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A STUDY OF ORGANIZATIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERSIN RELATION TO TRANSFORMATIONAL LEADERSHIP

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INTRODUCTION

"If a leader doesn't convey passion and intensity then there will be no passion and intensity within the organization and they'll start to fall down and get depressed."
Colin Powell (2012).
In the modern era, it is increasingly realized that people working in organizations have their own needs, motivations and expectations, and that their contribution to the organization is more than that of any other resources being used. No organization can be run successfully unless the human resource is managed well. The proficiency of the human factor in accomplishing things can be improved and there by organizational effectiveness can be achieved.

Organizational commitment is highly valuable in the fields of organizational behaviour, industrial and organizational psychology. In a general sense, it is an employee's psychological attachment to the organization. Studies have

Abstract

The present paper is aimed at exploring the relationship of organizational with dimensions of transformational leadership. The sample included teachers from private-aided and private-unaided schools from Greater Mumbai. The study has adopted descriptive method of the correlational type. Organizational commitment of teachers is found to be significantly related to intellectual stimulation, goal acceptance and high performance dimensions of transformational leadership. The finding reveals that there is a significant relationship of organizational commitment with dimensions of transformational leadership.

Keywords : *Organizational Commitment and Transformational Leadership.*

Short Profile
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highlighted that commitment has a great impact on the successful performance of an organization. This is because a highly committed employee will identify with the goals and values of the organization, has a stronger desire to belong to the organization and is willing to display greater organizational citizenship behaviour i.e., a willingness to go over and beyond their required job duties. If human resources are said to be an organization's greatest assets, then committed human resources should be regarded as an organization's competitive advantage.

It is not unreasonable to presume that the strength and nature of the commitment someone experiences in a personal relationship informs the manner in which that same person commits to an organization or work group. If an organization were to request that employees

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direct their efforts toward long-term goals, the message may be understood better by workers who have been engaged in strongly committed relationships over a long period of time. Since important extra-role work behaviours such as organizational citizenship are believed to be associated with organizational commitment (Moorman, Niehoff, & Organ, 1993), it seems logical that an organization with a committed force of employees may be better positioned than its competitors to meet the challenges posed by a dynamic marketplace. Thus, the pursuit of a more global understanding of the means by which organizational commitment develops is critical and warrants an investigation into the relationships among the leadership within the organization and the organizational culture or health associated with it.

Be loyal to the company, and the company will be loyal to you, a credo emblematic of bygone era (Mowday, Porter, & Steers, 1982), obviously understates the complexity involved in a person's attitude toward and behaviour within his or her employing organization.The relationship between people and their work is multi-faceted and complex, and have for long attracted the attention of social scientists. Behavioural scientists have extended considerable effort in identifying the factors which influence a variety of employee behaviours in organizational settings. Porter (1947) has suggested that organizational commitment may be a construct which has the potential of establishing reliable linkages between behaviour and other attitudes.

Leadership is a social phenomenon that is a universal social institution that is seen in one form or another in every form of life. Every person who leads a group of people, a community, a society or a nation is termed as a leader. He is obeyed or heard or honoured by his followers. He unifies and embodies the opinion of the people and mobilizes it to a dignified goal. Generally speaking people who influence in any shape of life are known as leaders. Usually a leader has to present a model behavior for others.

According to Terry (1972) leadership as the relationship in which one person or leader influences other to work together willingly on related tasks to attain that which the leader desires. Thus it becomes the cooperative and collaborative endeavor of an individual in the group. Stogdill (1950) considered it as the process of influencing the activities of an organized group in its efforts toward goal achievements'. It is the ability to persuade others to seek defined objectives enthusiastically. In short leadership is a process whereby one individual exerts Influence over others so that they will strive toward the achievement common goals. Here the leader's stand behind the group to push and the followers to contribute with cheerful readiness to attain the goals according to their own capabilities. It may be concluded that a leader has following essential elements:

1. He himself acts as a member of the group.
2. He and his followers influences mutually.
3. He has the responsibility to lead the group towards the goal.

Leadership has been a popular theme in both managerial and academic world for a long time. This interest was further energized after Burns (1978) introduced the model of transformational leadership in his seminal work. According to him, transformational leadership engages everyone in such a way that both leaders and followers raise one another tohigher levels of motivation and morality (Burns 1978). Transformational leaders develop positiverelationships with subordinates and motivate performance that accomplishes specific goals.Translating this into project management teams, team members are encouraged by transformational leaders to focus on the interests and goals of the group rather than on their ownneeds and interests. In addition, transformational leadership has been found to have a positiveeffect on the

organization's productivity (Neuhauser, 2007).

Statement of the Problem

"A Study of Organizational Commitment of Secondary School Teachers in Relation to Transformational Leadership".

Review of Related Literature
A)Research on Organizational Commitment

Hawkins (1997) compared the predictors of affective organizational commitment among high school principals.Shastri,Mishra and Sinha (2001) investigated of understanding the relationship of charismatic leadership and organizational commitment in Indian organization. Bull (2005) studied the relationship between job satisfaction and organizational commitment amongst high school teachers in disadvantaged areas in the Western Cape.Mishra (2005) studied employee commitment in organizational effectiveness.Chugati and Zafar (2006) studied the antecedents and consequences of organizational commitment among Pakistani university teachers.Jesse, Wang and Michael (2006) studied of linking the big five personality constructs to organizational commitment. Raymond, Ngo and Sharon (2006) conducted a study of linking employee's justice perception to organizational commitment and intention to leave and the mediating role of perceiving organizational support.Shahnawazand Juyal (2006) studied human resources management practices and organizational commitment in different organizations. Meyer, Sriniwas andTopolnytsky (2007) studied employee commitment and support for an organizational change to test the three component model in two cultured. Sood and Anand (2007) conducted a study of professional commitment among B.Ed. teacher educators of Himachal Pradesh. Usha and Sasikumar (2007) studied teacher commitment and teacher self-concept as predictors of job-satisfaction. Anuradha (2008) studied the development of secondary school teachers commitment scale. Jain M. and Pathibha (2008)

studied the demographic antecedents of organizational commitment. Sharma (2008) studied commitment among teachers with regard to some of their personal and academic variables. Joolideh andYeshodhara (2009) conducted study of organizational commitment among high school teachers of India and Iran. Darandale (2009) conducted a study of relationship between organizational commitment and stress among D.Ed. teacher educators of Mumbai. Lachake (2009) conducted a study of the relationship between self-regulation and organizational commitment among B.Ed. teacher educators of Mumbai. Warsi, Fatima and Sahibzada (2009) conducted a study of relationship between organizational commitment and its determinants among private sector employees of Pakistan. Kaptijn (2009) investigated on assessing affective commitment in the three-component model and the two factor theory a comparison between the theories of Meyer and Allen and Herzberg, Mausner and Snyderman.

B)Research on Transformational Leadership

Garg and Krishnan (2003), studied transformational leadership and organizational structure: The role of value-based leadership. Results show that transformational leadership and values-basedleadership are positively related to each other and that both are positivelyrelated to decentralization. Sahgal and Pathak (2007) conducted a study oftransformational leadership in the Indian context. It focuses on significant life experiences that have shaped leaders who have successfully transformed organizations.Gill, Mand, Culpepper, Mathur andBhutani (2009) conducted a study of the relations of transformational leadership and empowerment with student perceived academic performance a study among Indian commerce students.Yu, Leithwood and Jantzi (2000) conducted a study of the effects of transformational leadership on teachers' commitment to change in Hong Kong.

Barnett (2005) studied the Impact of transformational leadership style of the school principal on school learning environments and selected teacher outcomes. Ross and Gray (2006) conducted a study of transformational leadership and teacher commitment to organizational values: the mediating effects of collective teacher efficacy. Turpin (2009) conducted a study examining the effects of transformational leadership behaviors on the factors of teaching efficacy, job satisfaction and organizational commitment as perceived by special education teachers.

NEED OF THE STUDY

A review of the available literature from India and abroad shows that researchers have been conducted on organizational commitment in relation to teacher effectiveness, job satisfaction and determinants of commitment. Similarly, transformational leadership has been studied in relation to leadership styles, academic performance, learning environment and learning outcomes, commitment and teacher effectiveness.

An analysis of the earlier researches reveals that very little work has been done on organizational commitment in relation to transformational leadership. Most of the studies on organizational commitment and transform-ational are done in other public and private sectors. Very few studies have taken these variables as outcomes in relation to school health. The present research is therefore being undertaken to study the organizational commitment of teachers with changes in the transformational leadershipbehaviour.

A thorough review of research studies related to organizational commitment of teachers and leadership behaviour of heads revealed that considerable research has been done on different aspects of organizational commitment and leadership behaviour of employees with different variables, but not transformational leadership. It is also found that only a few studies have been carried out to measure the existing levels of organizational commitment among teachers and leadership behaviour among the heads of high schools. This review of related literature substantiated adequately the need for research in the case of organizational commitment and transfor-mational leadership behavior. Thus this study is focused on the relationship of transformational leadership and organizational commitment among secondary school teachers.

DEFINITIONS OF THE TERMS
Organizational Commitment (OC): It is the extent of a teacher's psychological attachment to the school measured in terms of affective commitment, normative commitment and continuance commitment (Allen & Meyer, 1990).

Transformational Leadership (TL): It is a type behaviourin which the leader identifies the needed change, creates a vision to guide the change through inspiration, and executes the change with the commitment of the members of the group(Jantzi&Leithwood, 1996).

Individualized Consideration (IC): It is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs(Jantzi&Leithwood, 1996).

Intellectual Stimulation (IS): It is the ability of a leader to keep those following him or her thinking about the task at hand, asking questions, and solving problems (Jantzi& Leithwood, 1996).

Inspirational Motivation (IM): It is the ability of a leader to provide meaning and context to the work of those under him/her (Jantzi& Leithwood, 1996).

Idealized Influence (II): It is leadership

behaviour in which the leader behaves so that followers seek to emulate with their own actions(Jantzi&Leithwood, 1996).

Goal Acceptance (GA): The degree to which the principal promotes cooperation among organizational members and assists them in working together toward common goals (Jantzi&Leithwood, 1996).

High Performance Expectations (HP): The degree to which the principal establishes expectations for excellence, quality, and high performance on the part of the organization's members (Jantzi&Leithwood, 1996).

OBJECTIVES OF THE STUDY

The following are the specific objectives of the study:

1.To ascertain the combined relationship of total organizational commitment in secondary school teachers with the following dimensions of transformational leadership:

a.Individualized Consideration (IC)
b.Intellectual Stimulation (IS)
c.Inspirational Motivation (IM)
d.Idealized Influence (II)
e.Goal Acceptance (GA)
f.High Performance (HP)

HYPOTHESIS OF THE STUDY

The following null hypothesis has been formulated for the present study:

1.There is no significant combined relationship of total organizational commitment in secondary school teachers with the following dimensions of transformational leadership:

a.Individualized Consideration (IC)
b.Intellectual Stimulation (IS)
c.Inspirational Motivation (IM)

d.Idealized Influence (II)
e.Goal Acceptance (GA)
f.High Performance (HP)

Sample

In present study asample of 360 secondary school teachers teaching in English medium schools in Greater Mumbai have been included. The sample include teachers from 19 schools of Greater Mumbai, of which10 are private-aided and 9 private-unaided schools affiliated to the Maharashtra State Board of Secondary Education. The sample includes both male and female teachers of which 259 are female teachers and 101 are male teachers.

Sampling Techniques

The study has adopted a three-stage sampling technique. At the first stage, schools were selected using stratified random sampling technique on the basis of geographical location of the schools in which the strata consisted of South Mumbai, North Mumbai and Central Mumbai. At the second stage, schools were selected using stratified random sampling technique from each school type i.e. private-aided and private-unaided.Finally, at the third stage, teachers were selected from each school using simple random sampling technique.

Tools of the Study

The following tools were used by the researcher:

1.Organizational Commitment by Allen and Meyer (1997).
2.Transformational Leadership Behaviour by Leithwood and Jantzi (1996).

Techniques of Data Analysis:

Multiple regression is used to statistically analyze the data collected.

Analysis and Interpretation

1.Ho: There is no significant combined relationship of total organizational commitment in secondary school teachers with the following dimensions of transformational leadership:

a.Individualized Consideration (IC)
b.Intellectual Stimulation (IS)
c.Inspirational Motivation (IM)
d.Idealized Influence (II)
e.Goal Acceptance (GA)
f.High Performance (HP)

Table 1 shows the correlation coefficient for total organizational commitment (Y) and dimensions of transformational leadership (X).

Table 1: Correlation Co-efficient of OC and TL

Variable	r	(b)	(β)	$\beta * r_{xy}$	MultipleR^2	Multiple R	P
IC	-0.037	-0.226	-0.1104	0.0041			
IS	0.41	0.3103	0.0794	0.033			
IM	0.006	-0.0324	-0.0101	-0.0001	0.1303	0.3610	<0.001
II	-0.019	-0.3556	-0.1719	0.0033			
GA	0.39	0.4508	0.2002	0.078			
HP	0.37	0.1194	0.0324	0.012			

INTERPRETATION

From the preceding data, it can be seen that the P value is <0.001. Hence the null hypothesis is rejected. The alternate hypothesis that there is a significant combined relationship of total organizational commitment in secondary school teachers with the dimensions of transformational leadership is accepted.

Table 1 shows that there is a significant but low relationship of total organizational commitment with intellectual stimulation, goal acceptance and high performance. R2 is found to be 0.1303 which implies that 13.03% of variance in total organizational commitment is associated with intellectual stimulation, goal acceptance and high performance. While remaining 86.97% variance in total organizational commitment of secondary school teachers can be attributed to various other factors not included in study.

Individualized consideration, inspira-tional motivation and idealized influence are found to be not significantly related to total organizational commitment among secondary school teachers.

Table 1 also shows that 3.3%, 7.8% and 1.2% of variance in organizational commitment is associated with intellectual stimulation, goal acceptance and high performance respectively.

DISCUSSION

The study reveals that intellectual stimulation, goal acceptance and high performance are significantly related to organizational commitment of teachers. The result of this study is supported by previous research by Thamrin (2012) which states that transformational leadership has positive influence on organizational commitment. If the leaders symbolize success and accomplishment within profession of education, have the capacity and judgement to overcome obstacles and stimulate teachers to think what they can do for school students ensures high commitment. Leaders who excite the faculty to work as a team and help to accomplish the vision and goals of the institution, provide teachers with necessary information that helps them to think of ways to implement programme for the success of the institution, motivate the teachers to evaluate their work and help them to give their best performance then organizational commitment of teachers is likely to be high.

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