research has also shown that emotionally intelligence employees develop emotional attachment to their organization and are more committed to their organization (Carmeli, 2003). These significant intrinsic outputs coupled with a sensitive work environment can work wonders to enhance the work environment of our educational institutions and make it more productive for the building of a healthy nation through its education circles.

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