

Influence of Organizational Commitment on Turnover Intention of Private Secondary School Teachers

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ABSTRACT

The organizational commitment is considered a very important factor involved in the quality of education in any institution. This study aims to examine the influence of organizational commitment on turnover intention of secondary school teachers. The researcher randomly selected 860 out of 13764 teachers from Rawalpindi and Islamabad. The study was descriptive in nature and a cross-sectional survey was conducted. The study concluded that the dimensions of organizational commitment i.e. affective commitment and normative commitment were moderately correlated with the turnover intention of private secondary school teachers. Nevertheless, continuance commitment showed strong relationship with their turnover intention. The study yielded that private schools may make teachers' deployment programs, performance based incentive policy, community involvement, strengthening the public private partnership and comprehensive policy for the betterment of teachers.

KEYWORDS: Affective commitment, Continuance commitment, Normative commitment, Teachers' retention, Correlation

1. INTRODUCTION

Educational organizations are considered momentous social institutions in a society. They have an effective and directive position in a social setup. Effectiveness lies in the ideal coordination in the direction of social panorama. Moreover, the skilled professional with vigorous working stipulations can enhance the competence level of such organizations. Their main objective is to fulfill societal needs. Manpower is considered the most essential key of every organization undeniably [19]. Any person's devotion and dedication to his job is referred to as commitment. It was reflected in one's target to continue in a course of action [23]. Every kind of success is the result of the only driving force i.e. commitment [5]. It leads a person to the completion of any task despite a lot of hardships and pains. Commitment drives a person to rise above challenges [37]. It is the display of one's commitment when one accepts the aims and principles of any organization [32]. His being desirous to continue with the same organization reflects his loyalty [33]. This is what any successful organization demands from its employees. Thus, it is the commitment of the employees of any organization and their excellent performance that strengthen it. When it continues, the outcomes of such practice are improvement in employees' retention rate, reduction in operating costs and promotion of their efficiency level [19]. If it strengthens, it adds to the workability of employees for the fulfillment of core objectives of any organization [23].

The organizational commitment is viewed as the behavior, which took the form of a result of the relationship of individuals in the organization and led them to make the decision to become a permanent member of the organization [23]. Organizational commitment is also defined as the degree to which people identify themselves with the organization they work for. There is a desire on the part of workers in an effort to be beneficial for the organization and their willingness to stay in the institute for longer period of time [37]. Studies had been carried out to measure organizational commitment in the field of education. There focus had been on the administrators, principals and public/private secondary school teachers. It was brought out that organizational commitment and environment of schools affects the behavior of principals and commitment of teachers [5, 13, 28].

For the last four decades, organizational commitment is the focus of great interest by the researchers who are trying to comprehend and illustrate the strength and stability of the devotion of the employee in any organization [18]. Organizational commitment is an expression of the position, which refers to the thinking and behavior of

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individuals working in the organization ^[20]. Organizational commitment includes attitudes towards the organization, and accepting organizational goals ^[11]. Most probably, organizational commitment helps to reduce the dropout behavior ^[22]. In addition, individuals' willingness to participate in activities outside of their assigned role as a creative or innovative and often to ensure the competitiveness of the enterprise in the market may be enhanced by motivation ^[16].

Three important dimensions of organizational commitment are affective commitment, continuance commitment and normative commitment ^[23].

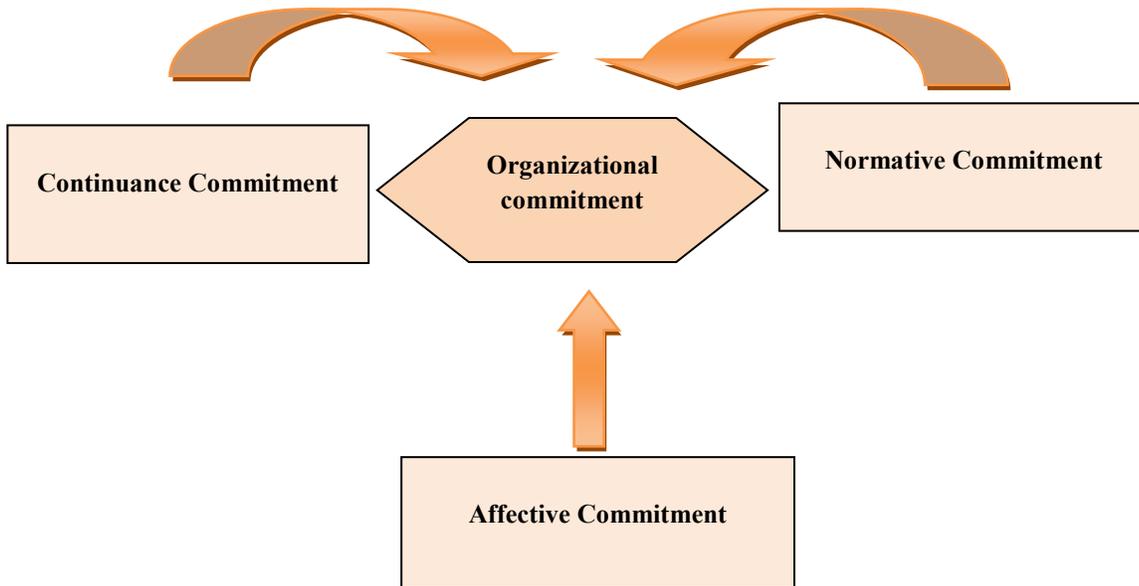


Figure 1: Dimensions of Organizational Commitment ^[23]

A person's emotional or psychological connection to the organization in which he/she is working is considered as affective commitment of that person ^[23]. Emotional involvement is linked more strongly to positive behaviors related to work [health and civil behavior in institutions] ^[24]. A thorough analysis of the initial case of organizational commitment depicts that the emotional commitment associated with the support of the organization, justice and interactive transformational leadership ^[24].

The commitment to continue the job/institution having awareness of the costs associated risks with quitting the organization is reflected as continuance commitment. Commitment of continuing work with the specific organization due to money that an employee earns through salary package or any other incentive involves continuance commitment ^[23]. It is said the commitment to continuity occurs when an employee with the organization is still to a large extent it is necessary, either for lack of other opportunities or costs related risks with abandonment ^[24].

A person's commitment to continue the work in a particular organization involving his/her sense of responsibility towards that specific organization is reflected as normative commitment of that person ^[23]. It is considered as an appropriate moral conciliation of an individual to stay with an organization over the years, regardless of how much the situation has improved the organization's performance ^[21]. Normative commitment is often negatively associated with a person's duration of service ^[23]. Moreover, it is positively associated with number of least educated workers more than the feelings of loyalty to the organization ^[15].

Turnover intention is one's behavioral intention to leave. Intention to quit refers to the possibility is seen covered or depart from that organization ^[38]. Intention to quit also reflects the probability that the individual change his/her job within a definite time period and instantly predecessor actual turnover ^[30]. Turnover intention is considered last stage before the actual turnover takes place. Intention to leave has been revealed as a strong predictor of actual turnover ^[9, 39]. For example, a study found that the behavior of an individual predicts whether a person is probably planned to depart from the organization ^[9]. Though, in all sectors behavioral intention of desertion proved to be a strong predictor of turnover, and in theory, it is supposed to be a significant precedent of rotation ^[35].

In private secondary schools of Pakistan, teachers' turnover is a major problem. It is challenging for the school administrators to have experienced and competent teachers in their institutes. In the big cities like Karachi,

Lahore, Rawalpindi and Islamabad, the problems becomes worse as the teachers in these areas have more job opportunities as compare to the teachers of less congested areas [17]. Another research was conducted on staff turnover in the universities of Rawalpindi and Islamabad. The results indicated that teachers’ turnover intention was a big issue in these universities [46]. Hence, this study intended to find out the influence of organizational commitment on private secondary school teachers’ turnover intention.

1.1. Objective of the study

1. To determine the influence of organizational commitment on turnover intention of private secondary school teachers.
2. To find out the relationship between the dimensions of organizational commitment and turnover intention of private secondary school teachers.

1.2. Hypotheses of the study

H₀₁: There is no significant relationship between organizational commitment and turnover intention of private secondary school teachers.

H₀₂: There is no significant relationship between affective commitment and turnover intention of private secondary schools teachers.

H₀₃: There is no significant relationship between continuance commitment and turnover intention of private secondary school teachers.

H₀₄: There is no significant relationship between normative commitment and turnover intention of private secondary school teachers.

2. METERIALS AND METHODS

Quantitative design was adopted in this research. The study was descriptive in nature and a cross-sectional survey was used for the collection of data. There were 13764 teachers working in private secondary schools at Rawalpindi and Islamabad. So, all the teachers working in the said areas were the population of the study. Simple random sampling technique was used to select the sample. The sample consisted of 860 private secondary school teachers [430 from Rawalpindi and 430 from Islamabad].

2.1 Research Instruments

Two standardized research instruments were used in this study for data collection from teachers. Following are the details of instruments.

1. Organizational Commitment Scale [OCS] developed by Meyer and Allen [7].
2. Turnover Intention Questionnaire developed by Olusegun [29].
- 3.

2.2 Procedures

The researchers approached the sample teachers after getting approval from the principals of the schools. Participants were asked to fill a consent form and only those teachers were selected who showed willingness to participate in the research voluntarily. Intention and purpose of the study was made clear to every respondent. It was assured to them that all information shared by them, would remain secret and would be used only for the research purpose. After that the data was collected and analyzed using both descriptive and inferential statistics.

3 RESULTS

The current research was aimed to discover the relationship of organizational commitment and turnover intention of teachers in private secondary schools. Following is detailed description of the results obtained after data analysis.

3.1 Regression analysis

Table 1: Model Summary of organizational commitment and turnover intention

<i>Model</i>	<i>R</i>	<i>R²</i>	<i>Adjusted R²</i>	<i>Std. Error of the estimate</i>
1	.826a	.682	.682	.424
a. [Constant], Organizational Commitment				
b. Dependent Variable: Turnover Intention				

Table 1 showed that a strong linear relationship was evident, for $R^2 = .682$ reflected that nearly 68 % of total variability in the response variable [turnover intention] was the outcome of predictor variable [Organizational commitment].

Table 2 : ANOVA Summary of organizational commitment and turnover intention

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	330.166	1	330.166	1840.566	.000 ^b
	Residual	153.910	858	.179		
	Total	484.076	859			
a. Dependent Variable: Turnover Intention						
b. Predictors: [Constant], Organizational Commitment						

Table 2 indicated that $F = 1840.566 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by organizational commitment. Thus, $H_0 1$ was rejected.

Table 3: Coefficients of organizational commitment and turnover intention

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	[Constant]	-.460	.083		-5.538	.000
	Organizational Commitment	1.087	.025	.826	42.902	.000
a. Dependent Variable: Turnover Intention						

Table 3 presented that value of coefficient of organizational commitment, which was .826. Furthermore, its t value was 42.902 which was higher than 1.64 and was significant at the 0.05 level as $p = 0.000$. So, regression coefficients showed that organizational commitment contributed to turnover intention of private secondary school teachers.

Table 4: Model Summary of affective commitment and turnover intention

Model	R	R ²	Adjusted R ²	Std. Error of the estimate
1	.803	.645	.645	.447
a. [Constant], Affective Commitment				
b. Dependent Variable: Turnover Intention				

Table 4 showed that a strong linear relationship was evident, for $R^2 = .645$ reflected that nearly 64 % of total variability in the response variable [turnover intention] was the outcome of predictor variable [affective commitment].

Table 5: ANOVA Summary of affective commitment and turnover intention

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	312.334	1	312.334	1560.379	.000 ^b
	Residual	171.742	858	.200		
	Total	484.076	859			
a. Dependent Variable: Turnover Intention						
b. Predictors: [Constant], Affective Commitment						

Table 5 showed that $F = 1560.379 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by affective commitment. Thus, $H_0 2$ was rejected.

Table 6: Coefficients of affective commitment and turnover intention

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	[Constant]	.084	.077		1.101	.271
	Affective Commitment	.902	.023	.803	39.502	.000
a. Dependent Variable: Turnover Intention						

Table 6 presented that value of coefficient of affective commitment, which was .803. Furthermore, its t value was 39.502 which was higher than 1.64 and was significant at the 0.05 level as $p = 0.000$. So, regression

coefficients showed that affective commitment contributed to turnover intention of private secondary school teachers.

Table 7: Model Summary of continuance commitment and turnover intention

<i>Model</i>	<i>R</i>	<i>R²</i>	<i>Adjusted R²</i>	<i>Std. Error of the estimate</i>
1	.628a	.395	.394	.584

a. [Constant], Continuance Commitment
 b. Dependent Variable: Turnover Intention

Table 7 indicated that a moderate linear relationship was evident, for $R^2 = .395$ reflected that nearly 40 % of total variability in the response variable [turnover intention] was the outcome of predictor variable [continuance commitment].

Table 8: ANOVA Summary of continuance commitment and turnover intention

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	191.112	1	191.112	559.708	.000 ^b
	Residual	292.964	858	.341		
	Total	484.076	859			

a. Dependent Variable: Turnover Intention
 b. Predictors: [Constant], Continuance Commitment

Table 8 revealed that $F = 559.708 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by continuance commitment. Thus, $H_0 3$ was rejected.

Table 9: Coefficients of continuance commitment and turnover intention

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	[Constant]	.543	.108		5.036	.000
	Continuance Commitment	.823	.035	.628	23.658	.000

a. Dependent Variable: Turnover Intention

Table 9 presented that value of coefficient of continuance commitment, which was .628. Furthermore, its t value was 23.658 which was higher than 1.64 and was significant at the 0.05 level as $p = 0.000$. So, regression coefficients showed that continuance commitment contributed to turnover intention of private secondary school teachers.

Table 10: Model Summary of normative commitment and turnover intention

<i>Model</i>	<i>R</i>	<i>R²</i>	<i>Adjusted R²</i>	<i>Std. Error of the estimate</i>
1	.718a	.516	.515	.523

a. [Constant], Normative Commitment
 b. Dependent Variable: Turnover Intention

Table 10 showed that a moderate linear relationship was evident, for $R^2 = .516$ reflected that nearly 51 % of total variability in the response variable [turnover intention] was the outcome of predictor variable [continuance commitment].

Table 11: ANOVA Summary of normative commitment and turnover intention

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	249.593	1	249.593	913.287	.000 ^b
	Residual	234.483	858	.273		
	Total	484.076	859			

a. Dependent Variable: Turnover Intention
 b. Predictors: [Constant], Normative Commitment

Table 11 revealed that $F = 913.287 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by normative commitment. Thus, $H_0 4$ was rejected.

Table 12: Coefficients of normative commitment and turnover intention

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 [Constant]	.535	.085		6.281	.000
Normative Commitment	.750	.025	.718	30.221	.000

a. Dependent Variable: Turnover Intention

Table 12 presented that value of coefficient of continuance commitment, which was .718. Furthermore, its t value was 30.221 which was higher than 1.64 and was significant at the 0.05 level as $p=0.000$. So, regression coefficients showed that normative commitment contributed to turnover intention of private secondary school teachers.

4 DISCUSSIONS

The first objective of the current research was to inspect the influence of organizational commitment on teachers' turnover intention. The results demonstrated significant and strong relationship between organizational commitment and turnover intention of teachers in secondary schools of private sector in Rawalpindi and Islamabad. Some previous studies pointed out that a significant impact of organizational commitment on turnover intention was there [6, 10]. Furthermore, some studies also explained that organizational commitment and turnover intention have a significant relationship [4, 31]. However, a study indicated that organizational commitment and turnover intention have no significant relationship with each other [40]. The studies conducted previously found a bit of variations in the results regarding relationship between the two variables which may be due to different economic status of the respondents. Hence, the researchers found that a significant relationship was evident between organizational commitment and turnover intention.

The second objective of this research was to examine the relationship between the dimensions of organizational commitment and turnover intention of teachers. The study explored that a significant and strong relationship was found between one of the dimensions of organizational commitment i.e. affective commitment and turnover intention of private secondary school teachers. However, a moderate and significant relationship was found between the other dimensions of organizational commitment [continuance commitment and normative commitment] and turnover intention. The causal relationship was found between the dimensions of organizational commitment and organizational turnover [8, 14, 22, 25, 34, 38, 42, 43, 44]. Furthermore, several studies had identified the dimensions of organizational commitment as the most important precursors of turnover intention [27, 41]. Empirical study explored that the dimensions of organizational commitment were significantly interrelated with turnover intention [3, 12, 22, 26, 36]. Hence, the researchers found that a significant relationship was evident between the dimensions of organizational commitment and turnover intention.

5 CONCLUSIONS

It was concluded that a strong and significant linear relationship existed between turnover intention and organizational commitment of private secondary school teachers. In other words turnover intention was influenced by organizational commitment. It showed that 68% chances existed to improve the teachers' organizational commitment. This study further concluded that a strong and significant linear relationship existed between affective commitment and turnover intention of private secondary school teachers. Furthermore, turnover intention was influenced by affective commitment. It was concluded that a moderate and significant linear relationship occurred among continuance commitment, normative commitment and turnover intention of private secondary school teachers. Moreover turnover intention was influenced by continuance commitment and normative commitment.

6 RECOMMENDATION

The study recommended that school administrators may create an environment in the institution in which the teachers may think themselves emotionally attached to the institution. The administration of private schools may plan helpful trainings for principals and head teachers so that they may be able to overcome such problems. The study further recommended that, to overcome this problem, the owners of the organizations may take the teachers as partners of the institutions so, that the teachers may think themselves more responsible toward their jobs and the organization. Apart from that, in existing situation of vicious competition, there is a possibility that the most dedicated and passionate teachers can be lost to their competitors.

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