

THE STRATEGIES TO ENHANCE ORGANIZATIONAL COMMITMENT OF TEACHERS WORKING IN PRIVATE HIGHER SECONDARY SCHOOLS IN COIMBATORE

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ABSTRACT

The basic purpose of this seminal work is to assess the strategies to enhance organizational commitment of teachers working in private higher secondary schools. A total of 100 school teachers working in schools have contributed their views on emotional intelligence and organizational commitment. Data for the study is collected through well-structured questionnaire and simple random sampling is administered for data collection. Descriptive research design is deployed to construct the present study. This study widely uses percentage analysis, rotated component matrix, and Friedman test to analyse the data collected. Results of the study reveals that majority of were male (54%) respondents, and 36% were in the age group of 26-35 years. Educational qualification found that 59% are completed post graduation with bachelor of education degree, 33% were experienced in 3-5 years in teaching, and 42% of faculty member's salary between Rs.15,001 – 25,000 per month. Subject taught showed that 33% were handling science subjects and 42% are in rural areas. The analysis of Friedman's test; it shows the value of chi-square is 136.258. The degrees of freedom are up to the number of variables less than 1, the asymptotic significant is the measured probability of attaining factors is not statistically different. It can be found that par salary, accommodation, allowance, fair treatment, and keen interest on teacher health are the effective strategies to enhance organizational commitment of school teachers. It is concluded that emotional intelligence level of teachers working in higher secondary schools has significant impact on organizational commitment.

Key words used: Organizational Commitment, Strategies, Emotional Intelligence

1. INTRODUCTION

The use of emotions in emotional intelligence had strong links with organizational commitment in spite of the weak and average links between the control of emotions and understanding emotions with organizational commitment. Generally, positive correlations were found between emotional intelligence and organizational commitment. Also, emotional intelligence is a key factor in increasing organizational commitment. Teachers' organizational commitment had positive relationship with emotional intelligence. In fact, employees with high emotional intelligence had higher levels of commitment and attachment to organization.

2. STATEMENT OF THE PROBLEM

Emotional intelligence has positive impact on various walks of an individual's life like home, school, and work as well as in the organization. Successful managers and policy makers not only attract, retain and motivate employees but also keep them involved in strategic and operational decision making by using their talent and intelligence aligning with the organization mission. Over the decades, the term emotional intelligence has emerged globally among the gurus of organizational behaviour and industrial psychologists and is given due recognition by the industry. It has become one of the popular topics of discussion for the researchers, scholars, academicians and corporate executives. Emotional intelligence predicts one's success in life at both professional and personal fronts. Emotional intelligence is considered as a competency that plays a significant role in helping the managers and employees to cope with the dynamic changes that takes place in the business surroundings. It improves managerial practices as well as helps in leadership development in global arena. Therefore, this study can be initiated to check the strategies to enhance organizational commitment of teachers working in private higher secondary schools.

3. REVIEW OF LITERATURE

Choong et al. (2011) has examined the association between intrinsic motivation and the organizational commitment of academicians in private universities. The findings made it clear that the intrinsic motivation is strongly correlated with components of the commitment such as, emotional, continuous and normative. In addition, the results also postulated that intrinsic motivation had significantly predicted the organization's commitment. It is recommended that heads, deans and human resources should give relevant training through training, workshops, seminars and conferences related to the field of activity. Apart from this, it is recommended to carry out socialization programs for new academics. It was concluded that institutions should further strengthen the intrinsic motivation of academicians. This will further strengthen the organizational commitment of academics and increase performance.

Hsu and Chen (2012) have carried out this seminal work to explore the motivation of teachers to pursue in-service education. This study also examined the relationship between job satisfaction and commitment, job satisfaction and the teacher's organizational commitment. The results revealed that extrinsic motivation, such as incentives, is the main

factor that influences participation in education based on service. The study noted that the difference between the organization's commitments and continuing education in the service was not significant. In addition, this meant that their continuing education might not focus on improving organizational commitment. It was concluded that the faculty has a greater commitment to the organization and will be more satisfied with their work.

4. OBJECTIVES OF THE STUDY

This study has been commenced with the objectives presented below:

1. To find out the appropriate strategies to enhance organizational commitment of teachers working in private higher secondary schools.

5. RESEARCH METHODOLOGY

This study has been commenced with the motive to assess strategies to enhance organizational commitment of teachers working in private higher secondary schools. It is carried out by adopting descriptive research design. The target population for the study includes the teachers working in private higher secondary schools in Coimbatore city. Especially, the teachers handling classes for higher secondary is considered. Teachers with more than one year of experience and have relevant academic knowledge, scholastic skills and exposure are approached for collection of data.

The sample size consists of 100 teachers working in various private higher secondary schools and it ensures fullest participation. Questionnaire is administered as survey instrument to gather data from the school teachers. The survey instrument planned to collect respondent opinion with regard to emotional intelligence on organizational commitments. At the outset, the survey instrument was pre-tested with 20 teachers employed with various schools. As per the pre-test results, necessary updates and changes have been incorporated like; formation of wordings, changes in information content has been performed in the final questionnaire. The content validity of the survey instrument is verified with the human resource experts and professionals regarding emotional intelligence. The study has employed Friedman chi-square test for data analysis.

6. RESULTS AND DISCUSSIONS

6.1. Strategies to enhance Organizational Commitment

Stress coping strategies should be required to enhance performance of women teachers. Women teachers are highly affected due to both academic and non-academic works. In order to assess the different strategies to cope stress, Friedman chi-square test has been administered. The null hypothesis states that the ranks of stress coping strategies are not different from its expected value. The results are provided in table-1.

Table-1: Descriptive Statistics

Strategies to enhance OC	N	Mean Rank	Mean Score	Std. Deviation	Chi-Square
At par salary	100	10.94	3.235	1.5753	136.258 P value 0.00*
High employee value		7.81	2.915	1.2954	
Cash award and rewards		6.89	2.468	1.6258	
Enough allowance		9.63	3.421	1.2743	
Casual leave with salary		7.51	3.568	1.5891	
Accommodation		9.75	2.256	1.2588	
Vacation leave		5.83	2.613	1.5589	
Better increment		6.86	3.325	1.2789	
Permission for higher studies		7.67	3.124	1.1773	
Recognitions for achievement		5.95	2.843	1.5875	
Welfare facilities		6.73	3.249	1.5851	
Fair treatment		8.46	3.256	1.3729	
Keen interest on teacher health		8.33	3.247	1.1756	
Impartiality in workplace		5.85	2.684	1.2842	
Assistance for conferences		6.56	2.323	1.5951	

(Source: Primary data)

* Significant at 1% level

Table-1 exhibits the analysis of Friedman's test; it shows the value of chi-square is 136.258. The degrees of freedom are up to the number of variables less than 1, the asymptotic significant is the measured probability of attaining factors is not statistically different. Therefore, results of chi-square with 15 degrees of freedom are unexpectedly occurred by change. It could be evident that among the fifteen factors, at par salary (10.94) is ranked first; it is followed by accommodation (9.75), enough allowance (9.63), fair treatment (8.46), keen interest on teacher health (8.33), high employee value (7.81), permission for higher studies (7.67), and casual leave with salary (7.51) are ranked consequently from second to eighth respectively. Furthermore, cash award and rewards (6.89), better increment (6.86), welfare facilities (6.73), recognition for achievement (5.95), assistance for conferences (6.56), impartiality in workplace (5.85), and vacation leave (5.83) are ranked from ninth to fifteenth

respectively. It can be suggested that at par salary, accommodation, allowance, fair treatment, and keen interest on teacher health are the effective strategies to enhance organizational commitment of school teachers. It is concluded that these factors are the effective strategies to enhance organizational commitment of school teachers.

7. FINDINGS

The analysis of Friedman's test; it shows the value of chi-square is 136.258. The degrees of freedom are up to the number of variables less than 1, the asymptotic significant is the measured probability of attaining factors is not statistically different. It can be found that at par salary, accommodation, allowance, fair treatment, and keen interest on teacher health are the effective strategies to enhance organizational commitment of school teachers. It is concluded that emotional intelligence level of teachers working in higher secondary schools has significant impact on organizational commitment.

8. CONCLUSIONS

The main aim of the present research was to explore the Relationship between Emotional Intelligence of teachers with Organizational Commitment. The preceding chapters discussed the research work carried out with the above objective. The analysis of data showed that Emotional intelligence of the teacher was related significantly with all constructs under study namely Organizational Commitment, stress, job satisfaction and various other factors. Emotional intelligence of the teacher's had a high positive relation with Organizational Commitment and Employ of group and moderately high positive correlation with various other factors of group. Also it had a high negative relation with Intention to quit. The Friedman test finally concluded that emotional intelligence level of teachers working in higher secondary school has a significant impact on organisational commitment.

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