Research Article

Relationship between Teachers' Professional Growth and Organizational Commitment at Secondary Schools Level in the Punjab

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ABSTRACT

Aim of the Study: The esteem purpose of the study was to explore the relationship between professional growth and organizational commitment. The professional growth was a productive process for versatile rapid changes that marginalized the link of teachers with organizational environment and system. When they got psychological amusement, their organizational commitment took place. Their loyalty promoted their attachment with school that developed the interest of the researchers to find out the teachers' professional growth and organizational commitment association.

Methodology: Data were collected from the teachers at public secondary school of Punjab. Teachers (N=1200) were approached for data collection that was managed by researcher personally. Two self-developed instruments were the data collection tools. Pearson correlation was statistical technique to analyze the data.

Findings: The finding of the study showed the positive moderate and significant relationship of teachers' professional growth and organizational commitment in Punjab secondary school.

Conclusion & Recommendation: So, it was recommended that there should be considerable attention of school management on professional growth to strength the teachers' attachment with school.

Keywords: Teachers' Professional Growth, Organizational Commitment, Secondary School.

Introduction

Competitive environment and rapid changes are worthwhile targets of current productive educational organization. Secondary level education is an input to higher education and productive contribution for professional and social life. The context versatility of 21st century marginalized the educational success by promoting the link between educational system and learners. To maintain this effective effort, the committed individuals are the need of the school organization. This assumption demands the empowered teaching manpower to contribute toward the versatility of quality education (Muhammad, 2019). The professionally empowered individuals might quantify the expectation of success in system (Rahman, 2017).

The virtual success of the organization goes to the account of professionally developed and committed teachers. Therefore, teachers' professional growth is considered the vital process to empowered teachers that concerns psychologically to the commitment of teachers (Olurotimi, Asad, & Abdulrauf, 2015). In result, teachers take their job's responsibilities as it nurtures the psychological empowerment in teachers that promotes their self-efficacy (Squire-Kelly, 2012). Professional growth advocates the teachers' capacity building in teaching and learning and substantive the ways for their commitment for school organization. It is a process to attach teachers' expectations, interests, and agreement with school organization. The teachers training might balance the needs of well-designed educational policies and programs. It enables teachers to connect with the infrastructure. Such connectivity symbolizes their organizational commitment. In this regard, commitment is psychological contract between individuals and organizational expectations (Sarantinos, 2007). The professional growth is lacking unfortunately in the provinces at secondary school level. So, the education is provincial affair and government is committed to utilize the significant resources to build the teachers' professional capacity for the best educational system, but the fortune is vice versa. The question is that, is this concrete effort of government is renewed the teacher's quality to promote teacher education? There is still contextual literature gap regarding the relationship of professional growth and commitment. Therefore, this correlational investigative effort was made at secondary school level in Punjab. This attention may tie the experiences and skills of the teachers that increase motivation of their involvement (Pandey, Wright & Moynihan 2008).

Professional Growth

Professional growth is a process of advancement in professional skills to stimulate the work capacity of individuals. It is supportive opportunity to endeavor the job-based actions of teachers at workplace and nurture the work environment. Teachers' willpower and ambitions propagate quality instruction maintenance through professional development that enhanced commitment (Bogler & Somech, 2004). They viewed professional growth is continuous teachers' professional development chance offered by school to expand their skills and knowledge about schoolwork. Professional development is documented as imperative process as several studies evidence this stance (Tischler, 2004). Professional growth stimulated the professional needs of teaching and knowledge regarding new teaching strategies (Firestone & Pennell, 1993). The teachers' site circumstances established professional development way when teachers work with each other (Whitaker, 2003). Task oriented knowledge empowered teachers with expertise that built confidence toward teaching profession. Such professional learning made them autonomous in decisions (Squire-Kelly, 2012). The principal exercised the responsibility by assigning novice teachers to mentor (Jones, Youngs, & Frank, 2013). So, school leaders should perform or look for the role to create supportive and nurturing culture to improve the professional growth to achieve the excellent of educational outcomes that would promote supportive empowered situations. This encouragement by school leaders distributed the informal power among academics that promote career development through educational opportunity. Transformational leaders demonstrated insightful and whole welfare for their followers in the perspective of both personal and professional Teachers' proficiency and capability of pedagogy, development of curriculum and leadership wisdom associated with professional abilities while social, emotional, and spiritual welfare features are personal matters of teacher (kirika, 2011).

Organizational Commitment

Organizational commitment concept was defined by scholars according to the requirement of their interested areas (Ehman, 2012). Organizational commitment is a process of individual's connection and engagement with loyalty with organization and its goals under the aspiration to advocate its membership (Robbins & Coulter 2007). Organizational commitment is matter of personal faithful rationality of association with organization (Muchinsky, 2009; Spector, 2008). It may give promotion to wish of organizational attachment (Morrow, 2011). It is matter of psychological pact of binding organizational members and organization that reduces the employees' turnover (Allen & Meyer, 1990). Employees take the accurate actions for specific organizational targets because of their organizational commitment (Meyer & Herscovitch, 2001).

Holliman (2012) termed organizational commitment as a construct of long-term organizational membership smooth in undesired or multifaceted circumstances and significant to lessen the quittance that predict the retention rate significantly. Hence, it is an amount of worker interest and enthusiasm that develop their linkage with organizational values and goals.

Zhanga and Jingb (2016) viewed as organizational commitment, conceptually, influence on organizational behaviors of teachers like teaching behaviors demonstrated in academic fields. Such teaching style might be reasoned by supportive arguments. The first is psychological that signifies the organizational connections of workers. The background of this stance is intrinsic motivation of teachers to keep institutional membership ever that would involve them both physically and psychologically in institutional activities. Intrinsic commitments of teachers precede the affective teaching potential that is creative style of teaching. (Canrinus et al., 2011) gave second point of view as it is conceptualized as a concrete component of teacher distinctiveness to guide the teaching behavior. Chughtai and Zafar (2006) argued it as critical tie of employees and organizations that led the various organizational outputs. Meyer and Allen (1997) established the usage of organizational commitment conceptual construct model under three dimensions including affective, continuance, and normative commitment. This conceptual model became globally familiar since its inception or existence (Wasti, 2005). This model termed it inner force of person that attached him with organization by affective, normative and continuance commitment approaches (Meyer & Herscovitch, 2001). Affective commitment approach indicates the emotional attachment of employees for the continuity of service for organization, a normative commitment approach advances the obligation feeling of workers to go along with organization and a continuance commitment refers to individuals' connections or joining due to theoretical costs of leaving organization (Ehrhardt, 2014).

Professional Growth and Teachers' Commitment

Teachers' capabilities might hypotheses the aims of intrinsic achievements which are documentary articulation in policy transcript (Robeyns, 2006). Professional competencies and skills established employees' commitment (Rahman, Rahman, & Ali, 2015). It is an intrinsic crucial standard guide of teachers' teaching behaviors (Zhang, & Jing, 2016). Organizational commitment is one of the most vital predictors for teachers' decisions regarding their professionally career such as teaching (Jones et al., 2013). Training and employees' commitment had positive relationship (Ashar et al., 2013). The organizational concentrations on staff development were the essential cause of relationship that established the organizational commitment. The teacher who availed professional growth opportunities displayed the deep sense of connection with their profession and school that is their commitment (Savas et al., 2013). Professional growth being prominent dimension of teachers' empowerment had generally positive association with organizational commitment. Professional development chances made teachers' contributors toward organization that enhance their commitment. It grew insight of teaching that gave benefit to school (Boglar & Somech, 2004).

Objectives of the Study

The followings were the objectives of the study.

1. To investigate the correlation between teachers' professional growth and organizational commitment at secondary school level in the Punjab?

2. To find out the correlation between teachers' professional growth and dimensions of organizational commitment at secondary school level in the Punjab?

Hypothesis of the Study

The hypotheses were as:

1. There is no significant relationship between teachers' professional growth and organizational commitment at secondary school level in the Punjab.

2. There is no significant relationship between teachers' professional growth and organizational commitment dimensions at secondary school level in the Punjab.

Methodology

Research Design

The study design was correlation and quantitative in nature to meet the aim of study as to investigate the relationship between teachers' professional growth and organizational commitment.

Population of the Study

All secondary school teachers of public sector of the Punjab province were the population for this study. There were 120,726 (Male, 64,440 and Female 56,286) teachers in 6,256 (Boys, 3,340 and Girls, 2,876) schools in 36 districts.

Table 1: *Summary of Public Secondary Schools and Teachers of Punjab*

Districts	Boy schools	Girl schools	Total	Male teachers	Female teachers	Total
36	3,340	2,876	6,256	64,440	56,286	120,726

Source: *School Education Department,* (2016)

Sample of the Study

Data were gathered by multistage stage random sampling techniques. The thirty-six districts of the whole Punjab were categorized in three zones as A, B and C based on literacy rate. The zones categories were as more than 60 % literacy rate belongs to A, 50 % to 60 % with B and less than 50 % comes under C category. Two districts were drawn from each category randomly at first stage and 50 secondary schools with the same portion of 25 boys and 25 girls' schools from each zone and lastly eight teachers from each school were sampled that made the total sample of 1200 teachers.

Table 2: *Summary of the Selected Schools and Teachers for the Study*

Districts	Selected Public schools			Total selected teachers		
	Boy	Girl	Total	M	F	Total
A	25	25	50	200	200	400
B	25	25	50	200	200	400
C	25	25	50	200	200	400
Total	75	75	150	600	600	1,200

Instruments

Two research scales at five points Likrt scale strongly were used to collect data. The first scale was developed for teachers' empowerment and teachers' professional growth was the dimension of teachers' empowerment construct and the second for organizational commitment was adapted which was revised by Meyer and Allen (1997). For reliability calculation both scales were delivered to 120 teachers other than original sample. The calculated Cronbach Alpha coefficients whereas teacher's empowerment scale alpha value was .910 and organizational commitment scale was .781. So, both scales were reliable. Data were analyzed by applying pear son correlation to find out the results of the study.

Results

Table 3: *Relationship between Professional Growth and Organizational Commitment*

Measures 1	Measures 2	N	Pearson r-	Sig (2-tailed)
Professional Growth	Organizational Commitment	1200	.500**	.001

Table result showed that professional growth and organizational commitment were moderately positive and significantly correlated at $r = .500, p < 0.01$.

Table 4: *Relationship between Professional Growth and Dimensions of Organizational Commitment*

Measure1	Measure2	N	Pearson *r*-	Sig (2-tailed)
Professional Growth	Affective Commitment	1200	.455**	.001
	Normative Commitment		.431**	.001
	Continuous Commitment		.328**	.001

The table result showed that professional growth had moderate positive significance correlation with affective commitment at ($r = .455, p < .01$) and normative commitment at $r = .431, p < .01$, whereas weak positive but significant relationship with continuous commitment at $r = .328, p < .01$.

Discussion

The apprehensive purpose of the study was to investigate the relationship of "teachers' professional growth and organizational commitment at secondary school level". Teachers' professional growth as continuous process facilitates academics to encourage commitment for organization and profession. Hence, this emerging insight empowered teachers' involvement context intentionally. Professional growth and organizational commitment were helpful motivational forces to guide their attitude toward professional loyalty that specified teachers' belief with values and goals of organizational. The secondary school teachers had moderate beliefs with organizational goals and values that signed their spirits to continue their job as findings of teachers' professional growth had moderate correlation with organizational commitment, affective commitment, and normative commitment. Professional growth was motivating force to empower teachers through the developing capacity of teachers. Teachers' career seemed consistent by professional development (Day, Elliot, & Kington, 2006). The moderator association of teachers' professional growth and organizational commitment, affective commitment and normative commitment could be enough to determine the prediction of both variables' correlation. The positive correlation referred to the right direction relationship of professional growth and organizational commitment. The correlation results significant ensured the generalizability of them at secondary school in Punjab. The result regarding professional growth and continuous commitment was weak that showed that professional growth might not enhance the survival for their monetary benefits. The monetary benefits could not be dependent on professional growth in Punjab public sector school education.

Conclusion

The study was conducted among both males and females' secondary schools' teachers of the Punjab to investigate the "relationship of teachers' professional growth with organizational commitment". It was concluded that teachers' professional growth has association with organizational commitment. Both where psychological aspects for the teachers might enhance the wellbeing of the school context.

Recommendation

Teachers' professional growth is necessary to enhance the skills of teachers for their professional success. Teachers have a need of both professional and psychological development. School management should enhance professional growth to establish organizational commitment as well as affective, normative, and continuous commitment as psychological state in school. It was also suggested to further such study at other level of education and context. It was also recommended to promote teachers' professional growth continuously to make teachers committed to their job.

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