

Relationship between Organizational Commitment and Job Satisfaction of Teachers Serving as Subject Specialists at Higher Secondary Schools in Khyber Pakhtunkhwa

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Abstract

This study was opted to find out the relationship between organizational commitment and job satisfaction of teachers serving as subject specialists in Higher Secondary Schools of Khyber Pakhtunkhwa, a province of Pakistan. The central zone (Zone-II) of Khyber Pakhtunkhwa was selected as sample and all the 610 Subject Specialists working in all the 95 Government Higher Secondary Schools were taken as respondents for this study. Data was collected through two questionnaires namely organizational commitment scale and job satisfaction scale. Rate of return of the questionnaires remained 89%. Data was analyzed through Statistical Package for Social Sciences (SPSS) version-15 and Pearson's correlation r was used to test the null hypotheses of no relationship between the two quantitative variables. Results of the study show that both the dimensions i.e. organizational commitment and job satisfaction of subject specialists are positively correlated. However, the strength of relationship (correlation) is slightly higher in case of rural subject specialists as compared to urban subject specialists. In case of married and female subject specialists this relationship is much stronger than un-married and male subject specialists respectively.

Keywords: Organizational Commitment, Job Satisfaction, Higher Secondary Schools, Subject Specialists

Introduction

To find the relationship between organizational commitment and job satisfaction of teachers is an important issue for educationists. Job

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satisfaction in any organization is of great importance. It not only affects the employees' performance but also the goals of the organization. If the employees are satisfied, their performance will be excellent and as a result they meet the goals of the organization otherwise results could be poor.

If a person is gaining satisfaction by working for an organization, surely he would have commitment with that organization. Many researchers inferred that there exists a relationship between organizational commitment and job satisfaction and a moderate to strong correlation is observed.¹

Meta analyses of researchers point out that organizational commitment is positively related to job satisfaction,² furthermore, a positive correlation also exists between organizational commitment and job performance.³

Organizational Commitment

Organizational commitment is one of the most popular work attitudes, studied by the researchers.⁴ Organizational commitment is a work attitude that shows the relation of employees with their employing organizations.⁵ According to Mowday, Porter, and Steers (1982),⁶ organizational commitment is the degree to accept and willingness to do efforts for the achievement of organizational goals in the organization. Organizational commitment of the employees with their own organization is an important predictor of certain effective outcomes like performance, absenteeism and turnover etc. In case of educational organization, the highly committed teachers try their best to perform well. They make major contributions towards achievement of objectives. Teacher commitment is multidimensional. He/she can feel commitment to the organization, to the students, for his/her career continuance, for the professional knowledge base and/or towards the teaching profession.⁷ Commitment to the teaching becomes a reason of internal driving force for a good performance and commitment to the institution becomes stronger motivational force for admirable work. Researchers argue that organizational commitment to the educational institutions is an important notion in the assessment of these institutions.

According to Hall, Pearson and Carroll academic achievement, student behavior, student satisfaction, teacher turnover, and administrative performance are some of the major factors that are associated with the teachers' commitment, and caused quality of work and retention in the organization.⁸ The committed teachers have strong psychological relations to their institutions, the subject they taught and students at large.⁹ Educational institutions are dependent on committed teachers who are more willing to put comprehensive efforts beyond

expectations, and ambitious to be in the organization for achieving goals and values.¹⁰

It can be concluded from the foregoing discussion that the organizational commitment in teachers is necessary for effective instructions and ultimately for students' better performance. Contrary to this, if teachers are less committed to their job, they avoid hard work and put fewer efforts in classroom as compared to highly committed teachers.¹¹ This would result specifically faulty students' learning and achievement and ultimately lead to low standard of education in general.

Job Satisfaction

Job satisfaction is a composite word comprised of job and satisfaction. In order to understand this concept it is necessary to comprehend the sense of job and satisfaction separately.

According to Lexicon Webster dictionary of the English (Open library) job is defined as 'A piece of work, especially, an individual piece of work done in the routine of one's occupation or trade, or for a fixed price'.¹² In The Collin's English Dictionary job is defined as, 'an individual piece of work, an occupation, post for employment, a result produced from working'.¹³ The job without monetary benefits can be a service but not job in its true sense. Job and salary are infused with each other. So, job is a contract done between employee and employer. It is based on some monetary benefits. There are always some conditions laid down between employees and working organization.¹⁴ It can be said that job is a duty concerned with completion of a task with some conditions against some fixed pay or salary.

Satisfaction is a state of mind in which a person feels pleasure or happiness as described in Lexicon Webster dictionary of the English (Open library), 'satisfying, or being satisfied; a source or cause of pleasure, fulfillment or gratification, an opportunity to vindicate one's honor by fighting a duel'.¹⁵ In The Collin's English Dictionary, it is defined as, the state of being satisfied, completion of aspirations, the delight obtained from fulfillment.¹⁶ According to Williams,²³ the satisfaction is specific, measurable, and observable activity that must be met in order for someone to judge whether task has been accomplished.¹⁷

The complete concept of job satisfaction can be had from the different definitions. According to The Collin's English Dictionary, job satisfaction is 'the extent to which a personal hope, desires, and expectations about the employment are fulfilled'.¹⁸ Cranny, Smith and Stone described that job satisfaction is the reaction to a job on the basis of employees comparing actual output to be desired with the expected or deserved output.¹⁹ It is also the indicator of emotional or psychological health of a person.²⁰ According to Spector, job satisfaction includes

feeling of an employee towards his or her job, consisting different factors of the job.²¹ Job satisfaction is a response towards various factors of one's job.²² According to Akhtar, appreciating attitude of the boss and good job experience give positive emotional stage that leads to job satisfaction.²³ A more comprehensive definition is given by Evans, 'a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job-related needs to be being met'.²⁴

Arguing on job satisfaction Weiss described that it is an attitude.²⁵ A satisfied worker becomes more productive and do not leave the organization while for dissatisfied worker the situation is vice versa.²⁶ About job satisfaction the views of Griffin and Griffin are that job satisfaction or dissatisfaction is an attitude or behavior that how much an individual is contented with his work.²⁷ On the other hand Fincham and Rhodes described that the satisfied people have very positive and good feeling towards their job.²⁸

Pettinger connects the job satisfaction with the quality of the work, the range and depth of expertise used and the results achieved.²⁹ Robbins, Judge, and Sanghi define the job satisfaction as 'a positive feeling about one's job resulting from an evaluation of its characteristics'.³⁰ Bindhu, and Kumar, show a bit different view that job satisfaction consists of the feelings of a person towards the job promotion, way of supervision that he or she has to face at his or her job. The individual feels satisfaction only when all the relevant factors give rise to feelings of satisfaction.³¹

Job satisfaction is a subjective feeling of an employee at his workplace. These feelings can be favourable or unfavourable towards the organization. In case of favourable conditions, there appears a positive relation between employees' expectations from the job and the benefits that the job offers.³² It can be said that job satisfaction is connected to privileges and rewards. In case of teachers' job satisfaction; it refers to the teaching learning process. There is very strong relation between what a teacher expects from his profession and what is offered to him.³³

Job satisfaction depends upon the fulfillment of an individual needs, his relation with other coworkers and supervisors, working conditions, organizational policies and the rewards he receives. A satisfied employee shows the following positive behavior at his work place such as he remains less absent from work, gives maximum contribution to the organization, and stays longer in the organization. On the other hand, a dissatisfied worker remains absent from job, gives cold shoulder to his coworker and continuously searches for some other job. So it can be concluded that teacher satisfaction is directly linked to student achievement, while dissatisfaction is usually linked to issues

which are largely out of the control of the teachers and schools within the wider domain of society, governments and their employing body.³⁴

Higher Secondary Schools in Pakistan

Government higher secondary schools and government colleges are two streams of institutions in public sector providing general education at higher secondary level in Pakistan. Students passing secondary school certificate (SSC) level examination enter into colleges or Higher Secondary Schools for intermediate or higher secondary school certificate (HSSC) level education. In Higher Secondary Schools the teachers are called Subject Specialists and lecturers in the colleges. The scheme of Government higher secondary schools was launched in 1985 because in public sector the colleges were less in number and was not fulfilling the needs of students' education at higher secondary level. The goal of this scheme was to provide vast opportunities of HSSC level education and to minimize rush on colleges. Hence the faculty of Subject Specialists was introduced in Higher Secondary Schools. The study would be significant to provide suggestions to improve the conditions for better teaching learning process at the Higher Secondary Schools of Khber Pakhtunkhwa, Pakistan.

Hypotheses of the Study

The following null hypotheses were formulated for this study.

- H₀1: There exists no relationship between the levels of organizational commitment and job satisfaction of Subject Specialists.
- H₀2: There exists no relationship between the levels of organizational commitment and job satisfaction of Male Subject Specialists.
- H₀3: There exists no relationship between the levels of organizational commitment and job satisfaction of Female Subject Specialists.
- H₀4: There exists no relationship between the levels of organizational commitment and job satisfaction of Urban Subject Specialists.
- H₀5: There exists no relationship between the levels of organizational commitment and job satisfaction of Rural Subject Specialists.
- H₀6: There exists no relationship between the levels of organizational commitment and job satisfaction of Married Subject Specialists.
- H₀7: There exists no relationship between the levels of organizational commitment and job satisfaction of Un-married Subject Specialists.

Method and Procedure

The Khyber Pakhtunkhwa province of Pakistan was taken as a source of data (Population) for this study. It comprised of all the Subject Specialists working on regular basis in the Government Higher

Secondary Schools located in all the 5 zones of Khyber Pakhtunkhwa province.

Zone-II of Khyber Pakhtunkhwa was selected as sample which is the central zone of the province having 5 districts (Peshawar, Nowshera, Charsadda, Mardan and Swabi) and this is the populous zone having largest size in respect of number of government higher secondary schools as compared to other four zones.

All the 610 Subject Specialists from 95 Government Higher Secondary Schools were taken as sample.³⁵

Instruments of the Study

For the purpose of data collection in this study, two instruments were used.

- i. Organizational Commitment Scale (OCS)
- ii. Job Satisfaction Scale (JSS)

Both the instruments were adapted from the original versions according to local environment and requirement of this study. In order to make the scales more understandable for the respondents, both the scales were translated into national language Urdu as originally they were in English. Urdu translation was done according to the set method of research.

Organizational Commitment Questionnaire (OCQ) by Mowday, Steers, and Porter³⁶ was adapted for this study as it was used by more than 35 researchers and coefficient alpha remained consistently high in ranges 0.82 to 0.93 with a median of 0.90.³⁷ This scale was published by Cooper, where it is mentioned that "This instrument can only be freely used for research purposes".³⁸ The OCQ originally had 15 items and all were included in the adapted scale. It was named as Organizational Commitment Scale (OCS). Similarly the Scale of Job Satisfaction (SJS) by Bas and Ardic,³⁹ was suitable for the requirement of this study as it was developed specifically for teachers. It was adapted for this study with the authors' permission. Originally, SJS had 61 items. Seventeen (17) items were deleted and 24 more items were added in the adapted scale according to local needs. It was named as Job Satisfaction Scale (JSS). Both the scales were transformed into five point Likert scales e.g. strongly agree, agree, undecided, disagree and strongly disagree. Six (6) statements out of 15 were negative in OCS while eighteen (18) statements out of 68 were negative in JSS. Weights of these statements were reversed for analysis. Both the scales were administered to 74 Subject Specialists for the purpose of pilot testing. The data acquired were analyzed and reliability coefficient Chronbach Alpha was calculated. Its values for OCS and JSS were 0.81 and 0.93 respectively. These values were acceptable according to guidelines given by Law⁴⁰ 'it

will be rated excellent if the coefficient is greater than 0.80, adequate if it is from 0.60 to 0.79 and poor if it is less than 0.60.’

Questionnaires were administered personally to all the Subject Specialists serving in all the 95 government higher secondary schools of zone-II and received 542 filled questionnaires from the respondents which made 89% response rate. This response is highly acceptable as stated by Iarossi that in self approach administration of questionnaires or face to face approach, 80-85% return rate is good.⁴¹

Data Analysis

For the purpose of analysis weights were given to the collected data as; Strongly Agree =5; Agree =4; Undecided = 3; Disagree =2 and Strongly Disagree=1. The negative statements were reversed coded. The data were analyzed through software Statistical Package for Social Sciences (SPSS) version-15. The Pearson’s correlation r test was applied for testing of null hypotheses of the study.

Table-1: Correlation between the Levels of Organizational Commitment and Job Satisfaction of Subject Specialists on the bases of Gender, Locality, Marital Status and Over-all

		Mean	Standard Deviation	N	Pearson Correlation r	Significance (Two-tailed)
Overall	Organizational Commitment	56.34	6.86	542	0.388**	0.000
	Job Satisfaction	226.54	27.28			
Male	Organizational Commitment	56.79	6.42	379	0.352**	0.000
	Job Satisfaction	225.84	27.78			
Female	Organizational Commitment	55.30	7.73	163	0.490**	0.000
	Job Satisfaction	228.18	26.08			
Urban	Organizational Commitment	56.78	6.75	188	0.383**	0.000
	Job Satisfaction	226.73	29.83			
Rural	Organizational Commitment	56.10	6.92	354	0.394**	0.000
	Job Satisfaction	226.44	25.87			
Married	Organizational Commitment	56.47	6.84	436	0.405**	0.000
	Job Satisfaction	226.25	27.95			
Un-married	Organizational Commitment	55.78	6.95	106	0.321**	0.001
	Job Satisfaction	227.74	24.42			

**Significant at $\alpha = .01$

Conclusions and Discussion

The above Table-1 shows that over-all the levels of organizational commitment and job satisfaction of Subject Specialists are correlated as the value of Pearson 'r' (0.388) is significant at $p=0.000$ ($< \alpha = .01$). Hence the null hypothesis (H_01) for no relationship between the levels of organizational commitment and job satisfaction of Subject Specialists, is rejected. Similarly the null hypotheses (H_02) and (H_03) for no relationships between the levels of organizational commitment and job satisfaction of male and female Subject Specialists respectively are also rejected because the values of Pearson 'r' (0.352) and (0.490) are significant at $p=0.000$ ($< \alpha = .01$). Furthermore, on the basis of locality, the levels of organizational commitment and job satisfaction of both urban and rural Subject Specialists are correlated. Therefore the null hypotheses (H_04) and (H_05) for no relationship between the levels of organizational commitment and job satisfaction of urban and rural Subject Specialists, are rejected. Similarly on the basis of marital status, the levels of organizational commitment and job satisfaction of both married and un-married Subject Specialists are correlated. Hence the null hypotheses (H_06) and (H_07) for no relationship between the levels of organizational commitment and job satisfaction of married and un-married Subject Specialists are also rejected. However, the relationship (correlation) is slightly stronger in case of female Subject Specialists as compared to male. In case of rural subject specialists, the strength of relationship is higher than urban Subject Specialists. Similarly the strength of relationship is much higher in case of married Subject Specialists as compared to un-married Subject Specialists.

From the above analysis it is concluded that organizational commitment and job satisfaction of Subject Specialists are significantly correlated with each other. The results confirm the conclusions of Ahmad⁴² and Bull (2005)⁴³ that there is positive relationship between job satisfaction and organizational commitment. Furthermore, positive 'r' value indicates that a higher organizational commitment is associated with a higher job satisfaction of Subject Specialists and vice versa. However, in the study in hand, highest relationship between organizational commitment and job satisfaction exists in male Subject Specialists whereas in case of single (un-married) Subject Specialists this relationship is the lowest one.

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