CHAPTER – VI
SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

INTRODUCTION

Teaching is one of the oldest and most respected profession in the world. No other personality can have an influence more profound than that of a teacher. A teacher plays a vital role in building up the character of the next generation. In ancient times teaching was termed as the noblest of professions and people used to follow all the teachings of their teacher without any argument. Society was not so complex and the duty of a teacher was to impart knowledge and inculcate values among the pupils. In the present times, the role of teacher is changing due to advancements on many fronts. As the work of teacher is becoming physically and mentally more challenging, he needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. The problem of a teacher may be compounded by organizational culture and climate, leadership behaviour of administrator, job satisfaction, motivation, organizational support, participative decision making, financial reward communication, promotion prospects and types of school (Brown, 2003; Salami and Omole, 2005).

On the other side, every child needs and deserves dedicated outstanding teachers who know their subject matter, are effectively trained and know to teach to high standards and to make learning come alive for students. Low teacher commitment reduces student achievement and there is danger because these are the students who make the future of any country. Teachers strong in commitment found it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They are rarely at a loss for things to do. They always seem to make maximum effort cheerfully and zestfully.
Educational organizations need committed employees to achieve their objectives and they cannot succeed without their efforts and commitment. Teachers voluntary behaviour is quite important in educational organizations because educational organizations are the organizations where extra role behaviour are performed as well as the official works.

Over the years, commitment has been defined and measured in many different ways (Meyer & Allen, 1991; Morrow, 1993; Mowday et al., 1982). Some concepts have treated commitment as a uni-dimensional construct (Becker, 1960; Mowday et al., 1979; Wiener, 1983). Other have viewed it as a multi-dimensional construct (Allen and Meyer, 1990’ O’Reilly and Chatman, 1986). For the purpose of comparison of scientific and everyday use of the terms, a concept of commitment taken from the oxford dictionary is presented which state that commitment is an engagement which restricts freedom of action. Commitment is a stabilising force that stabilizes the individual behaviour under circumstances where the individual would otherwise be tempted to change the behaviour. Commitment is of three types; organizational commitment, job commitment and occupational/ career commitment. Organizational commitment is a psychological state that binds the individual to the organization (Allen & Meyer, 1990). Job commitment refers to the likelihood that an individual will stick with a job, and feel psychologically attached to it, whether it is satisfying or not (Rusbult & Farrell 1983). Occupational commitment is one’s motivation to work in a chosen vocation (Carson & Bedeian, 1994). It becomes obvious from the above discussion that all conceptualizations of commitment share a common nation that commitment binds an individual to the organization. Employee’s commitment to their organization is often seen as a psychological state that characterizes an employee’s relationship with the organization and has various behavioural consequences (Meyer & Allen, 1997).

The behaviour of employees in organizational life and their relationship with their jobs are affected by a lot of variables. One of the most important of these variables is leadership behaviour of administrators for leadership is seen as the behaviour of impressing people in many studies. The effects of
leadership behaviour on employees could be considered in a large scale which includes organizational commitment of employees. In the field of education, leadership is considered as a provider of necessary feedback to teacher and other non-academic personnel for rendering their best of services on the humanistic ground, which needs proper understanding of human nature and behaviour. Leadership is the process of influencing the activities of teachers in its efforts towards the efficient school improvement and goal achievement. In the 21st century, where change is the only concern, the world in which school must function is changing at accelerate role. Current educational reforms place a great premium upon the relationship between effective leadership and school improvement. Both the school effectiveness and school improvement research traditions highlighted the importance of leadership on successful school development and change (Harris 2005). Leadership is always a fascinating subject in any current job. In fact, it is the most important aspect of teacher commitment, it gives a positive direction to use of human resources and brings out the best in a man (Shastri et.al. 2010). Educational organizations have been assigned the responsibility of anticipating change and providing guidance to their teachers and leaders (Kotter, 1990). Teacher’s preference for autocratic or democratic leadership style is leadership preference. Leadership is “an attempt to affect the behaviour of others in a group without using the coercive form of power. A leader is expected to act as an expert in coordinating, organizing, stimulating, activating, encouraging, arranging, planning and evaluating techniques directed towards improvement of instructions in all areas and at all levels. Deblois (2000) explained that good leadership depends upon talent and commitment of teachers. Bernard asserted that leadership occurs when one group member modifies the motivation or competences of others on the group. Different people require different style of leadership e.g. a new recruit teacher requires more supervision than an experienced teacher. A person who lacks motivation requires a different approach than the one with a high degree of motivation. A leader must use his/ her judgement to decide the best course of action e.g. a leader may need to confront an employee for
inappropriate behaviour, but if the confrontation is too late or too early, too harsh or too weak, then the result may prove ineffective. Developing and maintaining successful organizations there is requirement of leaders to provide favourable climate in the organization.

Organizational climate serves as a measure of individual perceptions or feelings about an organization. Organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, provision of good working conditions and creation of suitable career ladder for academics. Organizational climate comprises cognate sets of attitudes, values and practices that characterize the members of a particular organization. It is consciously perceived environmental factors subject to organizational control. Low (1997) explained the term climate to describe the attitudes, feeling and social process of educational organizations. Organizational climate describes the member’s perception of their work environment. Studies on organizational climate may be done in the entire work environment or at a certain dimension or certain environment of the organization.

School being a social organization can be said to have its own culture and climate emanating from its role exceptions and functions. Members of school interact to produce a climate that can be significant both to the students and organization. Leaders and teachers are often concerned with maintaining their legitimate authority and defending their place in school situation. Organization has therefore; certain role structure and the incumbents of an institution are expected to exhibit a kind of behaviour which contributes to goals of the organization. It is the mechanism of effective organization through which the needs of the institution and needs of the teachers are modified so that they come together in one compact working group. It is observed that there is great deal of difference among school (govt/private) in their individuality and uniqueness. Such an individuality and uniqueness in government and private type of school may be called as the environment of a school, the climate of a school etc.
To conclude, educational organizations such as school, colleges and universities should have individuals who are committed to their organization, profession and well being of students. A variety of antecedents and outcomes have been identified in the past thirty years related to organizational commitment (Angle & Perry, 1981; Mowday et.al. 1979; Hall 1977). Meyer and Allen (1991) and Dunham et.al. (1994) identified three types of commitment; affective commitment, continuance commitment and normative commitment. Meyer, Allen and Smith (1993) say that the three types of commitment are a psychological state “that either characterizes the teacher’s relationship with the organization and has the implications to affect whether the employee will continue the organization. Teacher commitment is important because high levels of commitment lead to several favorable organizational outcomes. Meta analyses indicate that commitment is negatively related to turnover (Cooper-Hakim & Viswesvaran, 2005), absenteeism (Farrell & Stamm, 1988), and counterproductive behaviour (Dalal, 2005) and positively related to job satisfaction (Cooper-Hakim & Viswesvaran, 2005), motivation (Mathieu & Zajac, 1990), and organizational citizenship behaviours (Riketta, 2002). Moreover, research studies have provided evidence of a positive correlation between organizational commitment and job performance (e.g., Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1989). Low commitment has also been associated with low levels of morale (Decottis & Summers, 1987) and decreased measures of altruism and compliance (Schappe, 1998). Finally, non-committed employees may describe the organization in negative terms to outsiders thereby inhibiting the organization's ability to recruit high-quality employees (Mowday, Porter, & Steers, 1982). When individual and teams are committed to the values and goals of their organization, they perceive their organizational climate as favourable and will contribute to their development in a positive ways, perceives style of leadership which encourages them to have a greater participation in policy planning different from traditional top-down, hierarchical and bureaucratic leadership style and will adjust with uniqueness and individuality of government/ private type of school.
STUDIES RELATED TO ORGANIZATIONAL COMMITMENT

Jermier and Beckers (1979) collected data on organizational commitment from over 800 police officers. The researchers were investigating the relationship between job satisfaction and organizational commitment. Results revealed that employees who were more satisfied with their job had higher level of organizational commitment.

Decottis and Summers (1987) undertook a study of 367 managers and their employees. They examined the relationship between organizational commitment and the outcome measures of individual motivation, desire to leave, turnover and job performance. Organizational commitment was found to be a strong predictor for each of these outcome areas.

Irving et.al. (1997) investigated the relationship between affective, continuance and normative commitment and the outcome measures of job satisfaction and turnover intentions. Total participants for the study included 232 employees. Result revealed that job satisfaction was positively related to both affective and normative commitment. However job satisfaction was negatively related to continuance commitment. All three types of commitment were negatively related to turnover intentions, with continuance commitment having the strongest negative relationship.

Kaur and Singh (2000) examined the relationship between organizational commitment and self-actualization, work values and work environment. Measures were administered to 100, non-teaching university employees (age 21-59 years). Comparison of groups, high and low commitment, formed on the basis of median split of scores on organizational commitment revealed significant difference on self-actualization, self regard, time competence, social status activity preference, pride in work and job involvement. Factor analysis revealed that organizational commitment was positively related with self-actualization, self regard and aggression and negatively associated with time competence and inner directedness. Work
values such as social status activity preference, upward striving and pride in work were positively associated with organizational climate.

**Khan and Mishra (2002)** estimated the canonical correlation between need satisfaction and organizational commitment. A sample of 150 rail engine drivers (age 26-29 years) was administered the Porta’s satisfaction scale (1982) and organizational commitment scale (Allen & Meyer, 1993). Need s’ of social attachment and esteem were significantly correlated with affective and normative commitment. The canonical correlation between five needs and three dimensions of organizational commitment was significant.

**Chughtai and Zafar (2006)** conducted study on Antecedents and consequences of organizational commitment among Pakistani University teachers. The purpose of this study was to determine if selected personal characteristics, facets of job satisfaction, and the two dimensions of organizational justice (distributive justice & procedural justice) significantly explained variance in the organizational commitment of Pakistani university teachers. In addition, the study examined the influence of organizational commitment on two organizational outcomes-job performance and turnover intentions. Data were gathered from 125 full-time teachers from 33 universities in the three major cities of Pakistan: Lahore, Islamabad/Rawalpindi; and Peshawar. The results of the study indicated that the personal characteristics, facets of job satisfaction and two dimensions of organizational justice as a group were significantly related to organizational commitment of teachers. Individually, distributive justice and trust in management were found to be the strongest correlates of commitment. Moreover, commitment was found to be negatively related to turnover intentions (-0.40) and positively related to a self-report measure of job performance (0.32).

**Joo & Lim (2009)** investigated the effect of personal characteristics (proactive personality) and contextual characteristics (organizational learning culture and job complexity) of employee’s intrinsic motivation and organizational commitment. Results revealed that employees exhibited the
highest organizational commitment when they perceive higher learning culture and higher job complexity.

**Nazari and Basri (2012)** conducted a study on an empirical investigation of Lecturer’s organizational commitment in technical and vocational colleges in Iran. A survey based descriptive research with the analysis of mean, standard deviation, frequency and percentage and four t-tests were utilized to measure organizational commitment of 295 lecturers. The results showed that there were significant difference between lecturers and teachers in affective commitment, $t=7.753$, $p<0.05$. Similarly, t-test analysis showed that there was significant difference between lecturers and teachers in continuance commitment, $t=5.094$, $p<0.05$ and regarding the normative commitment, there was significant difference between lecturers and teachers in TVCs in Iran, $t=5.334$, $p<0.05$. For the overall organizational commitment, the t-test indicated that lecturers and teachers were significantly different, $t=11.245$, $p<0.05$.

**STUDIES RELATED TO ORGANIZATIONAL COMMITMENT AND LEADERSHIP PREFERENCE**

**Yiu (1991)** investigated the interaction between perceived Principal’s leadership behaviour and characteristics of teacher or nature of teaching task in predicting the affective or continuance organizational commitment of teachers. Results showed

(a) professional orientation of teacher moderates the relationship between perceived supportive behaviour and affective commitment;

(b) task significance moderates the relationship between perceived instrumental behaviour and affective commitment; and

(c) teaching experience of teacher moderate the relationship between perceived supportive behaviour and continuance commitment.

**Yousef (2000)** investigated the potential mediating role of organizational commitment in relationship of leadership behaviour with the work outcomes of job satisfaction and job performance in a non-western country where multiculturism is a dominant feature of work force. Results
suggest that those who perceive their superiors as adapting consultative or participative leadership behaviour are more committed to their organization, more satisfied with their job and their performance is high.

**Avolio et. al. (2004)** conducted study on “transformational leaders and organizational commitment: Mediating role of psychological empowerment and mediating role of structural distance” using a sample of 520 staff nurses employed by a large public hospital in Singapore. They examined whether psychological empowerment mediated the effects of transformational leadership on followers' organizational commitment. They also examined how structural distance (direct and indirect leadership) between leaders and followers moderated the relationship between transformational leadership and organizational commitment. Results from HLM analyses showed that psychological empowerment mediated the relationship between transformational leadership and organizational commitment.

**Ross and Gray (2006)** conducted study on “Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy.” Study examined the mediating effects of teacher efficacy by comparing two models derived from Bandura's social cognitive theory. Model A hypothesized that transformational leadership would contribute to teacher organizational commitment to organizational values exclusively through collective teacher efficacy. Model B hypothesized that leadership would have direct effects on teacher commitment and indirect effects through teacher efficacy. Data from 3074 teachers in 218 elementary schools in a cross validation sample design provided greater support for Model B than Model A. Transformational leadership had an impact on the collective teacher efficacy of the school. Teacher efficacy alone predicted teacher commitment to community partnership; and transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community.

**Abdulla and Abdulla (2008)** conducted a study on correlation between school culture, leadership style, organizational commitment and academic achievement in Malaysia Malay Medium Primary Schools. Main
focus of this study was to identify the relationship between school culture, leadership style, organizational culture and academic achievement in Malaysian Malay medium primary schools. Data for this study was collected randomly from 141 schools, consisting of 1657 teachers through surveys utilizing Maslowski's (2001) School Culture Inventory; Meyer and Allen's (1990) Organizational Commitment, and Multifactor Leadership Questionnaire. The findings of this study revealed that school culture has positive significant impact on leadership style (0.35), commitment (0.25) and academic achievement (0.18). Meanwhile, leadership style (0.06) and commitment (0.04) has no significant impact on academic achievement. Subsequently, leadership style has a positive impact towards teacher's commitment (0.24).

Hester (2010) examined the relation between distributed leadership variables, context variables, and teacher's organizational commitment using a multi level approach. Findings suggested that the teacher's organizational commitment is mainly related to teacher's perceptions concerning the cooperation of leadership team and the support received from the leadership team. Teachers feel commitment to the school if it is led by a leadership team working in a cooperative way and where all leaders support teachers significantly.

Nazarudin and Omar-Fauzee (2011) conducted a study on Headmaster's transformational leadership and teacher's organizational commitment in primary schools. Study explored the level of headmaster's transformational leadership, the level of teacher's organizational commitment and the relationship between headmaster's leadership style and the organizational commitment of primary school teachers in Beaufort, Sabah, Malaysia. Data was obtained from 130 Beauforts, primary school teachers. Results revealed an average +ve relationship between headmaster's inspirational motivation and teachers organizational commitment.

Necati, Ferudun and Ali Cagatey (2012) investigated the relationship between school principal's transformational and transactional leadership styles and teachers' organizational commitment. A total of 237 primary school
teachers employed in Ankara participated in the study. The multifactor leadership questionnaire developed by Bass and Avolio (1995) and organizational commitment questionnaire developed by Allen and Meyer (1990) were used to gather data. Results indicated that school principals were more likely to perform transformational leadership style than transactional leadership style. There were significant relationship between transformational and transactional leadership style of principals and organizational commitment of teachers.

STUDIES RELATED TO ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL CLIMATE

Welsch (1981) investigated the inter-relationship between commitment and job characteristics, job satisfaction, professional behaviour and organizational climate. Study was investigated on a healthcare institution employees. Results revealed that role conflict and role ambiguity are detrimental to commitment, while a participative climate, power, promotion opportunities are positively related to organizational commitment.

Turen (1998) examined the relationship between each dimension of organizational commitment (Supportive principal behaviour, directive principal behaviour, frustrated teacher behaviour) and the organizational commitment of teachers in Turkish Public Schools. Data was collected from 900 educators in 40 public high schools. Results indicated significant positive relationship between overall organizational climate of the school and the teacher’s organizational commitment.

Bhaesaysanguan (2004) conducted a study on relationship among organizational climate, job satisfaction and organizational commitment in the Thai Telecommunication Industry. Random sampling technique was used to select private telecommunication enterprise in Bangkok area. Results revealed positive relationship of technicians perception in an organizational climate effect to job satisfaction.

Mina (2006) conducted a study on relationship between organizational climate of Isfahan high schools and teachers’ organizational commitment.
The aim of study was to determine the difference between five dimensions of organizational climate (supportive, directive, collegial, committed, disengaged) and also four dimensions of organizational commitment (professional commitment, organizational commitment, attachment to the work value and job involvement) from the teacher’s point of view. The statistical sample consisted of 184 male and female high school teachers selected through multistage random sampling. The research findings revealed that there is a positive and strong relationship between the organizational climate of school and teacher’s organizational commitment. There was also a relatively strong relationship between each aspect of organizational climate (supportive, directive, collegial, committed, disengaged) and teacher’s organizational commitment.

Nammi and Nezhad (2009) investigated the relationship between components of organizational climate including autonomy trust, pressure, cohesion, support, recognition, fairness and innovation and teacher’s commitment to school, teaching occupation and work group. The study was conducted in one of the biggest cities Ahvaz (Iran) using a sample consisted of 170 teachers. Two methods were applied: correlation analysis and multiple regression analysis. Study revealed statistically significant relationship between organizational climate and components of organizational commitment. The results of multiple regression analysis showed that trust, innovation, support, fairness and recognition have significant effects on the explanation of variance of organizational commitment.

Hoda and Suzan (2011) examined the relationship between organizational climate and organizational commitment made by staff as well as instructors working in Sosangerd Azad Islamic University. The Lietvin and Sterinch’s organizational climate questionnaire and Allen and Meyer’s organizational commitment questionnaire were used as research instruments. The population consisted of staff and instructors who work and teach in that university (42 females and 108 males). The results indicated there existed a significant correlation between organizational climate and commitment to organization.
Yusof (2011) conducted a study to analyze the relationship between school climate and teacher’s organizational commitment. The study investigated the predictability of key dimensions of school climate related to collegial leadership, professional teacher behaviour, achievement pressure and institutional vulnerability towards teacher organizational commitment. The population for this study consisted of teachers from 5 national primary schools in the Island of Penang, Malaysia. The study found that the level of school climate openness and overall teachers’ commitment of the selected five primary school is high. There was positive correlation between school climate dimensions and teacher’s commitment. The regression analysis showed that only professional teacher behaviour made a significant contribution to teacher’s commitment.

Dorgham (2012) conducted a study on relationship between organizational climate and organizational commitment of staff nurses at Tanta Main University Hospital. Ninety respondents participated in this study (65 staff nurses and 25 head nurses). The data of the study was collected using two separate instruments modified by the researchers; first one assessed organizational climate and the second assessed subject’s organizational commitment. The findings of the study revealed a positive relationship between six dimensions of organizational climate and organizational commitment among the subjects.

STUDIES RELATED TO ORGANIZATIONAL COMMITMENT AND TYPE OF SCHOOL

Kushman (1992) investigated the organizational dynamics of teacher work place commitment in urban elementary and middle schools. Two types of teacher work place commitment i.e. organizational commitment and commitment to student learning were studied in 63 urban elementary and middle schools with all data analysed at the school level. Overall weaker relationship was found between commitment to student learning and predictor variables and also weaker relationship was found between commitment to
student learning and student achievement. Organizational commitment was positively related to student achievement.

Singh (2005) conducted a comparative study of organizational commitment of teachers of aided and non-aided schools of secondary level. The results revealed there was a basic difference between both types of school teacher's organizational commitment.

Li (2007) conducted a study on the relationship among the primary school organizational culture, teacher's organizational commitment and organizational citizenship behaviour in Pung-tung country. 680 primary school teachers in 56 primary schools comprised the sample. The conclusions are listed below:

1. The whole performance of the primary school organizational culture was good. Among the sectional scores, "the dimension of development culture" was the highest.

2. The whole performance of the primary school teachers' organizational commitment was good. Among the sectional scores, "the dimension of retention commitment" was the highest.

3. The whole performance of the primary school teachers' organizational citizenship behaviour was good. Among the sectional scores, "the dimension of non-benefit-orientated" was the highest.

4. The elder, the high-educated, the senior, the administrator and the teachers of primary school in the megalopolis have a higher sense of the school organizational culture.

5. The elder, the high-educated, the senior, and the administrator have a higher sense of the school organizational commitment.

6. The elder, the high-educated, the senior, and the administrator have a higher sense of the school organizational citizenship behaviour.

7. The clearer the school organizational culture will be, the better organizational commitment will be.

8. The clearer the school organizational culture will be, the better organizational citizenship behaviour will be.
9. The clearer the school organizational commitment will be, the better organizational citizenship behaviour will be.

**Joolideh and Yeshodhara (2008)** investigated the organizational commitment among high school teachers in India and Iran. Data was obtained from 215 high school teachers from 21 schools in Bangalore (India) and from 215 high school teachers from 21 schools in Sanandaj (Iran) with participants responding to the organizational commitment questionnaire developed by Allen & Meyer (1997). The results revealed that significant differences were observed only in normative commitment between government and private high school teachers.

**Tripathi (2009)** investigated a study of organizational commitment of student teachers of B.Ed. colleges (grant in-aid and self-financed B.Ed. institutions). Survey method was used to collect the data. Random sampling method was employed for collection of data from 16 B.Ed. institution of Jaunpur. Results showed no significant difference between organizational commitment student teachers of grant in-aided and self financed B.Ed. institutions. Results also showed no significant difference between organizational commitment of grant in-aid and self financed B.Ed. institutions on the basis of faculty, sex and geographical distribution.

**EMERGENCE OF THE PROBLEM**

Organizations that have goals to achieve require satisfied and happy staff. Many organizations are facing major challenges resulting in restructuring, reengineering and downsizing. Organizations need committed workers in order to face the worldwide economic competitions. The behaviour of employees in organizational life is affected by a lot of variables. The vitality of all educational organizations lies in the willingness of employees to contribute to the development of the organization. Teacher’s voluntary behaviour is quite important in educational organization because educational organizations are the organizations where extra role behaviour are performed as well as the official works. Educational organizations are one of the most important social institutes in a society. The effective and directive position of
an educational organization in a society depends upon its perfect coordination in the direction of social expectation. The effectiveness level of educational organization necessitates adequate organization formation, satisfaction, resources, consistent policies based on specific and technological development and qualified employees with healthy working conditions and also its aim should be directive for social needs. It is known that human being is the most important input of any organization. Although educational organizations have organic, physical and economic condition for effectiveness, the creative performance of organization may be promising unless the teacher who is teaching, in organization has attached importance.

But teaching today is more complex and demanding role that it has been ever. Teaching is the essential profession, the one that makes all professions possible. Without well qualified, caring and committed teachers, neither improved curricula nor safe schools can contribute to this noble task. In this context, organizational commitment is an important variable which has an important role in terms of analyzing the relationship of the teachers with each other and with the organization. Organizational commitment has been a popular theme in both academic and managerial world for a long time. So the need for factors that predict organizational commitment has become more critical as one of the factors that could lead to healthy organizational climate, increased morale, motivation and productivity is organizational commitment. It has emerged as a promising area of research within the study of industrial/organizational psychology also in recent time.

The social, cultural and economic heights to which an organization can rise depends upon willingness of an employee to expect high level of efforts on the behalf of the organization which in turn depends upon ability and integrity of its leaders as well as intensification of organizational climate due to unexpected changes that are taking place in the socio-cultural patterns of human life. For organization to compete effectively and efficiently; there is need to understand the cultural implications involved in motivating employees. Leadership has been found to have a positive effect on organization’s productivity and efficiency. Day and Baresfood (2000) suggested that when
schools operate democratically, teachers will be more likely to contribute to
t heir development in a positive ways, because it encourages teachers to have
greater participation in policy planning and decision making. In different type
of organization, teachers come in contact with different cultures, different
situations and different circumstances. Environment of government
organization/ schools is different from private organizations/ schools in many
aspects. Unfortunately, there has been lack of research efforts in linking these
personal and psychological characteristics of teacher to organizational
commitment. Even, as regards organizational commitment of secondary
school teachers there is divergence of opinions among researchers. Some
researchers believed that teachers are not committed to their organization.
Others believed that they are committed to organizational goals but it is the
organization, that do not show commitment to the plight of teachers . They
believe that organizational commitment reflects one side of the reciprocal
relationship between the organization and teacher and as such each party
has to play its role.

Leadership preference and organizational climate are hot terms in the
educational management literature. However, there is a paucity of empirical
quantitative research concerning the effect of leadership preference and
organizational climate on organizational outcomes. The main objective of the
present study was investigating the effect of leadership preference,
organizational climate and type of school on organizational commitment and
its sub-components among secondary school teachers. The focus was to
study the effect of auto/ democratic leadership preference and favourable/
unfavourable organizational climate and govt. and private type of school on
teacher’s organizational commitment. Over the past two decades, the
construct of organizational commitment has witnessed a flurry of research
activities. But a little is known about how different leadership styles might
interact with climate orientations and type of school, to influence
organizational commitment. No systematic study has been conducted so far
on effect of leadership preference, organizational climate and type of school
on organizational commitment and its sub-components among secondary
school teachers to the best of the knowledge of the researcher. Therefore, this study is designed to fill such research gaps. Against this background this study will investigate the relationship of organizational climate, leadership preference, and type of school to organizational commitment among secondary school teacher. The proceeding rational lead to the development of following statement of the problem.

**STATEMENT OF THE PROBLEM**

The present problem is entitled as:

**ORGANIZATIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO LEADERSHIP PREFERENCE ORGANIZATIONAL CLIMATE AND TYPE OF SCHOOL**

**OBJECTIVES OF THE STUDY**

1. To compare the total organizational commitment of secondary school teachers with respect to leadership preference, organizational climate and type of school.

2. To study the interaction effect of leadership preference and organizational climate on the total organizational commitment of secondary school teachers.

3. To study the interaction effect of organizational climate and type of school on the total organizational commitment of secondary school teachers.

4. To study the interaction effect of leadership preference and type of school on the total organizational commitment of secondary school teachers.

5. To study the interaction effect of leadership preference and organizational climate and type of school on the total organizational commitment of secondary school teachers.

6. To compare the affective, continuance and normative commitment of secondary school teachers with respect to leadership preference, organizational climate and type of school.
7. To study the interaction effect of leadership preference and organizational climate on the affective, continuance and normative commitment of secondary school teachers.
8. To study the interaction effect of organizational climate and type of school on the affective, continuance and normative commitment of secondary school teachers.
9. To study the interaction effect of leadership preference and type of school on the affective, continuance and normative commitment of secondary school teachers.
10. To study the interaction effect of leadership preference and organizational climate and type of school on the affective, continuance and normative commitment of secondary school teachers.

HYPOTHESES OF THE STUDY

As per the objectives of the study, present study was undertaken on the basis of following hypotheses:

1. Secondary school teachers having autocratic leadership preference do not differ significantly from secondary school teachers having democratic leadership preference with regard to total organizational commitment.

2. Secondary school teachers having favourable organizational climate do not differ significantly from secondary school teachers having unfavourable organizational climate with regard to total organizational commitment.

3. Government Secondary School teachers do not differ significantly from their Private school counterparts with regard to total organizational commitment.

4. The interaction leadership preference and organizational climate does not contribute to any significant difference with regard to total organizational commitment.
5. The interaction organizational climate and type of school does not contribute to any significant difference with regard to total organizational commitment.

6. The interaction leadership preference and type of school does not contribute to any significant difference with regard to total organizational commitment.

7. The interaction leadership preference and organizational climate and type of school does not contribute to any significant difference with regard to total organizational commitment.

8. Secondary school teachers having autocratic leadership preference do not differ significantly from secondary school teachers having democratic leadership preference with regard to affective organizational commitment.

9. Secondary school teachers having favourable organizational climate do not differ significantly from secondary school teachers having unfavourable organizational climate with regard to affective organizational commitment.

10. Government Secondary School teachers do not differ significantly from their Private school counterparts with regard to affective organizational commitment.

11. The interaction leadership preference and organizational climate does not contribute to any significant difference with regard to affective organizational commitment.

12. The interaction organizational climate and type of school does not contribute to any significant difference with regard to affective organizational commitment.

13. The interaction leadership preference and type of school does not contribute to any significant difference with regard to affective organizational commitment.

14. The interaction leadership preference and organizational climate and type of school does not contribute to any significant difference with regard to affective organizational commitment.
15. Secondary school teachers having autocratic leadership preference do not differ significantly from secondary school teachers having democratic leadership preference with regard to continuance organizational commitment.

16. Secondary school teachers having favourable organizational climate do not differ significantly from secondary school teachers having unfavourable organizational climate with regard to continuance organizational commitment.

17. Government Secondary School teachers do not differ significantly from their Private school counterparts with regard to continuance organizational commitment.

18. The interaction leadership preference and organizational climate does not contribute to any significant difference with regard to continuance organizational commitment.

19. The interaction organizational climate and type of school does not contribute to any significant difference with regard to continuance organizational commitment.

20. The interaction leadership preference and type of school does not contribute to any significant difference with regard to continuance organizational commitment.

21. The interaction leadership preference and organizational climate and type of school does not contribute to any significant difference with regard to continuance organizational commitment.

22. Secondary school teachers having autocratic leadership preference do not differ significantly from secondary school teachers having democratic leadership preference with regard to normative organizational commitment.

23. Secondary school teachers having favourable organizational climate do not differ significantly from secondary school teachers having unfavourable organizational climate with regard to normative organizational commitment.
24. Government Secondary School teachers do not differ significantly from their Private school counterparts with regard to normative organizational commitment.

25. The interaction leadership preference and organizational climate does not contribute to any significant difference with regard to normative organizational commitment.

26. The interaction organizational climate and type of school does not contribute to any significant difference with regard to normative organizational commitment.

27. The interaction leadership preference and type of school does not contribute to any significant difference with regard to normative organizational commitment.

28. The interaction leadership preference and organizational climate and type of school does not contribute to any significant difference with regard to normative organizational commitment.

DESIGN OF THE STUDY

Descriptive method of research was employed for the present study. This method enabled the researcher to investigate the organizational commitment of secondary school teachers in relation to their preference for autocratic/democratic leadership style of their heads, favourable and unfavourable climate of their organizations and type of school.

Statistical design mainly included ANOVA. Four 2X2X2 ANOVA designs were employed and the four dependent variables in each of the four designs were: scores on organizational commitment, affective component of organizational commitment, continuance component of organizational commitment and normative component of organizational commitment. The independent variables in each of the four 2X2X2 ANOVA designs were: leadership preference-autocratic and democratic, organizational climate-favourable and unfavourable and School Type - Government and Private Secondary Schools.
SAMPLE

The sample of present study consisted of 375 teachers of government and private secondary schools situated in rural and urban areas of Punjab. Out of all districts of Punjab, five districts of Punjab (Bathinda, Moga, Muktsar, Fazilka, Amritsar) were taken randomly for the present study.

Purposive-cum-random sampling technique was employed for selection of teachers and secondary schools. A list of all government and private secondary schools of five districts only was obtained. From the available list of schools, sixty schools from five districts were selected randomly. From these 60 schools, 188 secondary school teachers were chosen from government schools and 187 from private secondary schools. The sample distribution for the teachers has been presented in table below:

Table Showing details of final sample

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of District</th>
<th>Name of School</th>
<th>Type of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Govt. No. of Teachers</td>
</tr>
<tr>
<td>1.</td>
<td>Bathinda</td>
<td>(a) Govt. High School, Jai Singh Wala</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Govt. Sr.Sec. School, Bathinda</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) Govt. High School, Sekhon</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Govt. Sr.Sec. School, Sangat Mandi</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(e) Govt. Sr.Sec. School, Gehri Bhuter</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(f) Govt. Sr.Sec. School, Romana</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(g) M.H.R.Sr Sec School, Bathinda</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(h) R.B. DAV Sr Sec School, Bathinda</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(i) Saint Rama Public School, Bathinda</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(j) Lord Rama Public School, Bathinda</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(k) Silver Oaks School, Bathinda</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(l) M.S.D. Sr. Sec. School, Bathinda</td>
<td>7</td>
</tr>
</tbody>
</table>
2. Moga

| (a) Govt. High School, Chhoteghar       | 6 |
| (b) Govt. High. School, Bhekha         | 6 |
| (c) Govt. Sr.Sec. School, Baghapurana  | 6 |
| (d) Govt. Sr.Sec. School, Mehtabgarh   | 6 |
| (e) Govt. High School, Bhaloor         | 7 |
| (f) Govt. Sr.Sec. School, Langiena     | 7 |
| (g) Spring Field Convent School, Moga  | 6 |
| (h) Bhai Veer Singh Sr Sec School, Moga| 6 |
| (i) D.N Model School, Moga            | 6 |
| (j) Sacred Heart School, Moga          | 6 |
| (k) Saint Joseph School, Moga          | 7 |
| (l) Giani Gurbachan Singh Sr.Sec.School, Moga | 7 |

3. Shri Muktsar Sahib

| (a) Govt. High School, Kaori           | 6 |
| (b) Govt. High School, Lakkarwala      | 6 |
| (c) Govt. Sr.Sec. School, Lambidhab    | 6 |
| (d) Govt. Sr.Sec. School for Boys, Rupana | 6 |
| (e) Govt. Sr.Sec. School for Boys, Mukatsar | 7 |
| (f) Govt. Sr.Sec. School for Boys, Bhagsar | 7 |
| (g) D.A.V. Sr. Sec. School, Shri Muktsar Sahib | 6 |
| (h) Imperial Public School, Shri Muktsar Sahib | 6 |
| (i) National Public School, Shri Muktsar Sahib | 6 |
| (j) Adarsh Model School, Shri Muktsar Sahib | 6 |
| (k) Tagore Model School, Shri Muktsar Sahib | 6 |
| (l) Shivalik Public School, Shri Muktsar Sahib | 7 |

4. Amritsar

| (a) Govt. Sec. School, Ghanupur        | 6 |
| (b) Govt. Sr.Sec. School, Lopoke       | 6 |
| (c) Govt. Sr.Sec. School, Vereka       | 6 |
| (d) Govt. Sr.Sec. School, Kotkhalsa    | 6 |
| (e) Govt. Sr.Sec. School,Katra Karam Singh | 6 |
| (f) Govt. Sr.Sec. School for Girls, Putligar | 7 |
5. Fazilka

| (a) Govt. High School, Burajmuhar | 6 
| (b) Govt. High School, Azimgarh | 6 
| (c) Govt. Girls Sr.Sec. School, Abohar | 6 
| (d) Govt. Sr.Sec. School, Waryamkhera | 6 
| (e) Govt. Sr.Sec. School, Balluana | 6 
| (f) Govt. Sr.Sec. School, Rampura Narainpura | 7 
| (g) Assumption Convent School, Abohar | 6 
| (h) New Lihg Public Sr. Sec. School, Abohar | 6 
| (i) Amrit Model Sr. Sec. School, Abohar | 6 
| (j) Swami Vivekanand Public School, Abohar | 6 
| (k) Holy Heart High School, Abohar | 6 
| (l) Sachkhand Convent School, Abohar | 7 

| TOTAL | 188 | 187 |

**TOOLS USED**

The selection of tool is of paramount significance in any investigation.

In the present study, two types of tools have been used for investigation :-

**Standardized Tools**

i) Organizational commitment scale by Allen & Meyer (1997).


**Self Prepared Tools**

i) Background Questionnaire.

ii) Organizational climate Scale.
STATISTICAL TECHNIQUES USED:
1. Part-whole correlation method has been used to find the internal consistency along the organizational climate scale.
2. Split half method of finding reliability with Spearmen Brown Prophecy formula has been used to find full length reliability of the organizational climate scale.
3. Criterion related validity of organizational climate scale has been calculated by using product moment correlation by correlating it with external criteria constructed and standardized by Chattopadhyaya and Agarwal (1996).
4. K-S test has been used to test the assumption of normality to study general nature of the sample involved.
5. Bartlett’s test has been used to test homogeneity of the variances’.
6. 2X2X2 factorial analysis has been used to see the significance of difference among various groups.

DELIMITATIONS OF THE STUDY
Delimitations are boundaries of a study, a research worker has to delimit her study with regard to different aspects as variables, area, size of sample etc. due to delimitation of time, energy and resources. Keeping in view, all these things the investigator delimited the work as given below:
1. The present study was delimited to a sample of 240 secondary school teachers taken from government and private schools of Punjab state.
2. Only secondary school teachers have been covered as the subjects hence results may not be generalized for all categories of teachers.
3. Study has been delimited to 5 districts of Punjab state.
4. Only leadership preference, organizational climate and type of schools has been taken as independent variables.
5. Limited statistical techniques like product moment correlation and 2x2x2 ANOVA has been applied to analyze the data.
MEANING OF THE TERMS USED

Organizational Commitment

Commitment is a state of being in which an individual becomes bound by his action and through his action to beliefs that sustain the activities of his own involvement. Commitment framework adopted in the present research has been called “organizational commitment” which is of considerable interest to psychologists, because organizational commitment has an important role in terms of analyzing the relationship of the teachers have with each other and with the organization. Organizational commitment has been studied in the public, private and non-profit sector and more recently internationally.

According to Meyer & Allen (1996) organizational commitment is psychological link between an employee and his/ her organization that makes it less likely that the employees will voluntarily leave the organization. It is the relative strength of an individual’s identification with and involvement in a particular organization.

Meyer and Allen (1991) and Dunham et.al. (1994) identified three types of commitment; affective commitment, continuance commitment and normative commitment. Affective commitment reflects an emotional attachment to identification with and involvement in the organization. Affective commitment has been shown to have the strongest positive correlations with performance followed by normative commitment. Normative commitment reflects sense of obligation to the organization. Continuance commitment is based on an employee’s perception of the costs that are associated with leaving the organization or a perceived view of alternative employment opportunities. Continuance commitment tends to be unrelated or negatively correlated to worker’s behaviour such as attendance, job performance and organizational citizenship behaviour (Meyer et.al. 2002).

Secondary School Teachers:

Teachers who teach to 9th to 12th grade students, either in government or private schools.
Leadership Preference:

According to Bhushan (1995) leadership preference is one’s degree of preference for authoritarian or democratic leadership style. Leadership is challenging status of leader. It is ability to lead which can be taught. In the field of education, leadership is considered as a provider of necessary feedback to the teachers and other non-academic personal for rendering their best service on the humanistic ground by proper understanding of human nature and behaviour.

Organizational Climate:

For the purpose of the present study organizational climate has been operationally defined as measure of four dimensions i.e. leadership, organization structure and design, interpersonal relations/co-workers relations and member quality. It refers to favourable and unfavourable climate of organization which is individual’s perceptions of work environment that distinguish one organization from another and influence the behaviour of its members.

Type of School:

It refers to two types of schools here namely government schools run by state and private schools run by person or private organizations.

SIGNIFICANCE OF THE STUDY

The present study will be of much significance as it will contribute to the knowledge concerning practical framework for understanding leadership behaviour and effect of organizational climate’s effect on organization commitment of secondary school teachers. The study will outline the behaviour to accomplish favourable school climate within the school to achieve teacher commitment and will offer more insights and serves as a critical friend in academia, encouraging head to reflect and breaking their traditional practices and questioning those assumptions which are rigid and unchangeable. It has been found that if teacher commitment is high, then these teachers will be more compatible and will be more productive and will have higher level of satisfaction, loyalty and responsibility. Every school has a
different feel, a different personality. Organizational climate is one of the internal characteristics of a school, that distinguishes one school from another. A conducive climate will be helpful to reach, describe and define performance in order to find out the factors that could have positive influence on effective change mechanisms in schools. Organizational climate has a major effect on teacher’s commitment. Understanding the relationship of teacher commitment to school climate is important source to improve schools.

Some schools still ascribe to old adage that “leaders are born, not made”, there remains a societal responsibility to provide school leaders with the skills and practices needed to orchestrate schools in a way that can maximize sustained achievement of school for all students.

Organizational commitment is expected to produce organizational outcome (Chelter and Tausky 1987). Unfortunately limited studies have been conducted on organizational commitment and factors associated with it in higher education. Additionally no research has been done using Meyer et.al., (1997) organization commitment theory and Bhushan, (1995) leadership preference theory, hence this study will contribute to research literature by throwing light on organizational commitment in relation to leadership preference, organization climate and type of school of secondary school teachers. Study would be of great interest to administrators, teacher and persons who work directly within educational organizations. The findings of study would help to improve quality on school leadership and to enrich theories and principles on school leadership, which have a direct impact on the future training of school leaders. Data generated from this study will serve as practical framework to plan, organize and provide leadership training programme for school leaders and prospective leaders. Study could also be important for school leaders as the findings can help them take heed of their leadership behaviour and become more sensitive to the process and importance of human interaction.

This study would help not only to increase the success in a certain role, but also influence teacher’s motivation, dedication and satisfaction in their work and also encourages individuals to achieve many voluntary actions
necessary for organizational life and high standard system success. At last, significance of present problem lies in its educational and social utility. The study will bring out new ideas for making further investigation. An understanding of these areas from researcher’s points of view is of much significance for making suggestions regarding the implementations of results of present investigation to make schools up to expected standard.

CONCLUSIONS

On the basis of results of the present study, following conclusions has been drawn:

1. Secondary school teachers preferring autocratic leadership style of their heads do not differ significantly from secondary school teachers preferring democratic leadership style of their head on organizational commitment scale to measure total organizational commitment, affective organizational commitment, continuance organizational commitment and normative organizational commitment of secondary school teachers. The probable reason for these results may be that secondary school teachers are highly committed with their organization. The commitment is like kinetic energy which is not effected by leadership skills. Teacher inevitably exhibit organizational commitment and they work within the confines of certain leadership styles, whatever it may be.

2. Secondary school teachers having favourable organizational climate of their organization do not differ significantly from secondary school teachers having unfavourable organizational climate on organizational commitment scale to measure total organizational commitment, affective organizational commitment, continuance organizational commitment and normative organizational commitment of secondary school teachers. The probable reason for these results may be explained by factors like good planning, clear rules and regulations, cooperative heads of school, participation in decision making, job profile of teachers and their own satisfaction towards their own
organizational life that teachers make much more efforts and feel committed to their organizational without depending upon climate of the organization.

3. Government secondary school teachers do not differ significantly from private secondary school teachers on organizational commitment scale to measure total organizational commitment, affective organizational commitment, continuance organizational commitment and normative organizational commitment of secondary school teachers. The probable reason for these results may be explained by the factors like teacher’s degree of understanding of organization’s goals and policies, requirements of their jobs, feeling of personal responsibility for their work, feeling that they are recognized and rewarded for doing good work and receiving of accurate performance feedback and the feeling of belongingness to their organizations characterized by the cohesion, mutual support, trust and pride.

4. Combined effect of variables leadership preference x organizational climate does not contribute to any significant difference on total, affective, continuance and normative organizational commitment measure meaning thereby difference in respect of leadership preference is independent of type of organizational climate (favourable/unfavourable) and vice versa.

5. Combined effect of variables organizational climate x type of school does not contribute to any significant difference on total, affective, continuance and normative organizational commitment measure meaning thereby difference in respect of organizational climate is independent of type of school (government/private) and vice versa.

6. Combined effect of variables leadership preference x type of school does not contribute to any significant difference on total, affective, continuance and normative organizational commitment measure meaning thereby difference in respect of leadership preference is independent of type of school (government/private) and vice versa.
7. Combined effect of variables leadership preference x organizational climate x type of school does not contribute to any significant difference on total, affective, continuance and normative organizational commitment measure meaning thereby differences between two levels of two combined variables is independent of levels of third variable i.e difference between two levels of leadership preference x organizational climate is independent of levels of type of school (government/ private) and is true for other combinations.

EDUCATIONAL IMPLICATIONS

The present investigation is of much significance from the point of view of its contribution in the field of education as it is directly related to the teacher and teaching in secondary schools. Findings of the present study are not only useful to researchers in terms of future researches but the findings have applications to school practices, organizational management in schools, teachers and administration.

1. One of the important contribution of the present study is that it determines the relative effect of leadership preference, organizational climate and type of school on the total organizational commitment and its sub-components, that have been found to be an important aspect of organizations. These sub-components should be considered as a major determinant of organizational effectiveness and individual motivation which effect teacher’s identification with the organization, level of effort and turn over in the organization.

2. Study of leadership preference, organizational climate and type of school variables appear to be crucial in predicating organizational commitment and its sub-components and should therefore be strongly acknowledged by school heads who strive to raise commitment of teachers to the organization and to the profession, and to increase the teacher’s motivation towards affective, continuance and normative organizational commitment for the benefit of school.
3. Teachers who view democratic leadership style of their heads should contribute more to the school as they may meet the needs and expectations of themselves for whom they are performing their work and healthy relationship with the persons to whom they have to report in the organization.

4. Heads should need to recognize that the feelings and perceptions of teachers about their schools, their desire to remain a part of this organization and their will to exert effort on behalf of organization are beneficial to the organization itself. So heads should provide a climate where work related educational experiences are offered to teachers to increase their beliefs and knowledge, since it carries great advantage for other members in the organization including other teachers, students and the school as a whole.

5. Different government / private organizations should make attempt to establish such working conditions in the organization that bring teachers to perceive themselves as having a high level of competency and experiencing high status and self-esteem which may motivate teachers to perform extra role or discretionary behaviour in their organizations.

6. Depending upon the mechanisms that can be activated, a particular organizational practice should adopt mechanisms which may lead to higher level of affective, continuance and normative commitment. Although the impact of increase in any of these dimension of commitment on teachers’ intentions to remain in the organization might be the same, the effects on their willingness to contribute to the organization and expand extra effort to the attainment of organizational objectives might not.

7. Organizational commitment is a present and past-oriented effective state of like or dislike that results when an educator evaluates her or his work role. But day to day events on the workplace should not affect teacher’s level of organizational commitment, such transitory events
should not stop a teacher to reevaluate seriously his or her attachment to the overall organization.

8. School authorities should develop strategies to deal with the needs of those teachers who experienced less organizational commitment. Proactive attention to this should demonstrate a preparedness on the side of school heads to address teacher concern and thereby reduce absenteeism and attrition rates amongst teachers.

9. Although it is possible that many teachers are possibly staying in the profession due to limited alternatives. As such their affective, normative and continuance commitment are likely to be low. So efforts should be made to raise morale of teachers which should not influenced by school type in which they work.

10. Leadership characteristics in general the cooperation and leadership team and the amount of support in specific should receive adequate attention in order to improve teacher’s commitment to the school. Organizational commitment is mainly an individual matter. To increase teacher’s level of organizational commitment, secondary schools need to insist on the perception of teacher’s concerning the cooperation among the leadership team members. It should also be noted that the leadership behaviour and organizational climate are not only characterize by group cohesion, clear and unambiguous role and goal orientation, but also that these are explicated and openly communicated within the organization. So school leader need to define and articulate their organizational vision and roles, and act like a cohesive group in order to optimize individual teacher’s commitment according to the climate in the organization.

11. The findings of the study should also be acknowledged by policymakers outside the school on the assumption that achieving high level of organizational commitment, favourable organizational climate is important. Thus, the ministry of education, as the centralized office, and its operational units on the local level should encourage participation of teachers on seminars and programs that stress to
organizational commitment of teachers. It is assumed that once the teachers found favourable organizational climate and acquire greater trust on their heads to achieve high order goals, their status will rise as well. As a result, and in addition to favourable working conditions, teachers may feel committed to their schools, a fact that will reflect their feelings of obligation towards the organization and their extra role behaviour.

SUGGESTIONS FOR FURTHER RESEARCH

The present study is bound by a number of limitations and further research is needed which is discussed as below:

1. In this study the focus was mainly on the two leadership styles (autocratic/ democratic). However certain other leadership styles viz. transactional, transformational leadership styles etc. can have different relations to teacher’s organizational commitment.

2. In this study only secondary schools were elicited. Organizational commitment on other schools or other educational levels, like primary or higher education, which are characterized by different management structure, could be studied in further research.

3. As the present study was conducted on the students of Punjab state, therefore it is suggested that cross cultural studies may be conducted to establish the validity of results.

4. For establishing the validity of the present study, replicative studies involving large and different population as also follow-up studies may be undertaken.

5. In this study, organizational commitment and its sub components were treated as a global construct. It is recommended that further research reexamines the relationship between the independent variables and teacher’s organizational commitment by elaborating the dependent variables using other multidimensional constructs.

6. Next, the independent study variables accounted only for some proportion of influence on teacher’s organizational commitment. It is
expected that in addition to the independent study variables, other dispositional variables e.g. self-efficiency, the relation with pupil and colleagues, organizational factors like organizational stability, development stage might be considered as relevant predictors of organizational commitment and should be examined in further research.

7. Organizational commitment is an ambiguous and confusing concept. In the present study a three dimensional approach was selected. First affective organizational commitment, 2nd continuance organizational commitment and 3rd normative organizational commitment. Researches indicating link between leadership preference and organizational outcomes and school improvement which are a priority in the development and validation of the concept of organizational commitment may be conducted further.

8. Final limitations concerned with the research instrument. First it should be stressed that only teacher’s perceptions regarding the leadership preference were investigated in this study. More objective measure of leadership preference based on the perception of both school internal and external respondents could be used in future research. Second, the quantitative nature of research instrument had its limitations. Future research should use other sources for understanding the study variables; qualitative interpretive research methods, like interview or observation, could extend our understanding of how organizational commitment can be influenced by leadership preference, organizational climate and type of school.