



# INSTITUTIONAL COMMITMENT OF THE SECONDARY SCHOOL TEACHERS IN RELATION TO ORGANISATIONAL CLIMATE AND LEADERSHIP STYLE OF THE HEAD OF THE INSTITUTION: A STUDY

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## ABSTRACT

*The present study has aimed to explore the relationship among Institutional Commitment of secondary school teachers, Organizational Climate and Leadership Style of the Head of the Institutions of West Bengal. For this present study, the investigators have followed multi-stage and stratified random sampling method. 400 secondary school teachers 40 head of the institutions who can read and speak Bengali language are selected from 40 secondary schools of West Bengal and are engaged in this study. The data was analysed with SPSS (version 26.0).*

*The study reported that institutional commitment does not differ significantly between male and female secondary school teachers. This means that gender is not a determining factor for institutional commitment of school teachers. Again, the study revealed there is a significant difference existing between different levels of Institutional Commitment and different levels Organizational Climate. But there is no significant difference found between different levels of institutional commitment and leadership style.*

**KEYWORDS:** *Institutional Commitment, Leadership Style, Organisational Climate, School Teacher*

## INTRODUCTION

The internal environment or the environment around the organisation can both be used to describe the organisational climate. Every organisation, corporation, or institute has its own distinct personality, characteristics and atmosphere, known as the organisational climate, just as every person has a distinctive personality (Kirti & Saini, 2019). Looking at the socio-educational perspectives (Adhikari, 2023b) organizational climate is very essential for a positive outcome of an organization and required for social adjustment (Ansary et al., 2022; Khatun et al., 2022; Halder et al., 2022). Employees are keenly interested in the organization's values, aims and objectives. In addition, organisational commitment entails more than simply official membership because it also entails a favourable attitude towards the organisation and a readiness to exert a lot of work for its success (Nahak & Ellitan, 2022). It is also very evident that Organizational Climate and Institutional Commitment are related (Gayen et al., 2023).

From the early Greek philosophers like Plato to the modern management analysts and writers, whose books fill bookshops, leadership has been a subject of great interest for ages. The ability of an individual or a group of people to persuade and direct individuals or a team towards a desired objective has been the subject of practical expertise and research (Mohanta & Saha, 2021). Communication, a relationship between an individual and a group, sometimes a group with a particular common interest, is the foundation of leadership. A mutual engagement and understanding that is clearly expressed between the leader and the followers determines whether or not leadership is successful (Kar & Saha, 2021a). According to Nel et al. (2004), leadership is the process by which one person persuades others to focus their efforts and skills voluntarily and joyfully towards the accomplishment of specified group or organisational goals (Kar & Saha, 2021b).

Presently educational statistics aims to reach a very broad spectrum while introspecting the relationship, similarity, correlation through various other analysis and measuring dimensions like Mahalanobis Distance (Mohanta et al., 2023a; 2023b; Sen et al., 2023; Adhikari, 2023a; Adhikari et al., 2023a; 2023b), and Cluster Analysis (Sen et al., 2023a; 2023b; Adhikari & Sen, 2023a; 2023b). This paper aims to explore Institutional Commitment of the Secondary School Teachers in Relation to Organisational Climate and Leadership Style of the Head of the Institution using t-test (Adhikari et al., 2023c; 2023d) and chi-square test.



## LITERATURE REVIEW

### Review on Organisational Climate

According to a study by Mohanta et al. (2023), there is no significant correlation among the dynamic nature of the six main dimensions of Organisational Climate of secondary school teachers in West Bengal. In a study on Organisational Climate utilising cluster analysis, Mohanta et al. (2023) discovered that four clusters are identified based on the instructors' opinions of the institutional climate. Male teachers in rural and urban areas both respond similarly to the institutional climate. In order to understand and pinpoint trends in the different research and approaches used to examine school climate and student outcomes, Mohanta and Saha (2022) conducted a study on Organisational Climate in school education. The role institutional climate plays in establishing a value is critically examined. In a selected private university in South West Nigeria, Adeniji et al. (2018) conducted a study to ascertain the relationships between organisational climate and job satisfaction among academic staff members. The outcome showed that the success of these universities relied on their ability to influence the motivation, support, and level of job satisfaction of academic staff members.

### Review on Institutional Commitment

In their study on Institutional Commitment, Mohanta et al. (2023) discovered that there was no discernible change in the dynamic nature of the dichotomous groupings when the four different dimensions of Institutional Commitment (affective commitment, professional commitment, commitment to the learner, and academic commitment) were gathered as a branch. Artatanaya et al. (2023) conducted a study and revealed that organisational commitment is positively and significantly influenced by perceived organisational support. The findings of this study have consequences for XYZ Denpasar management, who should focus more on markers of perceived organisational support to boost employee organisational commitment. In a study on Institutional Commitment, Mohanta et al. (2023) discovered that the clusters created during the research work tended to group themselves into female of rural institutions, female of urban institutions, male of rural institutions and male urban institutions in order to advance specific ideas about the institutional climate. Ranawaka et al. (2022) made a study on organizational commitment and found a strong correlation between organisational commitment and individual characteristics like gender, income, and working history. Additionally, organisational commitment was highly impacted by job characteristics and physical working circumstances. Nahak and Ellitan (2022) performed a study on institutional commitment and found that Managers should involve staff in strategic planning to increase staff commitment to strategy implementation. Staff involvement in strategic planning can increase member commitment, which will carry over into programme implementation.

### Reviews on Leadership Styles

Abasilim, Gbrevbie & Osibanjo (2019) undertook a study on Leadership Styles and Employees' Commitment: Empirical Evidence from Nigeria. The goal was to investigate the connection between management practises and team commitment. The findings showed a minor negative association between transactional leadership style and employee commitment and a medium positive relationship between transformational leadership style and employee commitment. Khajeh (2018) to investigate the effects of various leadership styles on organisational performance, a study titled Impact of Leadership Styles on Organisational Performance was taken up. According to the report, every organisation should employ leadership that will improve the employing company's skills. Cook (2014) made a study on Sustainable School Leadership: The Teachers' Perspective. The findings demonstrated that sustainable leadership plays a role in both teacher and staff professional development and student academic success. It became clear that by taking on leadership responsibilities, teachers can improve and elevate sustainable school leadership. Kiranh (2013) did a study on Teachers' and School Administrators' Perceptions and Expectations on Teacher Leadership to learn what primary school teachers and principals thought about and expected from teacher leadership. The outcome showed that primary school teachers' and principals' expectations regarding teacher leadership are higher than perceptions. Larkin et al. (2009) took a study on Implementing and Sustaining Science Curriculum Reform: A Study of Leadership Practises Among Teachers Within a High School Science Department was conducted. The study's findings showed that the instructors' philosophical goals, attention to public perceptions, staff stability, responsibility distribution, and instructional coherence were all crucial factors in their leadership behaviour.

## OBJECTIVES OF THE STUDY

- To compare the Institutional Commitment of the secondary school teachers in relation to the Organizational Climate of the institution.
- To compare the Institutional Commitment of the secondary school teachers in relation to the leadership style of the head of the institution.
- To compare the institutional commitment of the secondary school teachers in relation to gender.

## HYPOTHESES OF THE STUDY

H<sub>0</sub>1: There is no significant difference among different levels of Organizational Climate and institutional commitment.

H<sub>0</sub>2: There is no significant difference between different levels of Institutional Commitment and Leadership Styles of Head of the institutions.



H<sub>03</sub>: There is no significant difference between male and female teachers regarding their Institutional Commitment.

### OPERATIONAL DEFINITIONS

**Institutional Commitment:** Institutional commitment can be understood as a liability, accountability dedication and psychological attachment of each member of the institution towards the betterment and all-round success of the institution. In this current study the investigator examines the institutional commitment of the secondary school teachers, i.e. the level of their oneness with the institution.

**Organizational Climate:** Organizational climate is said to be the environment of an institution that may affect or influence the employees' performance and action; thereby productivity in large. Institutional climate is perceivable directly or indirectly and also measurable with proper instruments. The present research focuses on measuring the institutional climate of secondary schools by self-reporting scale for teachers.

**Leadership Styles:** Leadership is the performance of a leader to inspire, support, motivate, manage and guide followers in the changing situations to cope up with the problems and progression to the ultimate success. It can also be understood as a driving force for a group of people or an organization to achieve desired goals. And a leadership style is the behavioural characteristics of the leader in helping the group of followers or an organization to achieve the anticipated goals. In the present study the researcher used the term 'leadership styles' for understanding the very characteristics of the heads of the secondary schools in achieving excellence.

### METHODOLOGY OF THE STUDY

Method: The descriptive survey method has been used to carry out the current investigation.

Population: The population of the current study has been defined as all secondary school teachers in West Bengal

#### Sample & Sampling of the study

In this present study stratified random sampling method has been used for selecting sample. The researcher has collected 400 samples from secondary school teachers and 40 samples from the head of the institutions.

#### Tools used in the study

For the present study, the researcher has chosen to use the following tools:

1. Institutional Commitment Inventory
2. Organizational Climate Inventory &
3. Leadership Style Scale

### RESULT AND DISCUSSION

#### Descriptive Analysis of Data

	N	Min	Max	Mean		SD	Var	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Institutional Commitment	400	106	218	190.97	.593	11.857	140.588	-.819	.122	5.651	.243
Organizational Climate	400	162	256	216.87	.707	14.137	199.856	-.158	.122	.954	.243

**Table 1: Descriptive statistics for Institutional Commitment and Organizational Climate**

Institutional Commitment of secondary school teachers and Organizational Climate of schools are presented in table 1. There were 400 responses recorded by applying Institutional Commitment Inventory and Organizational Climate Inventory.

For Institutional Commitment, minimum and maximum values obtained by applying this inventory are 106 and 218 with a mean score of 190.97. The distribution is widely distributed. Standard error of the distribution is small (.593). The distribution for Institutional Commitment is negatively skewed (-0.819) and leptokurtic (5.651>1) in nature.

For Organizational Climate, minimum and maximum values obtained by applying this inventory are 162 and 256 with a mean score of 216.87. The distribution is widely distributed. Standard error of the distribution is small (.707). The distribution for Institutional Commitment is negatively skewed (-0.819) and mesokurtic (0.954<1) in nature.



Descriptive Statistics											
	N	Min	Max	Mean		SD	Var	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Leadership Style	40	155	246	210.20	2.998	18.959	359.446	-.626	.374	1.674	.733

**Table 2: Descriptive statistics for Leadership Style**

For Leadership Style, Table 2 showing minimum and maximum values obtained by applying this inventory is 155 and 246 with a mean score of 210.20. The distribution is widely distributed. Standard error of the distribution is medium (2.998). The distribution for Institutional Commitment is negatively skewed (-.626) and leptokurtic (1.674>1) in nature.

**Hypotheses wise Data Analysis**

**H<sub>01</sub>:** There is no significant difference among different levels of Organizational Climate and Institutional Commitment.

	Observed (Low)	Expected (Low)	Observed (Medium)	Expected (Medium)	Observed (High)	Expected (High)	Total
Institutional Commitment	54	29.5	275	256	71	114.5	400
Organizational Climate	5	29.5	237	256	158	114.5	400
Total	59		512		229		800

observed (o)	expected (e)	o-e	(o-e) <sup>2</sup> =x	x/e
54	29.5	24.5	600.25	20.34746
5	29.5	-24.5	600.25	20.34746
275	256	19	361	1.410156
237	256	-19	361	1.410156
71	114.5	-43.5	1892.25	16.5262
158	114.5	43.5	1892.25	16.5262
Chi-square =				76.56763

**Table 3: Calculation of chi-square for table for different levels of Organizational Climate and Institutional Commitment**

To test the hypothesis, scores of Institutional Commitment of teachers and Organizational Climate of the institutions are divided into three categories viz. Low (Score below M-SD), Medium (Score between M-SD and M+SD) and High (Score above M+SD). Number of teachers are counted and listed in the table 4. By Chi-Square test we get calculated value of Chi-Square = 76.56763. Critical values for degree of freedom 2 at .05 and .01 level of significances are 5.991 and 9.210 respectively. So, there is a significant difference between different levels of institutional commitment and Organizational Climate. As a result, it may be opined that null hypothesis H<sub>01</sub> is rejected.

**H<sub>02</sub>:** There is no significant difference between different levels of Institutional Commitment and Leadership Styles of Head of the institutions.

	Low (Score below M-SD)	Medium (Score between M-SD and M+SD)	High (Score above M+SD)	Total
Institutional Commitment	54	275	71	400
Leadership Style	3	31	6	40
Total	57	306	77	440



**Table 4: Contingency table for different levels of Institutional Commitment Leadership Style**

observed (o)	expected (e)	o-e	(o-e) <sup>2</sup> =x	x/e
54	51.81818	2.18182	4.760338512	0.091866
3	5.81818	-2.81818	7.942138512	1.365055
275	278.1818	-3.1818	10.12385124	0.036393
31	27.81818	3.18182	10.12397851	0.363934
71	70	1	1	0.014286
6	7	-1	1	0.142857
Chi-square =				2.014391

Table 5: Calculation of chi-square for different levels for Institutional Commitment and Leadership Style

To test the hypothesis, scores of Institutional Commitment of teachers and Leadership Style of head of the institutions are divided into three categories viz. Low (Score below M-SD), Medium (Score between M-SD and M+SD) and High (Score above M+SD). Number of teachers and head of the institutions are counted and listed in the table. By Chi-Square test we got calculated value of Chi-Square = 2.01. Critical values for degree of freedom 2 at .05 and .01 level of significances are 5.991 and 9.210 respectively. So, there is no significant difference between different levels of institutional commitment and leadership style. As a result, it may be concluded that null hypothesis H<sub>02</sub> fails to reject.

**H<sub>03</sub>: There is no significant difference between male and female teachers regarding the institutional commitment**

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Institutional Commitment	Male	218	191.15	12.066	.817
	Female	182	190.76	11.631	.862

Table 6: Sample is statistics of Male and Female regarding the Institutional Commitment

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Institutional Commitment	Equal variances assumed	6.310	.012	.330	398	.742	.393	1.192	-1.950	2.736
	Equal variances not assumed			.331	389.853	.741	.393	1.188	-1.942	2.729

Table 7: t-test between Male and Female regarding the Institutional Commitment

To test the difference between Male and Female regarding the institutional commitment, t-test has been carried out by the researcher and it is found that there is no significant difference between male and female teachers regarding the institutional commitment. So, it may be opined H<sub>03</sub> is failed to reject.

**CONCLUSION**

It is found that Organizational climate and Institutional commitment showed significant difference among levels low, median and high. So Organizational climate and Institutional commitment have significant level difference for complexities of other variables associated with Organizational climate and Institutional commitment.



On the other hand, Institutional commitment and Leadership style of the Head of the Institution agrees well with three levels low, medium and high. So, quality of leadership style of Head of the Institution compatible with Institutional commitment of the teachers. Another important aspect is found that Institutional commitment is gender independent. So, it may be opined that male and female teachers equivalently committed to their institutions.

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