Organizational Commitment, Work-Life Balance and Teachers' Effectiveness In School Teachers

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Abstract

Modern day life has many problems within different dimensions and keep up a crucial Work-Life Balance (WLB) along with a strong Organizational Commitment (OC), of which one is a part of WLB is the degree to which individuals prioritise the professional and personal responsibilities in their lives, as well as the presence of work-related activities in their homes. Work life equilibrium can impact numerous factors, including satisfaction on job, commitment towards the organisation and, of course, performance on job. WLB allows for healthy compartmentalization of work and hence can possibly be hypothesized to affect Teacher Effectiveness (TE) in the workplace. Similarly, organizational commitment may be understood as the psychological attachment or bond an individual may have to an organization. The bond is important as it can allow increased feeling of belongingness to the organization and increased motivation to work harder. The study aims to investigate how OC and WLB relate to teachers' effectiveness in a school set up. The results suggest statistically significant positive association between organisational commitment and TE. Further, a significant positive link was also found between OC and WLB. Although, no significant association was found between teachers' effectiveness and WLB.

Keywords: teacher effectiveness, organizational commitment, work-life balance, and teacher

Introduction

It is widely acknowledged that the quality of education is intricately tied to the capabilities of its teachers, emphasizing the pivotal role of students in the process of teaching and learning. An excellent educator is one who facilitates student learning by modelling these traits and more. It would not be wrong to say that teacher's behaviour and effectiveness directly impact student's performance/development– teachers' effectiveness is usually measured and judged by teacher's self-perception on effectiveness and student's perception about teacher's effectiveness. From the self-perception of a teacher, they may consider themselves as effective if they are able to properly teach the curriculum assigned, if the students seem to grasp a good understanding of the concepts being taught and if the students are able to obtain a good percentage in their exams. A student's perception may, on the other hand, be a bit less objective. A student may consider a teacher to be effective if they have a good class presence, that is, they encourage student participation and interaction and allow students to brainstorm different concepts related to the curriculum. Thus, even though the class may not necessarily be objectively completing the topics from the book, they may still feel satisfied with their understanding and concurrent effectiveness of the teacher, crediting their interactive class for it. It has been found, however, that factors like role stress, perfectionism, perception about one's own capabilities, self-esteem along with organisational commitment and work life balance impact a teacher's effectiveness. Recognising the significance of these determinants requires a little explanation. The level of pressure that individuals in particular positions or occupations face when they are carrying the responsibilities, as well as the functions related to them, is called 'role stress'. Put differently, it can be comprehended as the strain encountered as a result of holding an organizational position (Kumar et al., 2015). High role stress can be easily thought of as a barrier to effectiveness of a teacher. On the other hand, perfectionism refers to the trait of achieving completion of tasks or carrying out certain activities whilst holding them to very high standards, which may sometimes even be unattainable. A perfectionist always wants things to be done as best as they can potentially be done, and beyond. Perfectionism is defined as the inclination to expect exceedingly high or flawless performance from oneself or others, beyond what is necessary given the circumstances (American Psychological Association, n.d.). Self-esteem, which is a component as well, is the way a person views their own strengths and shortcomings. One way to conceptualize self-esteem is as an overall assessment of one's own value or worth. (Crocker, 2001).

The relationship between an employee and their employer must include organisational commitment. It describes how committed, devoted, and attached a person is to their company. This psychological state has been found to have a significant impact on employee motivation, focus, and work outcomes. According to Meyer and Allen (1991), OC is a psychological ailment that characterizes a worker's involvement with their company and influences their decision to stay or quit.

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Understanding the concept of organizational commitment is critical for organizations seeking to enhance employee motivation and retention. At last, the term work-life balance refers to achieving a harmonious degree of equilibrium in terms of one's work and personal lives, i.e. quality time with family, with oneself, carrying out hobbies and maintaining health. In other words, it is the balance between their professional as well as their personal life, with neither of them ideally interjecting the other. No single, widely acknowledged definition of WLB exists, however, the degree of participation that each of the several roles in an individual's life has, especially in relation to work, family, and leisure activities, is commonly known as WLB. (American Psychological Association, n.d.-b)

The paper primarily aims to examine the association between OC, WLB, and their impact on TE. Firestone and Rosenblum (1988) asserts teacher OC as a favourable and impactful bond with a certain institution. This attachment is multidimensional and includes dedication to students, dedication to the teaching career, and dedication to a specific institution. Three types of OC were pinpointed by Meyer and Allen (1997). These are Affective Commitment (AC), Continuance Commitment (CC), and Normative Commitment (NC). AC refers to the emotional bond or connection that an employee develops with the organization. While CC is motivated by the perceived advantages of staying in the organization rather than seeking employment elsewhere. NC represents an employee's perceived obligation or duty to stay committed to the organization. Research conducted by Meyer et al. (1993) has revealed a significant impact of OC on employee retention. Low-commitment instructors may miss school to engage in other activities, but high-commitment teachers are less likely to quit their teaching positions or miss class (Werang et al., 2015).

Job satisfaction is defined as an individual's pleasant emotional state of mind which results from the assessment of their work, and it is associated with organisational commitment and job performance (Locke, 1969). Studies by Ayele (2014) and Shukla (2009) have provided confirmation of a positive correlation between teachers' job satisfaction and their OC. Additionally, faculty members' organisational commitment is strongly correlated with their job satisfaction, quality of their supervision, and salary (Malik, 2010).Effective instructional behaviour, such as orientation, questioning, application, time management, and classroom assessment, can impact teachers' organizational commitment (Abosede, 2017). WLB, which is the optimal equilibrium among leisure time, is essential for employee well-being and organizational effectiveness. Organizations with good work-life balance policies and practices benefit from lower absenteeism rates, higher productivity, enhanced customer experience, and a more motivated and contented staff (Priya, 2017; Doherty& Manfredi, 2006). Therefore, understanding work-life balance concerns among teachers is necessary for improving their well-being and organizational effectiveness.

Research has been done on the impacts of work-class conflict, satisfaction of job, organization commitment, and Organizational Citizenship Behaviour (OCB) refers to an individual's voluntary dedication and commitment to the organization. Beyond their contractual requirements (Rosner, et al., 2005). On the one hand, it was stated that the OCB is tied to occupation-family disagreement, and on the other, it was linked to satisfaction of job, work and family environment, and organizational dedication. According to the observation, culture of work and family predicts level of disagreement in work and family, and different types of work-family conflict foretell OCB. According to the findings, work and family background can predict both OCB as well as organization commitment, but organization commitment does not moderate the connection between the two. The findings underscore the necessity of promoting a positive work-family culture in schools. According to numerous studies, workplace stress negatively affects WLB, organisational commitment, and job satisfaction (Bragger et al., 2005).Whereas, a sound WLB has been linked with higher OC, better job satisfaction and a decreased likelihood of leaving the company (Noor, 2011). A supportive organizational environment that enables employees to balance their personal and professional lives is crucial for enhancing productivity and reducing turnover (Moore, 2007). The implementation of WLB policies and practices can improve the levels of employee commitment and organizational outcomes (Kinnie et al., 2007).

Instructors' efficacy varies depending on their teaching experience, community, management style, and location (Paul & Kumarvel, 2003). Contrary to what the popular belief may be, it was also found that teachers in rural places have higher effectiveness than those in metropolitan cities. Vijaylakshmi and Mythill (2004) found a moderately positive correlation between teachers' work attitudes and their overall efficacy in the classroom. Teaching effectiveness is higher among female teachers than among male teachers; there is minimal disparity between male and female teachers in terms of teaching competency; and teaching competency is a crucial factor in determining teaching effectiveness (Amandeep & Gurpreet, 2005). A teacher's certification level has a little impact on students' test scores (Kane et al., 2006). However, there is a significant and consistent variance in the performance of those teachers who share the same status in certification. In the starting years of an instructor's career, experience has the greatest impact (Andrew, 2007). Remarkably, it has been discovered that classroom performance in the initial two years is a more dependable indicator of a teacher's future effectiveness compared to their certification status, along with the fact that teacher certification status only has minor effects on student test performance (Kane et al., 2008). Even students have a role to play in the effectiveness of the teachers themselves, as student achievement in reading and mathematics was linked to the effectiveness of consecutive teachers.

Additionally, as a characteristic of a school's organisational structure, collective teacher effectiveness was positively correlated with success rates (Ronald, 2009).

Another important factor which has a substantial influence on teacher efficacy is 'school culture' (Hameed & Manjustha, 2010). Two school culture scales—facilitative role and trust—have been found to have a strong impact on continuity commitment, which is a subscale of organisational commitment. (Karadağ et al., 2011). It has a on teacher efficacy is 'school culture' also been determined that the school culture's elements of collaborative leadership and collegial support are predictive of teachers' perceptions of their emotional commitment, while the elements of learning partnerships and collaborative leadership are predictive of their perceptions of normative commitment in a positive direction and at meaningful levels (Ayik & Akdemir, 2014). A link has been discovered between the commitment of the teacher and the atmosphere of the school. Teachers' commitment is positively significantly correlated with collaborative leadership, teachers' professional conduct, and working pressure, but institutional transparency is not. Teachers in self-financing institutions are shown to be more dedicated to their work than those in government-aided institutions. (Dhamane 2013). Thus, providing a good setting for teachers could boost their dedication.

The individual factors i.e, certain demographic aspects or behavioural characteristics of the individual teacher themselves also matter significantly and interact with their organizational commitment. Upon investigating teacher education, graduate commitment to teaching, and entry into the profession, it has been found that a graduate's dedication to teaching is substantially linked to their entry into the profession (Isabel et al., 2007). College teachers who are diligent, socially daring, practical, and have a good self-concept have higher probability of being faithful to their institutions (Sharma, 2008). Teachers are extremely dedicated to their work. Their dedication is considerably closer to job commitment than their individual devotion (Parthiban, 2008). Compared to Iranian teachers, Indian teachers exhibit greater OC in the affective (emotional) components, whereas teachers in Iran exhibit greater OC in the continuation component. (Faranak & Yeshodhara, 2009).It has been discovered that the level of professional commitment is unaltered by one's gender; rather, more seasoned teachers had higher levels of employee engagement, refuting some traditional beliefs. (Arjunan & Balamurugan, 2013). Research has shown the level of overall professional commitment of instructors to be at a degree that is moderate, and not varying on the basis of gender (Maheshwari, 2002). On several dimensions of dedication, a considerable disparity has been discovered between elementary and secondary school teachers (Maiti, 2015). However, no perceptible difference has been found in the level of commitment between teachers who are female and male. Finally, professionalism and dedication were important factors to consider. Teaching and school commitment are positively correlated (Ibrahim, 2015). Teachers' professional ideals strengthened their dedication to teaching. Teachers' classroom efficiency improved their school and teaching dedication. Teachers' commitment was most influenced by their professional conduct (Raman et al., 2015). Teacher freezing negatively impacts teacher commitment. Teacher devotion was gender- and stream-neutral. Positive teacher commitment reduced teacher freezing in secondary school teachers (Sharma, 2015).

Methodology

Objective: To assess the relationship of organizational commitment, worklife balance and teachers' effectiveness among school teachers

H1: Organizational commitment is significantly linked with teacher effectiveness in school teachers.

H2: Work-life balance is significantly linked with teacher effectiveness in school teachers.

The cross-sectional quantitative study aimed to investigate the relationship of organizational commitment and work-life balance with teacher effectiveness in school teachers. The study consisted a sample of 179 private school teachers. The participants taken for the research were in between the age group of 25-50 years and the mean age was 38.3 years. The data was collected through circulation of google forms amongst the selected sample. Organizational commitment variable was studied on the Organizational Commitment Questionnaire (OCQ) formulated by Mowday, Steers and Porter (1979). The scale consisted of 15 items. Work-life was assessed using Work-life Balance Scale developed by Udai Pareek & Surabhi Purohit (2010). The scale consisted of 36 items. A Shorter Version Of Teacher's Effectiveness Scale (TES) by Chinmaya Prakash, Dr. Shubha Chandra, Dr. Chandra Shekhar H. was employed to measure teacher effectiveness among teachers. The scale consists of 25 items.

Results

The observations presented in the Table 1 shows the inter-correlation of study variables among the school teachers. A considerable positive weak link was found between organizational commitment and teacher effectiveness in school teachers (r= .255, p = .001< .01 level of significance, 2-tailed). Therefore, hypothesis 1 states that organizational commitment is

significantly linked with teacher effectiveness in school teachers is supported by the findings of the study. Thus, the explanations of the study suggest that higher is the magnitude of organization commitment, more is the teacher effectiveness in school teacher's and vice-versa. Moreover, the findings revealed a considerable positive but very weak link between OC and WLB in school teachers ($r = .157$, N = 179, $p = .036 < .05$ level of significance, 2-tailed). Therefore the results claimed that higher is the magnitude of OC, higher the WLB in school teachers and vice-versa. In contrast, it was found no considerable link exists in Work-life balance with the teacher effectiveness in school teachers. Hence, hypothesis 2 signifies that Work-life balance is not significantly linked with teacher effectiveness. Therefore, hypothesis 2 is not supported by the findings of the study.

Variables	N	M	SD	Correlations		
				TE	OC	WLB
TE	179	230.67	15.218	1	-	-
OC	179	77.78	9.847	.255**	1	-
WLB	179	62.45	9.633	.059	.157*	1

Table 1.1 showing descriptive statistics and correlation matrix of study variables in school teachers (N= 179)

Discussion: The research aimed investigating the relationship of work-life balance, organisational commitment and teachers' effectiveness among school teachers. Organisational commitment and teacher effectiveness in schools was found to have a significant positive correlation. Therefore, hypothesis 1 is accepted. A strong relationship between two variables may indicate that the presence of high organisational commitment is often related to higher teacher effectiveness and vice-versa. However, it is important to note that correlation does not necessitate causation. The study's findings are consistent with earlier research, such as the research done by (Chan, Lau, Lim, & Hogan, 2008). According to them, higher work satisfaction, lower attrition, less absenteeism, greater corporate citizenship behaviour, and increased student success are all good results of employees' organizational commitment Furthermore, individuals who are very committed to the organization have a beneficial impact on their performance, increase service quality, and reduce bad behaviour. Therefore, devoted people are more likely to be satisfied, responsible, and loyal (Balci,2003). Similarly, a study was also conducted by Hamid et al. (2013), which indicated a positive and moderate linear relationship between organisational commitment and psychological empowerment. Meyer and Allen (1997) described organizational as a three-part construct with affective, continuance, and normative components. Employees' emotional attachment to the organization's values, aims, and goals is referred to as affective commitment. Human resources with an elevated affective commitment incorporate the company's aims and are more likely to stay because they want to (Meyer & Allen, 2004). They're dedicated to their workplace, willing to go the 'additional step,' that is unusual for the company. It is thought of being the most effective method of motivating human resources. Human resources that experience this degree of commitment, are welcomed within the organization (Teh, Wong & Ngerang, 2011).Teachers' dedication is important in context to the knowledge and information. A Teacher commitment is critical for the bond among the teachers and the wards in the setting of education. Organization commitment is linked to children's achievement, according to Firestone & Pennell (1993), and Rosenholtz (1985).

The research also found a significant positive link between Organisational commitment and Work-life Balance, but upon further examination using pearson's coefficient, no significant relation was exhibited between Teacher Effectiveness and WLB. Thus, hypothesis 2 was rejected. Lack of a significant correlation between these two characteristics was contrary to

most previous research. Work-family balance has been linked to OC and job satisfaction in several studies (Doherty and Manfredi 2006). Work-family balance and organisational commitment affect family happiness and effectiveness. Workplace stress lowers job satisfaction, organisational devotion, and work-life balance (Bragger et al., 2005). Work-life balance, organisational dedication, and work happiness all benefit. However, good work-life balance negatively impacts company departure (Noor, 2011). Employees prefer a workplace that balances work and life. Work-life policies enhance productivity and reduce attrition (Moore, 2007). Organisational initiatives that help employees manage work and home life improve employee engagement across the board (Kinnie et al.,2007)

Conclusion

In conclusion, the relationship between teachers' effectiveness and organizational commitment is integral to the overall success of educational institutions. When teachers are committed to their organization, they are more likely to demonstrate effective teaching practices, foster positive learning environments, and contribute to student achievement. Conversely, ineffective teaching can hinder organizational goals and negatively impact student outcomes. Therefore, fostering a culture of organizational commitment among teachers through supportive leadership, professional development opportunities, and recognition of their contributions is essential for enhancing both teacher effectiveness and organizational success in the field of education. Additionally, When employees feel supported in achieving a healthy balance between their professional responsibilities and personal lives, they are more likely to demonstrate higher levels of commitment to their organization. This commitment manifests in increased productivity, job satisfaction, and overall organizational success. Conversely, neglecting work-life balance can lead to burnout, decreased morale, and higher turnover rates, ultimately undermining organizational objectives. Therefore, prioritizing initiatives that promote work-life balance, such as flexible scheduling, wellness programs, and supportive managerial practices, is not only beneficial for employees' quality of life but also essential for cultivating a culture of commitment and excellence within the organization.

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