

A Study of Relationship between Organisational Climate and Organisational Commitment among Teacher Educators of Self-Financing Teacher Education Institutions (TEIs)

Ms. Jyoti Vats and Prof. Mohd. Yusoof

Abstract

For any organization to run efficiently and successfully, commitment of the employees towards the organization is very important. Employees' emotional, conative and normative attachment to an organization, is a boon to any organization. The organizational climate or organizational culture is reflected in an organization's objectives which aim to develop its staff or employees by providing them good working environment and condition, assisting and supporting them in having job satisfaction, and thus all these will enhance commitment among the staff towards the organization (Dorgham, 2012). There are many studies assessing the role of organisational climate and organisational commitment but the TEIs' organisational climate and commitment relationship is never studied. The present study aimed to find out the relationship between organisational climate of TEIs and organisational commitment of the teacher educators. For the study, the tools developed by Halpin and Croft (Halpin and Croft's Organizational Climate Description Questionnaire); and, Allen and Meyer's (Organizational Commitment standard questionnaire) were adapted and standardised by the investigator. The study revealed that there is no correlation between the organisational climate of TEIs and organisational commitment of the teacher educators.

Keywords: Organisational Climate; Organisational Commitment; TEIs; Teacher Education; Teacher Educator.

Introduction

The relationship between the organisational climate and employees' commitment remains to be the continuous area of research interest for several researchers since long (Cullen, Parboteeah & Victor, 2003; Martin & Cullen, 2006; Sims & Keon, 1997).

Organizational climate is the set of characteristics that describe an organization and that (a) distinguish one organization from other organizations; (b) are relatively enduring over time; and (c) influence the behaviour of the people in the organization (Forehand & Gilmer, 1964)

Organization climate can operate as a constraint system in both the positive and negative sense. Information is provided to the employees about what kind of behaviour will be rewarded, punished or ignored. These behaviours can be influenced by varying degrees of rewards and punishments. Such a system would influence the behaviour of those people who are most interested in those specific values, which are assigned to different behavioural outcomes (Bharthvajan, 2014).

Ms. Jyoti Vats, Research Scholar, Jamia Millia Islamia , New Delhi (INDIA)

Prof. Mohd. Yusoof, Professor, IASE, Jamia Millia Islamia New Delhi (INDIA)

Commitment of an employee, in the view of Meyer & Allen (2004), is employees' intention to persist, thus organisations' attempt to foster commitment in their employees in order to achieve stability and reduce levels of turnover. Chow (1994) is of the view that, it is an extent to which employees identify with their organisations. Suliman & Iles (2000) add that employee commitment has advantages for both employees and organisations. These include: Increased employee work performance, a motivated workforce, an improved organisational environment and reduced negative behaviours such as high turnover and absenteeism. They further note that organisational development, growth and survival are enhanced, which results in a successful organisation. In the views of Roodt (2004) employee commitment evolves from engagement, attachment and involvement. Allen and Meyer (1996) see employees' commitment towards their organisations as the psychological link between the employee and the organisation that reduces employee's intention to leave the organisation.

According to the view of Churchill, Ford, & Walker (1976) for understanding how an employee perceives organizational climate, it is necessary to consider the employee's perceptions of the work situation (including the characteristics of the organization they work for) and the nature of his/her relationships with other people in the same environment. But limited researches have undertaken this climate and commitment relation in context of the educational scenario of teacher education. It is very critical and complex to understand the organizational environment that affects the commitment level of teaching staff. As faculty members try to enhance and make reforms in their research activities, their way of teaching, their attitude towards co-workers and students may vary with their level of commitment towards their institute concerned (Takrim, Rehman & Amin, 2015).

In India pre-service teacher education is being offered by both government as well as private educational organizations. More than 1000 self-financing teacher education colleges are currently functional under different State Universities. All these are affiliated colleges. Each college has its own vision, mission and objectives of providing teacher education. But important thing is that there are almost thousands of qualified and non-qualified teacher educators working in these colleges. The organizational climate of these institutions varies from democratic to autocratic. Teachers are working in weary conditions. Most of the teachers in these institutes are working on contractual basis. With the renewal of affiliation, teachers' services are renewed. They work for long working hours, low salary, lack social security, medical facilities; and service conditions in these institutions are highly stressful etc. The policy of retrenchment normally works in the institution. As a result, many of the employees get retrenched once the academic session is over because institutes avoid giving salary for the summer or winter breaks. Teachers do not have academic autonomy, and involve in non-academic and petty works. In these conditions the organizational commitment is a serious concern. The present study is conducted in self-financing institutions of NCR region to find out organizational climate of institutions and its bearing on organizational commitment.

Research Objective

To Study the Organizational Climate of the Self Financed Secondary Teacher Education Institutions.

Research Hypothesis

There is a no significant relationship between Organizational Climate of the Self-Financed Secondary Teacher Education Institution and Teacher Organizational Commitment.

Methodology

The present study is a Descriptive correlation Research and employs Quantitative Non Interventive Research Design. Such a design describes the trends among the population and helps in establishing relationship between various variables of the research. The standard format in Quantitative Non Interventive Research Design ensures that the entire data sample can be analysed fairly.

Sample

The sample of the Teacher Educators is selected randomly from systematically selected 36 Teacher Education Institutes from Delhi NCR region. The number of Teacher Educators who participated in the study are 100, from Delhi, Ghaziabad, Faridabad, Gautam Budha Nagar and Gurugram. The percentage of participants from each region is given in the Table below.

Instrument

For evaluating, Organizational Climate Tool, developed by Halpin and Croft was adapted by the investigator for the present study. This questionnaire has 131 items related to fourteen dimensions of organizational climate: Role Clarity; Respect; Communication; Reward System; Career Development; Planning and Decision Making; Innovation; Relationship; Team and Support; Quality of Services; Conflict Management; Commitment and Morale; Training and Learning; and Direction. The instrument seeks responses on a Likert five-point scale ranging from Strongly Agree to Strongly Disagree. The Cronbach's alpha value of the test in Indian conditions is 0.89; thus, it demonstrates that the scales are consistent and reliable.

The second instrument used for evaluating (organizational commitment of Teacher Educators', is Allen and Meyer's Organizational Commitment Scale OCQ) and was adopted by the investigator. The questionnaire, comprises 18 questions. In this scale, three dimensions of Organizational Commitment viz a viz Affective Commitment, Continuance Commitment, and Normative Commitment are there. The respondent's responses are recorded in 5-point Likert system ranging from Strongly Agree to Strongly Disagree. Reliability of the Organizational Commitment Questionnaire obtained from Cronbach alpha is 0.80.

Results and Discussion

Descriptive Characteristics of the Participants

	Variable	Frequency(N)	Percentage
Sex	Female	76	76%
	Male	24	24%
Setting	Rural	45	45%
	Urban	55	55%
Professional Qualification	M.Ed., NET	80	80%
	M.Ed., NET, Ph.D.	20	20%
Total Professional Experience	Less than 5 Years	30	30%
	Equal or Greater than 5 Years	70	70%

Descriptive statistics of Organisational Climate and its Dimensions

S.No.	Dimensions	Minimum	Maximum	Mean	S.D.
1	Role Clarity	19	42	32.51	4.57153
2	Respect	12	27	19.11	3.457958
3	Communication	30	56	39.48	5.997441
4	Reward System	29	58	47.34	5.683966
5	Career Development	26	56	39.38	6.001313
6	Planning and Decision Making	32	61	41.64	7.528424
7	Innovation	16	37	25.83	4.568347
8	Relationships	20	38	29.15	3.793602
9	Team Work and Support	22	42	32.3	4.372781
10	Quality of Service	12	26	19.14	2.752483
11	Conflict Management	16	33	24.82	4.088367
12	Commitment and Morale	15	34	25.91	4.097536
13	Training and Learning	6	23	16.09	3.567799
14	Direction	10	28	18.04	4.029989
	Organisational Climate	341	460	410.74	18.78029

Descriptive statistics of Organisational Commitment and its Dimensions

S.No.		Minimum	Maximum	Mean	S.D.
1	Affective	11	28	19.29	3.61
2	Connative	12	28	20.04	3.56
3	Normative	13	27	19.98	3.18
	Organisational Commitment	44	77	59.28	6.80

From the descriptive statistics obtained on organisational climate and organisational commitment, it can be clearly seen that all mean values fall between the minimum and maximum range of the data. The highest mean perceived by the teacher educators in organisational climate is 47.34(Reward System) and for organisational climate is 20.04 (Connative). But this is not sufficient as a scientific evidence; therefore, one sample t test was also used. The t test results show that there is no significant difference in the sample mean and hypothetical population mean.

Correlation results between Organisational Climate and Organisaional Commitment

For finding out the relationship between two independent variables i.e. organisational climate and organisational commitment Pearson Coefficient Correlation test is used as the research data meets its all assumptions.

Variable	r Value	p Value
Organisational Climate and Organisational Commitment	r=0.061	P= .54

S.no.	Organisational Climate	Organisational Commitment					
		Affective Commitment		Continuance Commitment		Normative Commitment	
		r Value	p Value @.05	r Value	p Value @.05	r Value	p Value @.05
1	Role Clarity	0.23	0.024	0.18	0.072	0.15	0.141
2	Respect	0.22	0.026	-0.03	0.767	-0.09	0.429
3	Communication	-0.06	0.559	-0.16	0.105	-0.13	0.208
4	Reward System	0.07	0.482	0.09	0.399	0.13	0.194
5	Career Development	-0.02	0.874	0.11	0.297	0.06	0.558
6	Planning and Decision Making	-0.01	0.914	-0.05	0.594	-0.05	0.594
7	Innovation	0.09	0.343	-0.03	0.782	-0.15	0.139
8	Relationships	0.02	0.827	-0.01	0.921	0.09	0.360
9	Team Work and Support	0.02	0.868	-0.08	0.406	0.14	0.181
10	Quality of Service	0.02	0.836	-0.04	0.730	-0.01	0.921
11	Conflict Management	0.13	0.184	0.19	0.053	0.18	0.080
12	Commitment and Morale	-0.04	0.679	-0.11	0.276	-0.17	0.091
13	Training and Learning	-0.19	0.061	-0.12	0.223	-0.10	0.342
14	Direction	-0.07	0.553	0.01	0.950	-0.02	0.874

Correlation results between dimensions of Organisational Climate and Organisaional Commitment

S.no.	Organisational Climate	Organisational Commitment					
		Affective Commitment		Continuance Commitment		Normative Commitment	
		r Value	p Value @.05	r Value	p Value @.05	r Value	p Value @.05
1	Role Clarity	0.23	0.024	0.18	0.072	0.15	0.141
2	Respect	0.22	0.026	-0.03	0.767	-0.09	0.429
3	Communication	-0.06		-0.16	0.105	-0.13	0.208
4	Reward System	0.07	0.482	0.09	0.399	0.13	0.194
5	Career Development	-0.02	0.874	0.11	0.297	0.06	0.558
6	Planning and Decision Making	-0.01	0.914	-0.05	0.594	-0.05	0.594
7	Innovation	0.09	0.343	-0.03	0.782	-0.15	0.139
8	Relationships	0.02	0.827	-0.01	0.921	0.09	0.360
9	Team Work and Support	0.02	0.868	-0.08	0.406	0.14	0.181
10	Quality of Service	0.02	0.836	-0.04	0.730	-0.01	0.921
11	Conflict Management	0.13	0.184	0.19	0.053	0.18	0.080
12	Commitment and Morale	-0.04	0.679	-0.11	0.276	-0.17	0.091
13	Training and Learning	-0.19	0.061	-0.12	0.223	-0.10	0.342
14	Direction	-0.07	0.553	0.01	0.950	-0.02	0.874

The results on relationship between the Organisational climate and Organisational Commitment shows that there is no significant relationship between the two $r=0.061$ and $p=0.54$ that is greater than .05. Hence in this case, our null hypothesis is accepted and there is no significant relationship between organisational climate and organisational commitment among teacher educators.

Discussion

Organisational climate is not a significant predictor in organisational commitment of the teacher educators in self-financing teacher education institutions of Delhi NCR. The teacher educators are satisfied with the organisational climate of the teacher education institutions from all three dimensions affective, conative and normative. The study also revealed that the teacher educators are committed towards their role in the climate of their organisations. But if the climate of the organisation is improved from the existing, it will result in

the increased commitment of the teacher educators towards the organisation and might also result in lower intention to leave and increased job satisfaction. So, this also becomes an area of research for ascertaining the relationship between organisational climate, organisational commitment and job satisfaction of the teacher educators.

Conclusion

Through this research, the teacher education institutions are encouraged to understand the work climate perceptions of the teacher educators' so as to increase their commitment towards the organisation and to improve overall efficiency of the TEIs. the study recommends to the managements of TEIs to take necessary actions to improve the organisational climate so as to increase the teacher educator's commitment towards the organisation.

However before doing further research in this area, future researches should take in to the consideration that the current research has certain limitations. It does not include other courses of TEIs except B.Ed.; only self-financing secondary teacher education institutions from Delhi NCR are taken for study; and also, study is confined to institutes having continuous affiliation with the parent university for the last five years.

References

- Bharthvajan, R. (2014). Organizational Culture and Climate. *International Journal of Innovative Research in Science, Engineering and Technology*, Vol. 3(1).
- Chow, I. H. (1994). Organisational commitment and career development of Chinese managers in Hong Kong and Taiwan. *International Journal of Career Management*, 6(4), 3-9. doi:10.1108/09556219410066646
- Churchill, G.A., Ford, N.M., Walker, O.C. (1976). Organizational climate and job satisfaction in the sales force. *J Mark Res.*: 13:323–32.
- Churchill, Gilbert A., Jr., Neil M. Ford, and Orville C. Walker, Jr. "Organizational Climate and Job Satisfaction in the Salesforce", *Journal of Marketing Research*, 13 (November 1976), 323–32.
- Cullen, J.B., Parboteeah, K. Victor, B. (2003). The effects of ethical climates on organizational commitment: A two-study analysis. *Journal of Business Ethics*, 46, pp. 127-141
- Cullen, J.B., Victor, B., & Bronson, J.W. (1993). The ethical climate questionnaire: An assessment of its development and validity. *Psychological Reports*, 73, 667-674.
- Cullen, J.B., Victor, B., & Stephens, C. (2001). An ethical weather report: Assessing the organization's ethical climate. *Organizational Dynamics*, Autumn, 50-62.
- Dorham, S. (2012). Relationship between organization work climate and staff nurses organizational commitment. *Nat Sci* 10:80–91.
- Forehand, G.A., and Von Haller, G. (1964) Environmental variations in studies of organisational behaviour. *Psychological Bulletin*, 62, 361-382. doi:10.1037/h0045960
- Halpin, A.W., Croft, D.B. 1963. *The Organizational Climate of the Schools*. Chicago: Midwest Administration Centre. University of Chicago
- Meyer, J. P. & Allen, N. J. (1987). *Organizational commitment: Toward a three-component model*. University of Western Ontario, London: Worldcat.
- Meyer, J. P., & Allen, N. J. (1984). Testing the "side-bet" theory of organizational commitment: Some methodological considerations. *Journal of Applied Psychology*, 69(3), 372-378. doi:10.1037/0021-9010.69.3.372
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89. doi:10.1016/10534822(91)90011-z
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the Workplace: Theory, research and application*. California, CA: Sage.

- Meyer, J. P., & Allen, N. J. (2004). TCM employee commitment survey: Academic users guide 2004. London, Canada: University of Western Ontario.
- Roodt, G. (2004). Concept redundancy and contamination in employee commitment research: Current problems and future directions. *South African Journal of Industrial Psychology*, 30(1), 82-90. doi:10.4102/sajip.v30i1.135
- Suliman, A. M., & Iles, P. A. (2000). The multi-dimensional nature of organizational commitment in a non-western context. *Journal of Managerial Psychology*, 19(1), 1-7. doi:10.1108/02621710010308162
- Takrim, K., Rehman, A.U., Amin, S. (2015). Relationship between Organizational Environment and Organizational Commitment: A Case Study of Medical Colleges in Peshawar. *The Journal of Humanities and Science*. Retrieved from <https://www.thefreelibrary.com/Relationship+between+Organizational+Environment+and+Organizational...-a0461073908>