

# A STUDY OF THE RELATIONSHIP OF ORGANIZATIONAL COMMITMENT WITH PARTICIPATION IN DECISION MAKING, PROCEDURAL JUSTICE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN TEACHERS OF “NOT- FOR-PROFIT SCHOOLS” OF LAHORE, PAKISTAN.

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## ABSTRACT

*With realization of changing perspective of education from a one distinctive field to support function for all fields, the present study examines the nature, strength, predictive value and significance of the unique associations of Organizational Commitment (OC) with Procedural Justice (PJ), Participation in Decision Making (PDM) and Organizational Citizenship Behavior (OCB) of school teachers. The data were collected from 243 teachers of 35 “Not-for-Profit” and privately managed high schools of Lahore, Pakistan. The results of statistical analysis confirm a substantially strong, positive and significant correlation among study variables. PJ & PDM have been found to account for 36.6% variation in OC. Furthermore, it was discovered that OC singularly explains 14.3% variation and 23.3% jointly with PJ & PDM in OCB. The findings and implications of the study have been discussed with reference to policy making and professional management practices.*

**Keywords:** Organizational Commitment (OC), Participation in Decision Making (PDM), Procedural Justice (PJ) and Organizational Citizenship Behavior (OCB).

## INTRODUCTION

Requirement of improved strategies and radical reforms for adjustment to the changing social and technological environment is even more pressing for schools being organizations which remained less in focus of research (John *et al.*, 2009; Boyle, *et al.*, 1999; Clement & Vandenberghe, 2000; Blase J.

& Blasé J., 1996; Brouillette, 1997; Wall & Rinehart, 1998; Reitzug, 1994). This makes the schools search for teachers who have strong commitment for school goals and values and are keen to put in extra effort beyond standard role requirement. Gene & Jon 2010; Mayer & Schoorman, 1992 and Yousef, 2000 concluded that committed workers are more likely to remain with the organization, work towards organizational goals, and invest more effort in their job/exhibit OCB. Thus, in view of additional utility of the constructs of Commitment and OCB for the organizations, predictors or antecedents of and relationship between OCB and Commitment have received a great deal of attention in business and organizational studies in general (e.g., Padmakumar & Gantasala 2011; Podsakoff, MacKenzie, Paine, & Bacharach, 2000; Van Dyne, Cummings, & Parks, 1995). However, research with reference to schools is very limited (Seokhwa, Riki & Wei, 2007; Billingsley & Cross, 1992).

### **Organizational Commitment as variable:**

Porter et al. (1974) have found the Organizational Commitment to be consisting of three facets: a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a definite desire to maintain organizational membership.

Although considerable research has been produced on the very construct of Organizational Commitment yet more confusion has emerged, in place of clarity, in defining the term. Bergman (2006); Mowday, Porter, and Steers (1982); Reichers (1985) have expressed that in many contemporary literature reviews the concept has been given meanings in at least 10 different ways. In a key effort to deal with this theoretical perplexity Mowday et al. (1982) noted that the main cause of this conceptual confusion arises from the fact that commitment has been used to depict two very different phenomena i.e. attitudes and behavior. They have therefore concluded that it is necessary to bring clarity to the understanding of commitment that draws distinction between these two dimensions of commitment. Salancik (1977) and Staw (1977) have put forward similar point of views. So the researcher first focused on these two dimensions namely: behavioral and attitudinal commitment.

## **Behavioral Perspective:**

This approach stems from social psychological perspective; it relates to the process whereby an employee feels bound to an organization through their past behavior and how they adjust to it. Brandilyn (2010); Salancik et al. (1977), Kiesler and Sakumura (1966) and Staw (1977) describe commitment as the strapping of the individual to behavioral acts. Becker (1960) characterizes commitment as the product of “side bets” (investments) made between an employee and the organization which has a propensity to tie the individual to the organization. The critical constituent here is that these investments of side bets have cost or forfeiture implications that diminish the individual's options. As such from this perspective, commitment is the extent to which employees become involved with an organization as the effect of these investments (time, effort, identification, rewards, and such), as echoed by their desire to continue with the organization. Commitment refers to the degree to which the employee perceives that he/she is strapped, fixed, or bound with the organization owing to perceived risk of losing the investments. These investments provide basis to amplify commitment by adding on the potential expenses of parting away with the organization. An employee may discard option of changing ones job, even if the new opening may contain better remuneration due to the fact that considerable terminal benefits in case of changing or because of the social cost of losing work acquaintances and inconvenience faced in adjustment in a new social setting and with new work relations/supervisors. As such the employee is not bound to the organization because he/she identifies with the goals and values of the organization but because of the costs of quitting.

Becker's theory was tried and declined by Ritter (1969), Aranya and Jacobsen (1975). On the other hand, Becker's point of view was substantiated by Angle and Perry (1983). This diversity of opinions and findings are keeping research focus on the construct of commitment.

Hrebiniak and Alutto (1972) and Alutto, Hrebiniak, and Alonso (1973) further expanded on works of Becker and characterized the construct as process of exchange and accrual which is

*“dependent on the employee's perception of the ratio of inducements to contributions and the accumulation of the side bets or investments in the employing system” (p. 555).*

### **Attitudinal Perspective:**

Researchers of organizational behavior have characteristically focused on attitudinal commitment. According to this standpoint, commitment refers to an affective reaction (attitude or point of reference) resulting from an assessment of the work setting which relates or attaches the employee to the organization. Porter, Steers, Mowday, and Boulian (1974) define commitment as the relative strength of an individual's identification with, and involvement in, a particular organization. This type of commitment has at least three characteristics namely “(a) a strong belief in, and acceptance of, the organization's goals and values; (b) a willingness to exert considerable effort on behalf of the organization; and (c) a strong desire to maintain membership in the organization”. In view of above, commitment is considered as positive response involving identification with, involvement in, and feeling of faithfulness to the organization. Parzefall, M.R. & Coyle-Shapiro, J. (2007); Hall, Schneider, and Nygren (1970) and Buchanan (1974) have recorded that this positive involvement is supposed to result in desirable organizational behaviors like improved performance, reduction in absenteeism, etc.

The theory of multiple dimensions of commitment with respect to behaviors and attitudes was further studied by Randall, Fedor, and Longenecker (1990). They conducted literature survey from three angels i.e. a) employees affianced in particular activities due the fact that they wanted to do them - **affective commitment**, b) employees are engaged in a particular activity because observance of such activities can save them of certain costs or can cause gain of certain rewards - **continuous commitment**, c) employees perform given duties and acts because they think it obligatory to do them - **normative commitment**.

Clifford J. Mottaz (1989) has submitted finding “that attitudinal and behavioral commitment appear to have strong reciprocal effects. The evidence presented here indicates that behavioral commitment is the strongest predictor of attitudinal commitment, and vice versa. These results tend to support Mowday et al.'s (1982) notion of a self-reinforcing cycle between commitment behaviors and attitudes as discussed earlier.

Moreover, the results support Fishbein's (1967) more general argument regarding the relationship between attitudes and behavioral intentions, as well as, Bem's (1967) argument regarding the behavioral source of attitudes".

Although both perspectives of commitment have reciprocal effects still they individually remain focus of interest of the scholars. Since it was intended to study attitudes and perceptions of the teachers towards selected variables and not to observe or tap their actual on job behavior patterns so this study was bordered to include only attitudinal perspective of commitment.

### **Procedural Justice as variable:**

Procedural Justice refers to the perceived fairness of the means that are used to make decisions (Folger and Greenberg, 1985; Greenberg and Folger, 1983; Greenberg and Tyler, 1987). Procedural Justice has the potential to influence consequences for organizations (Lind and Tyler, 1988). Sweeney et al. (1977) found significant relationship of Procedural Justice greater justice with higher commitment. They further reported that Procedural Justice was better predictor of commitment for women. Jeremy B. Bernerth et al. (2007) reported a positive relationship among organization Justice, Organizational Cynicism, and Organizational Commitment, and Organizational Citizenship Behaviors. Skarlicki & Folger, (1997) reported that procedurally fair treatment results in increased job satisfaction, Organizational Commitment. Similar results have been quoted by Cobb & Frey, (1996) whereby they found that procedural fairness was positively related to employee satisfaction and Organizational Commitment. Greenberg's (1990) review notes reveal that whereas Procedural Justice perceptions tend to be associated with organizational system evaluations like Organizational Commitment, trust in supervisor, pay system or process satisfaction. Lind and Tyler's (1988) suggested that Procedural Justice is more highly related to institutional evaluations that require a long-term perspective, like Organizational Commitment, than it is to satisfaction with the outcome of specific decisions. Robert Folger and Mary A. Konovsky (1989), as a result of regression analysis on data of their study reported that Procedural Justice is significantly correlated with Organizational Commitment and with trust in supervisor. Kerr and Slocum (1987) reported a negative result indicating that Organizational Commitment is stifled by a culture that

tightly specifies obligations and overemphasizes the contractual fairness of exchange. Research demonstrates that Procedural Justice often is more predictive of a variety of work attitudes, including Organizational Commitment, than is distributive justice (e.g., Folger and Konovsky 1989; McFarlin and Sweeney 1992). Research findings generally support that Procedural Justice explains a greater proportion of the variance in Organizational Commitment (Folger and Konovsky 1989; Konovsky, Folger, and Cropanzano 1987; Martin and Bennett 1996; McFarlin and Sweeney 1992). Studies have found that individuals' Procedural Justice perceptions are associated with job satisfaction and Organizational Commitment (e.g. Alexander and Ruderman, 1987; Folger and Konovsky, 1989; Konovsky and Cropanzano, 1991; McFarlin and Sweeney, 1992). Previous studies in the United States (U.S.) have shown that employee perceptions about distributive and Procedural Justice may predict an employee's intention to stay, job satisfaction, evaluation of supervision and Organizational Commitment (Cropanzano and Randall, 1993; Folger and Konovsky, 1989, Greenberg, 1993; McFarlin and Sweeney, 1992; Sweeney and McFarlin, 1997). Field studies of U.S. employees have found that both distributive and Procedural Justice predict employee outcomes such as intent to stay, job satisfaction, evaluation of supervision, and Organizational Commitment (Folger and Konovsky, 1989; James, 1993; McFarlin and Sweeney, 1992; Sweeney and McFarlin, 1993; 1997). These studies also found that judgments about Procedural Justice may be more strongly related to evaluation of supervision and Organizational Commitment, while distributive justice may be more strongly linked with job satisfaction and intent to stay (Folger and Konovsky, 1989; McFarlin and Sweeney, 1992). The stronger relationship of Procedural Justice with evaluation of supervisor and Organizational Commitment may reflect a tendency of employees to form evaluations of supervisors and organizations over time, during which the procedures used and the voice afforded to employees may be given more weight.

### **Organizational Citizenship Behavior as variable:**

OCB points out to those optional behaviors that go ahead of on hand role expectations and are directed toward the individual, the group, or the organization as a unit to promote organizational goals (Organ, 1990). Owing to its vitality for the organizational life, the construct is focus of attention in many recent research studies regarding its antecedents (e.g., Podsakoff, MacKenzie, Paine, & Bacharach, 2000; Van Dyne, Cummings,

& Parks, 1995) and especially regarding its relationship with commitment, but research with reference to schools is very limited. Mayer & Schoorman, 1992; Yousef, 2000 concluded that committed people are more likely to remain with the organization, work toward organizational goals, and invest more effort in their job/exhibit Organizational Citizenship Behavior. A meta-analysis by Organ and Ryan (1995) identified several attitudinal and dispositional predictors of OCB including job satisfaction and Organizational Commitment.

Studies of empirical nature e.g., Schappe, (1998); Williams & Anderson, (1991) reported that Organizational Commitment has inconsistent and inconclusive results about its relationship with OCB. Research by Schappe (1998) and Schaubroeck and Ganster (1991) exhibited a positive relationship between Organizational Commitment and OCB, whereas results of study of Williams and Anderson (1991) found no significant relationship between the two constructs. In a meta analysis of 12 studies, Manogran and Conlon's (1994) found a moderate relationship between Organizational Commitment and OCB (correlation of .21) but with a 90% confidence interval.

Furthermore, most research examines the relationship between Organizational Commitment and OCB (e.g., Pillai, Schriesheim, & Williams, 1999; Schappe, 1998; Schaubroeck & Ganster, 1991; Williams & Anderson, 1991). Somech, A., & Bogler, R. (2002) have described that both professional and Organizational Commitment assist as predictors of OCB in schools.

In view of practical importance of the construct, having practical implication for schools as organizations, paucity of research on OCB with focus on schools and inconsistencies of findings, the OCB was included in the study as variable.

### **Participation in Decision Making as variable.**

Fred (2010), Robert (2006); Steers and Porter (1974) suggested that participation of employees in decisions regarding their jobs and goals setting influence their perception of the organization and their attitudes towards the organizations including commitment. Welsch and La Van (1981) confirmed that Organizational Commitment and Participation in Decision Making are positively related.

Walton (1985) reported in Harvard business review that a paradigm shift in management of work is underway and that employee Participation in Decision Making on a wide range of issues is a prerequisite for this shift of focus. Fernald (1989) quoted Saturn project of General Motors where all employees participated in decision making thereby contributing in a mega success.

Specifically speaking about profession of teaching, Fred (2010), Schlechty and Vance (1983) reported that (in effective schools) teachers participate in decisions about the teaching content. Rosenhaltz (1987) reported a positive relation between Participation in Decision Making and successful educational change. Purkey and Smith (1985) confirmed that Participation in Decision Making in the change content and design is a must for effective change management.

Gene and Jon (2010), Mertens and Yarger (1988) found a direct link between Participation in Decision Making and commitment. They reported that if teaching is to be strengthened as a profession then teachers must be involved in the process of decision making in professional matters.

Bachrach et al (1990) found and reported that lower levels of participation of teachers in decisions making (decisional deprivation) results in lower level of career commitment. Anays and Rizvi (1989) affirmed that participation of teachers in decision making is important and shared decisions, which will in turn, guarantee commitment to such decisions and collective responsibility. Lam (1983) and Schlechty (1990) connected decision making to the profession of teachers.

As a result of considerable literature on Participation in Decision Making in relation to commitment in organization and schools, this variable was included in the study.

### **Conjectured relationship among the variables and conceptual model:**

Figure 1 provides emblematic presentation of the study variables conjectured in view of the above literature review.



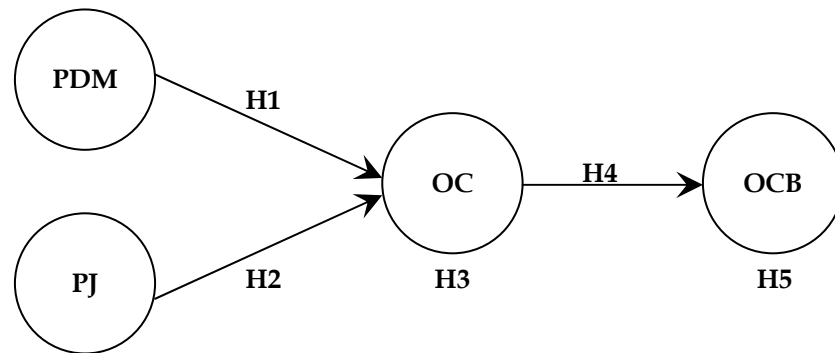


Figure 1: The study model: Conjectured relationships of study variables.

Note: H stands for hypothesis.

### Relationship of Participation in Decision Making with Organizational Commitment: (H1& H3):

Steers and Porter (1974) reported that Participation in Decision Making has a positive link with their perception of the organization and their attitudes towards the organizations including commitment. Welsh and La Van (1981) confirmed that Organizational Commitment and Participation in Decision Making are positively related.

Specifically speaking about profession of teaching, Schlechty and Vance (1983) suggested that (in effective schools) teachers participate in decisions about the teaching content. Mertens and Yarger (1983) found a direct link between Participation in Decision Making and commitment. They reported that if teaching is to be strengthened as a profession then teachers must be involved in the process of decision making in professional matters.

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### **Relationship of Procedural Justice with Organizational Commitment: (H2 & H3)**

The quality of employment relationship including Organizational Commitment can be measured through Procedural Justice as perceived by an employee (Cropanzano and Randall, 1993; Agho et al. 1993; Arvey et al.1991; Locke, 1976; Spector, 1997; Tsui et al., 1997). Field studies have found that Procedural Justice is an important predictor of employee outcomes such as Organizational Commitment (Folger and Konovsky, 1989; James, 1993; McFarlin and Sweeney, 1992; Sweeney and McFarlin, 1993; 1997). It has been reported in a number of studies that Procedural Justice have reasonable predictive capability and strong correlation with several organizational outcomes including Organizational Commitment (Jeremy B. Bernerth et al., 2007; Skarlicki & Folger, 1997; Cobb & Frey, 1996; Greenberg's, 1990)

### **Relationship of Organizational Commitment with Organizational Citizenship Behavior: (H4 & H5)**

Organ and Ryan (1995) have reported in their research on attitudinal and dispositional predictors of OCB that job satisfaction and Organizational Commitment are in the group of variables that have the predictive capacity for OCB. Although Schappe, (1998) and Williams & Anderson, (1991) have identified that Organizational Commitment has inconsistent and inconclusive results about its relationship with OCB. Still in another study Schaubroeck and Ganster (1991) pointed out a positive relationship between Organizational Commitment and OCB. The study of Williams and Anderson (1991) concluded no significant relationship between the two constructs. In a meta analysis of 12 studies, Manogran and Conlon's (1994) found a moderate relationship between Organizational Commitment and OCB. It has also been pointed out that in most of the research studies relationship between Organizational Commitment and OCB has been analyzed (e.g., Pillai, Schriesheim, & Williams, 1999; Schappe, 1998; Schaubroeck & Ganster, 1991; Williams & Anderson, 1991).

### **Research Hypotheses:**

**H1:** Participation in Decision Making has positive correlation with Organizational Commitment.

- H2:** Procedural Justice has positive correlation with Organizational Commitment.
- H3:** Participation in Decision Making and Procedural Justice together can account for reasonable amount of variation in Organizational Commitment.
- H4:** Organizational Commitment has positive correlation with Organizational Citizenship Behavior.
- H5:** Organizational Commitment can account for variation in Organizational Citizenship Behavior.

## **RESEARCH METHODOLOGY:**

The data to test the above model was obtained from a large section of "Not-For-Profit" high schools of Lahore, Pakistan. Details of the sample, the instruments for measurement of the variables and the data collection process are described hereunder.

### **Sample:**

All 67 "Not-For-Profit", privately managed high schools of Lahore were contacted and invited to participate in the study. 243 teachers, both male and female, from 35 schools replied by submitting the filled in questionnaire through return mail envelop. These 243 teachers and 34 schools constituted convenience sample for the study because of the following reasons:-

- a) Since the schools were private so the teachers working in them had a perceived risk of job security. This perception, which was a direct result of the culture, made the response infrequent. The above sample ensured that only the teachers and schools that had overcome this perception and had responded to the pilot study questionnaire will participate in the main study.
- b) There was paucity of research of any type in these schools, in common and in target segment, in particular. This meant a culture not familiar with any type of research activity and only willing participants could ensure effective response.
- c) Since quality of response was as much important as quantity of response so the schools taking interest in pilot study were taken as convenience sample. Their interest is considered vital in filling in proper, considered and educated response to items of questionnaires.

- d) The elements of population had almost perfect homogeneity so convenience sampling suited the study. In that all elements were:-
  - i) High schools.
  - ii) Private in status.
  - iii) Non-commercial.
  - iv) Affiliated with B.I.S.E. for 10<sup>th</sup> grade examination.
  - v) Shared same metropolitan jurisdictions
- e) This was the logical and viable choice at that point in time.

### **Instrumentation:**

Responses of the questions of all the instruments were recorded on a 07 point Likert-type scale ranging from "NO!"(strong disagreement) to "YES!" (strong agreement).

### **Participation in Decision Making:**

Fred (2010) and Rosenholtz (1989) reported many aspects of organizational life for Participation in Decision Making. These included: instructional materials, the teaching methodology, professional development, curriculum changes and their implementation. Rosenholtz (1989) scale (5 points) had a reliability coefficient of 0.69 and items-to-scale correlations of 0.36 to 0.56.

In view of literature and statistical support, in depth understanding of Rosanholtz regarding teacher commitment and compactness of the scale, her 5 items instrument was selected for use in the present study.

### **Procedural Justice:**

Operational definition of the construct is taken as the participant's "perceived fairness of the means to determine what compensation he/she receives" (Floger & Konovsky 1989). Procedural Justice Scale by McFarlin and Sweeny (1992) was used to measure the construct. Sample items are, "My school uses overall very fair procedures for determining pay increases of faculty members" and "My school uses overall very fair procedures for evaluating my job performance". In the pilot study, Cronbach's alpha was 0.868 while in the final study the score was 0.893.

### **Organizational Commitment:**

To measure teachers' Organizational Commitment, the instrument introduced by Mowday et al. (1979) was adopted. Organizational Commitment Questionnaire (OCQ), specifically adjusted to suit the educational setting context. This instrument consists of 15 items and refers to the strength of an individual's identification with and involvement in a particular organization. Example items are "I find that my values and my school values are very similar", and "I have a high level of job satisfaction in teaching". The reliability level of alpha, in the pilot study, for all 15 items was 0.829. The results were used to reduce the number of items to 05 with Cronbach's alpha score of 0.794. In the final study of 243 participants, the score was 0.798.

### **Organizational Citizenship Behavior:**

Owing to superior statistical support and evidence, the measure of Organizational Citizenship Behavior Scale for Schools (OCBSS) developed by Michael F. DiPaola (The College of William and Mary, Williamsburg), C. John Tarter (St. John's University, New York) and Wayne K. Hoy (The Ohio State University) was used in the present study for measurement of OCB. Based on data from pilot study, items of the instrument were reduced to 05 with before and after reduction reliability alpha score of 0.742 and 0.753 Example items are "Teachers volunteer to sponsor extra curricular activities", and "Teachers take the initiative to introduce themselves to substitutes and assist them". In the final study of 243 participants, the score was 0.753.

### **Data collection:**

The data were collected through administration of the questionnaire/study instrument among 500 teachers of all the 67 privately managed, noncommercial high schools of Lahore. The study instrument/questionnaire was pre-tested through a pilot study of 50 participants before the conduct of the present/final study. 243 participants from 35 schools submitted statistically useable responses. The participants were fully briefed about the problem of partial response and were assured of the anonymity of the responses. Prepaid, return mail envelopes, personal and telephonic contact/visits were used to collect data.

**Results:**

Results of statistical analysis of the data with Minitab are reproduced below. Table 1 contains Descriptive Statistics, Tables 2 & 3 provide correlation strength and significance of PDM & PJ with OC and OC with OCB respectively. Tables 4 comprises of the information on strength, significance, model summary and equation of regression of PDM & PJ against OC. Table 5 consists of data on strength, significance, model summary and equation of regression of OC against OCB.

Descriptive statistics in Table 1 indicate that mean and median of the data of the variables are close to each other, hence represent symmetrical data distribution. Mean and median, falling in upper region of the scale, for all the variables also indicate that the participants had a favorable perception of the PDM and PJ in their organizations, were feeling committed to their organizations and tried to put in extra in their organizational role requirements (OCB).

Information in Table 2 proves hypothesis nos. 1 & 2. The results confirm that both PDM and PJ positively, strongly and significantly correlate with OC with the scores of 0.440 and 0.541 respectively and with significance level of 0.001. Data contained in Table 4 proves hypothesis no. 3 by recording that PDM & PJ together can account for 36.6% of the variation of OC with significance level of 0.001. Contents of Table 3 portray a strong, positive and significant correlation between OC and OCB with score of 0.378 at significance level of 0.001 which confirms hypothesis no. 4. Information passed on through Table no.5 proves hypothesis no. 5 by depicting the fact that OC accounts for 14.3% variation in OCB at significance level of 0.001.

*Table 1: Summary of Descriptive Statistics.*

<b>Variables</b>	<b>Mean</b>	<b>St Dev</b>	<b>Median</b>
Participation in Decision Making (PDM).	4.93	1.85	5.00
Procedural Justice (PJ).	4.81	1.85	5.00
Organizational Commitment (OC).	5.38	1.57	5.00
Organizational Citizenship Behavior (OCB).	5.18	1.59	5.00

Table 2: Correlation of PDM and PJ with OC.

OC		<b>PDM</b>	<b>PJ</b>
	Correlation (r).	0.440	0.541
	Significance (p-Value).	0.000	0.000

Table 3: Correlation of OC with OCB.

OCB TOTAL		<b>OC</b>
	Correlation (r).	0.378
	Significance (P-Value).	0.000

Table 4: Strength, Significance, Model Summary and Equation of Regression of PDM & PJ against OC.

Model's Significance					
Predictors		Response		Regression	
Participation in Decision Making & Procedural Justice		ORGANIZATIONAL COMMITMENT		<b>R-Sq</b>	<b>Sig.</b>
				36.6%	0.000
Model Summary:					
Predictor	Coef	SE Coef	T	P	
Constant	28.85	4.267	6.79	0.000	
PJ	0.41049	0.05070	8.10	0.000	
PDM	0.27832	0.05280	5.27	0.000	
Regression equation: $OC = 29 + 0.78 PDM + 0.410 PJ$					

Table 5: Strength, Significance, Model Summary and Equation of Regression of OC against OCB.

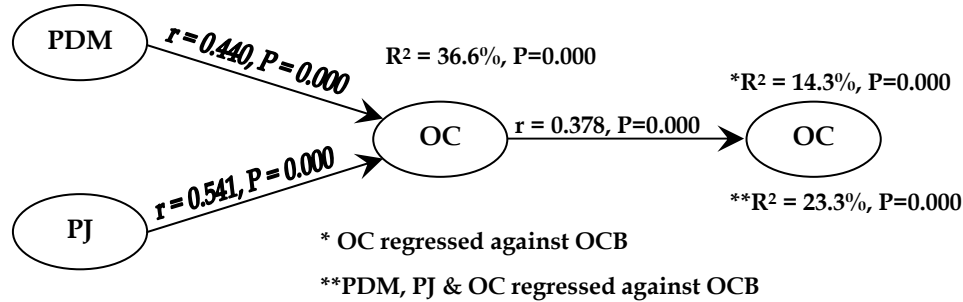
Model's Significance					
Predictor		Response		Regression	
Organizational Commitment.		ORGANIZATIONAL CITIZENSHIP BEHAVIOR		<b>R-Sq</b>	<b>Sig.</b>
				14.3%	0.000
Model Summary:					
Predictor	Coef	SE Coef	T	P	
Constant	51.384	3.699	13.88	0.000	
OC	0.29543	0.04655	6.35	0.000	

Regression equation:  $OCB = 51.3 + 0.295 OC$



DETERMINANTS AND OUTCOME OF COMMITMENT:

Conceptual Study Model on Selected Determinants and Outcome of Commitment in Teachers of “Not-for-Profit Schools” of Lahore



DISCUSSION:

The results of statistical analysis point out a unique and distinguished texture of association among PDM, PJ, OC and OCB in schools. These results supplement the present compendium of literature in several aspects.

*Participation in Decision Making & Procedural Justice-Organizational Commitment Relationship:*

The results of correlation and regression analysis show that both Participation in Decision Making and Procedural Justice had a strong influence on Organizational Commitment. However, Procedural Justice has a slightly stronger correlation with OC (0.541) than Participation in Decision Making (0.440). This is in line with the previous research which indicates that both PDM & PJ have been positively related to commitment (e.g., McFarlin & Sweeney, 1992). The finding is worth considering in view of research studies in the U.S. which have reported that PJ justice is a better predictor of organizational outcomes like OC whereas PDM is better correlated with personal outcomes like pay satisfaction (e.g., Folger & Konovsky, 1989), while present study has resulted that PDM is almost equally good predictor of OC as that of PJ.

In view of the above, the policy makers, the administrators and the managers of schools in Pakistan need to make sure that the distribution of

emoluments and financial incentives is fair and square. At the same time almost equal importance of PDM should also remain in focus. The equitable standards of institutional procedures indicate fairness of an institution (McFarlin & Sweeney, 1992). As such ensuring PJ & PDM in an organization, means triggering favorable & participative/empowering perception of the organization in employees and this, in turn, would motivate them to maintain and improve their commitment to their organizations.

### **Commitment-OCB Relationship:**

Results of the present study augmented conceptual models presented by Scholl (1981) and Weiner (1982), which proposed that since commitment maintains behavioral direction when there are low expectations of formal rewards for performance, commitment is likely to affect OCB. Specifically, results suggest that OC and OCB are not only strongly, positively and significantly correlated but OC can also account for reasonable amount of variation in OCB, as a single factor.

### **CONCLUSIONS AND IMPLICATIONS:**

The present study aimed at examining the role of Organizational Commitment in explaining the PDM & PJ relationship with OCB. The results fully substantiate that teachers who are highly committed to their schools go beyond their standard role requirement while others who do not experience a high level of OC are less engaged and less concerned about their schools. They perform only the duty bound work. Such detached and withdrawal behaviors of teachers are a matter of great concern for the school management. Therefore, to introduce, maintain and improve OC in schools, the results suggest introduction of such working conditions under which teachers perceive that they are treated in a fair, equitable and justified manner as far as PDM & PJ is concerned.

Although influence and relationship of OC with other organizational outcomes was not under purview of the present study, still, as indicated in the introduction section, OC is reported to have positive relationships with organizational outcomes like reduction in absenteeism and improvement in job satisfaction. As such, and as a side-bet, introduction and improving of OC would mean encouraging desirable organizational outcomes.

Finally, results, findings and conclusions of the present study should be taken while giving due consideration to some limitations. First, since all the instruments of the study were self reporting so common method variance and social desirability biases may have a bearing on the results. Second, the study only targeted teachers of privately managed, non-commercial schools, so the findings cannot be generalized to other type of schools. Another study with a random and more representative sample selected from all type of schools, i.e. public sector and commercial high schools, is required. Thirdly assessment systems in our schools do not cater for the management to formally asses extra-role performance of teachers so the only source of information about OCB were the teachers themselves. Previous research has shown poor correlations among different raters like the principal, coworkers, parents of the students and other stake holders (e.g., Morrison, 1994). Each source of ratings appears to pose its own form of bias, and it is not established a priori which source has better validity in a given survey (Organ, 1990). Further research employing other raters as well as objective instruments for measurement of OCB is required. Finally, the cross-sectional design of the present study raises the issue of causality. The nature of the relationship between PDM, PJ, OC and OCB cannot be worked out effectively at one point in time so longitudinal studies are clearly required to validate results of the present study.

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Note:

- i) Highlighted in pink do not match with each other.
- ii) References highlighted with green colour in Introduction and Methodology sections are not available in References section; and references highlighted in the References section are not available in the Introduction and Methodology sections.