

Effect of Teachers' Career Commitment on School Culture

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Abstract

The study was conducted to identify the teachers' career commitment to school culture and explore the level of teachers' career commitment. The study was quantitative in nature, and survey method was used to collect data. The sample of the study was consisted of 525 secondary school teachers (Male =185 and females= 340) from district Lahore. The study was delimited to district Lahore. Mean, standard deviation, Independent samples t-test and One-way ANOVA were used to analyze the data. The findings of the study revealed that the majority of the teachers opened that teacher commitment effect school culture and there was a significant difference between male and female teachers' perceptions about school culture. There was positive, moderate correlation of teachers' career commitment and school culture. The study might be helpful for administrators to improve the school culture. It is recommended that school administrative skills can be improved to enhance teachers' commitment.

Keywords: Career commitment, School culture.

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Introduction

It is a duty of a teacher to show her/his commitment towards her/his work. Commitment is the most important aspect of the teaching profession. The educational effectiveness depends on the obligation of teachers to their profession. Commitment might be explained as a loyalty of teachers towards their job (Crosswell & Elliott, 2004). In fact, a teacher shows mental regard towards the profession.

According to Joiner and Bakalis (2006) the education system in the schools does not meet modern standards of education in the world. Lack of commitment is one of the reasons towards low standards of education. The teachers who work collaboratively generally show commitment towards their job. Such teachers promote a school culture through their participation in school activities and achieve their targets after hard work and best efforts because of their commitment.

Weber and Mitchell (1995) described the relationship between students' experience in education and awareness about culture with the commitment of teachers. The teachers need a high level of commitment for making their teaching more effective. The efficiency in school results and development in academic culture need enthusiastic teachers. The healthy environment directly related to the commitment of teachers (Hoy, Tarter, & Kottkamp, 1991)

The success of a school is related to the performance and commitment of teachers. The teachers who put aside organizational goals and keep their personal goals in front of them ultimately behave as a stranger. They show low commitment and dishonesty towards the goals of their organization. The teachers who work with honesty and keenness attain organizational goals (Maslowski, 2001). Therefore, the school culture is influenced by the honesty and commitment of teachers. The school environment can be more effective and strong when the teachers are motivated and hardworking. The administrators need to develop teachers' self-efficacy to make the working environment more inclusive and peaceful.

Types of Teacher Commitment

Meyer (1993) and Allen (1991) described types of commitment such as affective, normative and continuance.

Affective Commitment: Affective commitment is defined as emotional attachment of employees to the organization. If an employee has a high level of commitment, they will enjoy their relationship with the organization and they have chances of survival. A teacher's emotional attachment with teaching profession comes under affective Commitment (Maslowski, 2001). Under this commitment the teachers show their affection and interest in their teaching profession and show good result.

Normative Commitment: A normative commitment is an employee's commitment to his/her organization when they find that their organization needs to continue working. It is a feeling that is different from the desired and needed feeling of affections and persistence respectively. Committed teachers show their feelings and emotions for teaching and they want to stay with the school (Mery & Allen, 1991).

Continuance Commitment: Continuance commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to organization is based on continuance commitment remain because they need to do so. With this type of commitment teacher does not leave the organization because of lack of opportunities and other facilities (Buitendach & DeWitte, 2005). The teachers have to face a numbers of challenges such as administrative support, students' behaviour and parental demands. There are many other factors such as motivation, working conditions and lack of encouragement from administration which affect the commitment of teacher (Day, 2004). Lack of increment, monetary rewards and other incentives also affect commitment of teachers towards their teaching profession. The teachers need to follow different steps for developing commitment towards their job. They need to develop high level of self-esteem. Self-esteem develops their thinking for learning more skills (Rosenholtz, 1989).

New teachers can get help from experienced teachers as their mentors. The responsible teachers ultimately produce good citizens. The teacher is a major source who develops interest and moral values among students. Intelligent teachers guide students about the importance of subjects and associated benefits in their practical lives. Teachers need to develop self-efficacy and discipline in students for cooperative learning. Teachers are committed to the teaching profession. They examine their performance in free time and find out the insufficiencies in themselves. The hardworking teachers discuss the difficult concepts with expert teachers. They face the challenges with humbleness and courage.

The Personal Elements of Teacher Commitment

The dedication of the teachers results in two ways. The first is that the customer service is more to the benefit of its organization which appeals to and attracts customers. Second is the desire to continue the educational organization as a system where all educational activities and resources are formally integrated to facilitate the achievement of specific goals and students' development. Tsui and Cheng (2011) argued that teachers' ideas motivate them to do more things related to their teachings. Motivation, self-efficacy and pride from job directly or indirectly impact the commitment of teachers. Generally, teachers who show great enjoyment and satisfaction in their work demonstrate a high level of commitment from the school. Although, there are different aspects of commitment, still many problems exist. Therefore, the researcher seeks to provide information about the effect of teachers' career commitment and school culture.

Objective of the Study

Following were the objectives of the present study. To;

1. Explore the relationship between school culture and teachers' career commitment.
2. Find out the effect of commitment to teachers on the school culture.
3. Find out the difference between career commitment on the basis of demographic variables (gender, type of school, academic qualification and age)?

Research Questions

1. Is there any relationship between commitment to the teachers and the school culture?
2. What is the effect of teacher career commitment to the school culture?
3. What is the difference of teachers' career commitment on the basis of gender?
4. What is the difference of career commitment on the basis of school, types of secondary school teachers?
5. What is the difference of career commitment on the basis of academic qualifications of secondary school teachers?
6. What is the difference of career commitment on the basis of age of secondary school teachers?

Methodology

Quantitative approach was used in the study. The correlation research design was used to see the relationship between teachers' career commitment and school culture. The population of the study was all public and private schools in District Lahore. Secondary school teachers in district Lahore were the subjects of research study. The sample of the study 680 teachers was selected from the target population for the study. The technique, random sampling was used for getting information from the sample of 680 secondary school teachers. Only 525 participants respond the questionnaire for information.

Instrument

A questionnaire was used for data collection. The division of the questionnaire was based on two parts, first part of the questionnaire were consisted of demographic variables. The second part of the questionnaire was consisted of teachers' career commitment and third part of the questionnaire was consisted on school culture. Five points Likert type rating scale was used for analyzing the data.

Data Collection

The data were collected by the researcher from secondary School teachers from District Lahore. The researcher developed the questioner for male and female's secondary school teacher both in public and private schools. Only secondary school teachers in district Lahore were selected for this study.

Results

Table 1

Responses of Teachers Career Commitment and its Factors (Job satisfaction)

Sr. No	Statement	To very large extent	To large extent	To medium extent	To some extent	Not at All	Mean	S.D
1	I am satisfied with the promotion policy.”	38.3	23.8	10.5	22.1	7.4	3.92	1.321
2	I like my job.”	41.5	22.7	9.3	21.3	7.2	3.83	1.300
3	I designate this career by my choice.”	41.1	24.6	13.3	18.9	7.0	3.75	1.223
4	Teaching is better than other profession.	44.4	24.0	11.9	18.5	5.3	3.62	1.205
5	I am satisfied with my job”.	33.5	29.9	8.2	17.3	4.8	3.52	1.2946
6	“I am disappointed if I decide to leave teaching profession.”	26.9	18.7	16.4	20.8	7.0	3.66	1.266
7	“I feel proud I am a teacher.”	25.7	17.0	11.0	17.1	6.3	3.81	1.248
	Total	35.91	22.95	11.64	19.42	8.0	3.81	1.241

Table showed the mean scores (M=3.92, SD=1.321) of “I am satisfied to the promotion policy. I like my job, (M=3.83, SD=1.300), I designated this career by my choice’ (M=3.75, SD=1.223), teaching is better than other profession” with mean (M=3.62, SD=1.205). I am satisfied (M=3.52, SD=1.246), I am disappointed if I decide to leave teaching profession (M=3.66, SD=1.266). I feel proud I am teacher, (M=3.81, SD=1.2948).

Table 2
Responses of SSTs about Career Commitment (job Retention)

Sr. No	Statements	To very large extent	To large extent	To medium extent	To some extent	Not at All	Mean	S.D
8	Good remuneration encourages me with teaching commitment.	25.5	14.9	11.4	20.8	27.4	3.95	1.521
9	Teaching profession always give good packages comparable offered by other organizations.	21.7	20.0	18.1	18.9	21.3	3.83	1.254
10	I never change my teaching profession in any situation	40.6	23.2	10.5	15.2	10.5	3.75	1.302
11	Acknowledgment is essential to continue the current job.	32.8	27.4	11.8	18.9	9.1	3.62	1.423
12	Rewards are always necessary for me to continue the teaching profession.	34.5	27.0	12.6	15.0	10.9	3.64	1.436
13	Teaching is very valuable profession.	34.5	20.8	11.8	20.4	12.6	3.66	1.521
	Total	331.6	22.2	12.7	18.2	15.3	3.81	1.241

Table showed the mean scores (M=3.95, SD=1.521) of “good remuneration encourage me with teaching commitment. Teaching profession always give good packages comparable offered by other organizations (M=3.75, SD=1.302), I never change my teaching profession in any situation’ (M=3.75, SD=1.223), Acknowledgment is essential to continue the current job” with mean (M=3.62, SD=1.423). Rewards are always necessary for me to continue the teaching profession (M=3.64, SD=1.436), Teaching is very valuable profession (M=3.66, SD=1.521).

Table 3
Responses of SSTs about School Culture

Sr. No	Statements	To very large extent	To large extent	To medium extent	To some extent	Not at all	Mean	S.D
1	I achieved institutional goal properly.	47.4	27.0	13.9	12.2	7.4	3.95	1.300
2	I encouraged the team work activities in schools.	41.5	28.0	12.0	13.9	7.2	3.83	1.300
3	I engaged students for cooperative learning activities.	32.6	35.6	14.1	11.2	7.0	3.75	1.220
4	I involved the parents in school instructional program.	29.7	28.8	18.9	15.0	5.3	3.62	1.205
5	I developed the Staff growth program. ”	32.0	31.4	20.4	15.0	4.8	3.64	1.296
6	I always solved the school problems. ”	32.8	29.1	16.2	14.9	7.0	3.66	1.266
7	I always try to learn new knowledge	38.7	29.0	13.5	12.6	6.3	3.81	1.248
8	I used appropriate teaching strategies in classrooms.	36.8	31.6	15.2	8.4	8.0	3.81	1.241
9	I adopted new management techniques in the classroom.”	36.8	28.0	18.9	9.1	7.2	3.78	1.236
10	I developed new programs to offer necessary time for students learning.	37.5	30.7	6.0	9.7	6.1	3.84	1.240
11	I give proper time in my class.	37.1	32.2	14.7	9.5	6.5	3.84	1.208

12	I used existing resources for school development.	30.3	36.0	16.2	11.8	10.1	3.65	1.296
13	I achieved the school assessment program.	33.7	28.4	13.5	10.9	10.7	3.64	1.329
14	I provide corrective feedback on students' performance.”	34.7	30.3	6.0	11.2	5.0	3.78	1.178
15	I give proper response from sources outside the school.	29.7	32.0	14.7	11.2	6.7	3.67	1.201
16	I always maintain the records of students' achievement.	38.3	29.3	16.2	8.0	8.0	3.82	1.248
TOTAL		35.70	30.71	13.5	11.4	7.52	3.75	

It is indicated from above table the mean scores ($M=3.95$, $SD=1.300$) of “I achieved institutional goal properly. I encouraged the team work activities in schools, ($M=3.66$, $SD=1.226$), I engaged students for cooperative learning activities ($M=3.75$, $SD=1.223$), I involved the parents in school instructional program” with mean ($M=3.62$, $SD=1.241$). I developed the Staff growth program ($M=3.64$, $SD=1.296$), I always solved the school problems with mean ($M=3.84$, $SD=1.240$). I always try to learn new knowledge ($M=3.81$, $SD=1.294$), I used appropriate teaching in classrooms ($M=3.81$, $SD=1.294$), I adopted new management techniques in the classroom ($M=3.78$, $SD=1.236$). I developed new programs to provide necessary time for student learning ($M=3.84$, $SD=1.240$), I give proper time in my class ($M=3.84$, $SD=1.204$), I used available resources for program development ($M=3.65$, $SD=1.296$), I tried to achieve the school assessment program ($M=3.64$, $SD=1.329$). I provide helpful response on student performance ($M=3.78$, $SD=1.178$), I give proper feedback from sources outside the school ($M=3.67$, $SD=1.201$) I always maintain the record of students achievement, ($M=3.82$, $SD=1.248$).

Table 4

Correlation between Job Satisfaction and School Culture

Variables	<i>N</i>	<i>R</i> Value	Sig.
School Culture	525	.501*	.000
Job satisfaction			

The table shows the results of the Pearson correlation test which was performed to identify the relationship between job satisfaction and school culture. The first dimension job satisfaction is showing significant correlation with the school culture. The *r*-value shows that there was moderate positive relationship $r = .501$ at $p = .000$ among variables.

Table 5

Correlation among Job Retention and the School Culture

Variable	<i>N</i>	<i>r</i> -value	Sig.
Job retention	525	.476	.000

The table shows the results of the Pearson correlation test which was performed to identify the job retention and the school culture at correlation among job retention and school culture. The second dimension job retention is showing a significant correlation with school culture. The *r*-value shows that there was moderate positive relationship $r = .476$ at $p = .000$ between two variables.

Table 6

Relationship between Teachers Career Commitment and School Culture

Variable	<i>N</i>	<i>r</i> - value	Sig.
Teachers' Commitment	525	.540	.000

The table shows the results of the Pearson correlation test which was performed to identify the relationship between teachers' commitment and the school culture at school level. The fourth dimension teachers' commitment is showing a significant correlation with school culture. The *r*-value shows that there was moderate positive relationship $r = .540$ at $p = .000$ among variables.

Table 7

Independent Samplest-test Identify the Difference of Teachers Career Commitment on the Bases of Gender

Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	Sig.
Male	212	68.6745	15.936	.555	523	.342
Female	313	67.04	17.529			

In this above table it is indicated that male and female SST teachers' perception about commitment to the teachers. It is showed from above table that there is no significant mean difference among male and female teachers' perception about teachers career commitment at $p \leq 0.05$ level of significance.

Table 8

Independent Samplest-test identify the Difference with School Culture on the bases of Gender

Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	Sig.
Male	212	74.6745	13.68649	-.556	523	.005
Female	313	75.4281	16.20587			

In this above table it is indicated that male and female SST perception about school culture. It is showed from above table that there is significant mean difference among male and female teachers perception about school culture at $p \leq 0.05$ level of significance.

Table 9

Independent Samplest-test Identify the Difference between School Types regarding Teachers' Career Commitment

School type	<i>N</i>	Mean	<i>SD</i>	<i>T</i>	<i>df</i>	Sig.
Public	212	68.8191	15.79584	1.235	523	.006
Private	313	66.9910	17.95390			

In this above table it is indicated that private and public SSTs perception teachers career commitment. It is showed from above table that there is significant mean difference existed public and private school teachers' perception about teachers career commitment AA at $p \leq 0.05$ level of significance.

Table 10

Independent Sample t-test Identify the Difference between School Types regarding School Culture

School type	<i>N</i>	Mean	<i>SD</i>	<i>T</i>	<i>df</i>	Sig.
Public	304	75.5395	13.96312	.733	523	.001
Private	221	74.5520	16.83296			

In this above table it is indicated that public and private SST teachers' perception about school culture. It is showed from above table that there is significant mean difference existed between public and private teachers' perception about school culture at $p \leq 0.05$ level of significance.

Table 11

ANOVA for Difference in Mean Scores of teacher's Opinion about Teachers' Career Commitment on the basis of Age

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	104.962	72	1.458	1.737	.000
Within Groups	379.408	452	.839		
Total	484.370	524			

In this above table it is indicated that male and female SSTs perception about teachers career commitment in terms of their age. It is showed from above table that there is no significant mean difference among male and female teachers perception about teachers career commitment at $p \leq 0.05$ level of significant.

Table 12

ANOVA for Difference in Mean Scores of Teacher's Opinion about School Culture on the basis of Age

	Sum of Square	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	103.971	65	1.600	1.930	.000
Within Groups	380.399	459	.829		
Total	484.370	524			

In this above table it is indicated that male and female SST teachers' perception about school culture in terms of their age. It is showed from above table that there is no significant mean difference existed between male and female teachers' perception about school culture at $p \leq 0.05$ level of significant.

Table 13

ANOVA for Difference in Mean Scores of teacher's opinion about Teachers' Career Commitment on the basis of Academic Qualification

	Sum of Square	Df	Mean square	F	Sig.
Between Groups	40.041	72	.556	1.481	.010
Within Groups	169.685	452	.375		
Total	209.726	524			

In this table it is indicated that female and male SSTs perception about teachers career commitment of their academic qualification. It is showed from above table that there is no significant mean difference existed male and female teachers' perception about teachers career commitment at $p \leq 0.05$ level of significance.

Table 14

ANOVA for Difference in Mean Scores of teacher's opinion about school culture on the basis of Academic qualification

	Sum of Square	df	Mean square	F	Sig.
Between Groups	37.017	65	.569	1.514	.009
Within Groups	172.708	459	.376		
Total	209.726	524			

In this above table indicated that SSTs perception about school culture and their academic qualification. It showed that there is no significant mean difference existed among teachers' perception about school culture at $p \leq 0.05$ level of significance.

Discussion

The study was observed to discover the effect of teachers' commitment to the school culture. The results show that most of the secondary school teachers were satisfied with their jobs and they are committed towards their career. They were agreed that their obligation with education effects on the school nation. The relationship between teachers' career commitment and the school culture is also analyzed in this study. This study examines to fill the gap in research productivity by classifying the effect of commitment to teachers and culture of a school. The study investigative teachers' commitment to school culture of district Lahore. The questionnaire method was applied in other research studies (Blau, 1985).

Thus, job satisfaction developed commitment of teacher with teaching and it affects the culture of school dramatically. The study's findings revealed that teachers are contented with their work. The results are reliable with the school work examined on the satisfaction of a job. Therefore, instructors view the school and teaching definitely. They are motivated with the institutions and remain committed to teaching (Weggeetal, 2007; Uygur & Kilic, 2009).

The review of literature about job envelopment presented confirmation of work participation and commitment of career. This study described that involvement with the job has strong relation with teachers' commitment (Kangu, 1982; Hafer & Martin, 2006).

This study's findings present that the teachers' career commitment has a positive impact on the culture of the school at secondary level (Weggeetal, 2007; Uygur & Kilic, 2009). The school administration shows a significant role in developing the culture of institute for increasing and encouraging of teachers' commitment and learning of students (Fullan, 2007). Thus, if the institute has perfect main aims and visualization than teachers are faithful to the institute. The commitment and attachment with a school plays an important role in developing the culture of a school positively.

Recommendations

Following are the recommendations of this study:

1. The school administrators should be helpful to develop the school's effectiveness of by the commitment of teachers.
2. The healthy culture of a school and dedication towards their jobs would develop the high level of a student's achievement.
3. The facilitations and level of commitment of teachers should be helpful in developing of any organization.
4. There should be a training program for school administrators which provides them practical plans how commitment can be developed among teachers in developing a school culture positively.

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