

Organizational Climate And Academic School Optimism As Predictors For Professional Commitment Among Secondary School Teachers Of Bhutan

Dr. Nimisha Beri¹, Dorji N¹, Dr. Sorabh Lakhanpal²

¹Department of Education, Lovely Professional University, Phagwara, Punjab, India

²Division of Student Affairs, Lovely Professional University, Phagwara, Punjab, India

Email: berinimi@rediffmail.com

ABSTRACT : *The study on organizational climate, academic optimism and professional commitment was done with consideration to different dimension under each variable. Organizational climate consists of 4 dimensions, academic optimism 3 dimensions and professional commitment does have 5 dimensions. The study was to find out the impact of dependent variables such as organizational climate and academic optimism on professional commitment. To measure the organizational climate and academic optimism the researcher used the tool that was set by Wayne K. Hoy et.al. (2010) consisting of 30 items of (OC) and 9 items of (TAO-S), and the tools to measure professional commitment constructed by Sarbjit Kaur Ranu, Ravinder Kaur, and Sarvjeet Kaur Brar (201) consisting of 45 items. The sample consists of 308 teachers with equal numbers of male and female teachers working in two district of Bhutan. Researcher used convenient sampling technique to collect the data for this quantitative research. To make the research worthy and relevant coefficient correlation and regression statistical techniques were used. The result shows the significant differences among academic optimism and professional commitment with all the dimensions. Comparing academic optimism and organizational climate also does show the significant differences among its dimension. Among professional commitment and organizational climate does show the existing of significant relationship. The data generated by the regression found out the significant impact of academic optimism and organizational climate on professional commitment which is explained at 50.8% variance.*

Key words: *organizational, climate, academic, optimism, professional, commitment, dimension, Bhutan.*

INTRODUCTION

The Organizational climate is one of the best forms of social needs that describe the social relationship of the employee with the working institute, with the immediate environment and working together for the achievement of the common organization goal. It is an account of how organizational climate stimulates the members working in the organization. Some of the different dimension covered under organizational climate are “professional teacher behavior, achievement press and institutional vulnerability”.

Academic optimism discuss on the teacher attitude towards student, on its profession and towards the organization which have an impact on bringing positive psychology, assurance, social capital, and communal school assets. Academic optimism was directly or indirectly bringing impacts on student achievement and the concept was initially developed as key cultural feature in between schools & student. Academic optimism in this study defines the

teacher's trust or belief in making the contributing or bringing differences in the academic performances in the teacher sense of self- efficacy, faculty trust in parents and students, and academic emphasis.

Professional commitment in context of the teaching profession replicates assured behavioral characteristic. It demonstrates that development in professional as a top primacy; which reveals excitement about knowledge and instruction; involving with learners, displays encouraging attitude about pupils; is insightful about learners' drives, métiers, essentials and condition. The dimension covered under professional commitment are "commitment to professional; commitment towards learners, societal commitment, commitment to individual profession, commitment thriving to achieve excellence, commitment to rudimentary human principles".

LITERATURE REVIEW

The study was conducted by Noordin et.al (2010) on organizational climate and its influence on professional commitment on 150 employees in Malaysia. The study discloses that there should be a significant step in the construction of a transformation accomplishment guide for the schools to indicate challenging areas in working life at the organization. It is projected that this study will assist as a "standard measure" of the organizational climate of the institute, comparatively to define the climate at existing, but also to recognize the aspects that can be modified. In other words, it is an indication of the organization's decision to trail evidence-based planning and involvement in its transformation achievement plan.

The study on academic optimism and professional commitment was done on 509 pre-service secondary school teachers in United State. The finding shows a significant relationship among the two variables; academic optimism and professional commitment. The finding reveals that a possible way to contemplate in providing exercise to the teachers who are involving in helping others teachers to keep abreast their knowledge with the development and how their traits and trust systems may added to their development of the profession (Faiza et.al., 2012).

The study was conducted to study the relationship amid individual academic optimism of the teachers and school climate on 302 teachers at Kastamonu, Turkey. The results indicated that teacher nous on academic positivity was absolutely and significantly associated to proper understanding, directed, and cherished school environments and that closeness was the only substantial predictor of academic optimism for the building of the teacher academic relationship with school climate. Outcomes of the present study have reinforced the concept that school climate is a significant construct for considerate and elucidating teacher sense for the academic optimism (Kılınc, 2013).

The study on relationship among school climate and commitment of the teachers in an outstanding institute of Kubang Pasu district, Kedah, Malaysia conducted on 178 teachers, reveal that different dimensions such; cooperative leadership, professional performance of teachers; and work pressure have optimistic significant affiliation with teachers' commitment whereas organizational transparency measurement has no connection with commitment of teachers. It is a signal that the harmonic and favorable organizational climate can upsurge teachers' commitment and thus changes to school performance (Ling et.al, 2015).

The study conducted on commitment of teaching profession among secondary school teachers in relation to geographical location of the school on 113 TGT and PGT teachers in Landran and Sohana schools in Punjab. The finding obtained from the study shows that there exists no difference in the urban and rural government secondary school teachers in respect to the professional commitment. Based on the results, it can be determined that government secondary school teachers are equally devoted toward their career as private secondary school teachers (Sawhney, 2015).

METHODOLOGY

Researcher used descriptive survey method for the present study. This method mentions about collection of meaningful data about prevalent situations for the reason of description and interpretation. In the current study, samples of 308 teachers were taken from various secondary schools with equal of gender from two different Dzongkhags of Bhutan. Schools and respondents were selected using convenient sampling method. The reason for selecting convenience sampling is the only option available for the researcher as a means to negotiate access through existing contacts. Also the investigators intentionally selected these particular districts because it is geographically detached from urban settlements and aloofness from capital. Schools and further teachers were sampled randomly from these two districts. Following tools were used for the research; academic optimism scale developed by Wayne K. Hoy et.al. (2010) to investigate the academic optimism of secondary school which consists of 9 items of (TAO), professional commitment tool the researcher used was established by Sarvjeet Kaur Brar, Sarbjit Kaur Ranu and Ravinder Kaur (2011) to investigate the commitment of the teachers in profession comprising of five dimensions: commitment towards learner, commitment towards society, commitment to individual profession, commitment to achieve excellence and commitment to basic human values, consisting of 45 items and organizational climate index scale developed by Wayne K. Hoy et.al. (2010), to investigate the organizational climate of school comprising of 30 items of (OC for all school teachers).

OBJECTIVES

To examine the effect of teachers' academic optimism and organizational climate on professional commitment.

HYPOTHESIS

There exists no significant impact of academic optimism and organizational climate on professional commitment of secondary school teachers.

ANALYSIS

1. Result pertaining to relationship between academic optimism with professional commitment of secondary school teachers.

Table 1.1 Result of co-relation on academic optimism with professional commitment .

Dimensi on of AO ↓	Dimensio n of PC →	Commit ment to Learners	Commit ment to Society	Commit ment to Professio n	Commit ment to AE	Commit ment BHV	Professio nal Commit ment
TSSEF	P.Corr Sig(2- taled) N	0.228**	0.232**	0.038	0.056	0.124*	0.194*
		0.000	0.000	0.502	0.328	0.028	0.001
		308	308	308	308	308	308
TSP	P.Corr Sig(2- taled) N	0.240**	0.183**	0.158**	0.245**	0.020	0.251*
		0.000	0.001	0.006	0.000	0.728	0.000
		308	308	308	308	308	308
AA	P.Corr Sig(2-	0.287**	0.309**	0.206**	0.251**	0.138*	0.343*
		0.000	0.000	0.000	0.000	0.015	0.000

	taled) N	308	308	308	308	308	308
AO	P.Corr Sig(2- taled) N	0.310**	0.309**	0.133*	0.185*	0.129*	0.306*
		0.000	0.000	0.019	0.001	0.024	0.000
		308	308	308	308	308	308

** Correlation Significant at the 0.01 level (2- tailed)

* Correlation Significant at the 0.05 level (2- tailed)

While conducting coefficient and correlation test it was found out that there exists significant differences among academic optimism and professional commitment (r=0.306, p=0.000) with all the dimensions but have low relationship between commitment to profession (r=0.038, p=0.502), commitment to achieve excellence (r=0.056, p=0.328), with teacher sense of self-efficacy, commitment to basic human values and with trust in students and parents (r=0.020, p=0.728). The teacher sense of self efficacy with commitment to profession is 0.038 and commitment to achieve excellence is 0.056. Both were found to be not significant both at 0.01 and 0.05 and it may be interpreted that there exist no significant relationship between teacher sense of self efficacy and commitment to profession and commitment to achieve excellence. The teacher sense of self efficacy doesn't influence the commitment to profession and teacher sense of self efficacy rather it can have various factors which are not under the scope of the study.

2. Result pertaining to relationship between academic optimism with organizational climate of secondary school teachers.

Table 2. Commitment of academic optimism with Organizational Climate

Dimensions of Academic Optimism ↓	Dimensions of Organizational Climate →	Collegial Leadership	Professional Teacher Behavior	Achievement Press	Institutional Vulnerability
		Teacher Sense of Self Efficacy	Pearson Correlation	.153**	.305**
	Sig. (2-tailed)	.007	.000	.000	.001
	N	308	308	308	308
Trust in Student and Parents Items	Pearson Correlation	.163**	.272**	.235**	.080
	Sig. (2-tailed)	.004	.000	.000	.163
	N	308	308	308	308
Academic Emphasis Items	Pearson Correlation	.155**	.283**	.199**	.165**
	Sig. (2-tailed)	.007	.000	.000	.004
	N	308	308	308	308
Academic Optimism	Pearson Correlation	.199**	.372**	.308**	.199**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	308	308	308	308

** Correlation Significant at the 0.01 level (2- tailed)

* Correlation Significant at the 0.05 level (2- tailed)

There exists significant differences among teacher sense of self-efficacy (r=0.153, p=0.007) collegial leadership, (r=0.305, p=0.000) professional teacher behavior, (r=0.363, p=0.000) achievement press and (r=0.188, p=0.001) institute vulnerability. With trust in students and parents (r=0.163, p=0.004) collegial leadership, (r=0.272, p=0.000) professional teacher behavior, (r=0.235, p=0.000) achievement press. With academic emphasis (r=0.155, p=0.007) collegial leadership, (r=0.283, p=0.000) professional teacher behavior, (r=0.199, p=0.000)

achievement press, ($r=0.165$, $p=0.004$) institution vulnerability. But there shows the insignificant differences between institution vulnerability and trust in students and parents ($r=0.080$, $p=0.163$).

3. Result pertaining to relationship between professional commitment with organizational climate of secondary school teachers.

Table 3. Professional commitment with organizational climate

Dimension of Professional Commitment ↓	Dimension of Organizational Climate →	Collegial Leadership	Professional Teacher Behavior	Achievement Press	Institutional Vulnerability
		Commitment to learner	Pearson Correlation Sig. (2-tailed) N	.244** .000 308	.338** .000 308
Commitment to society	Pearson Correlation Sig. (2-tailed) N	.221** .000 308	.242** .000 308	.064 .261 308	.002 .967 308
Commitment to profession	Pearson Correlation Sig. (2-tailed) N	.140* .014 308	.223** .000 308	.001 .990 308	-.066 .249 308
Commitment to Achieve Excellence	Pearson Correlation Sig. (2-tailed) N	.291** .000 308	.267** .000 308	.014 .808 308	-.066 .246 308
Commitment to Basic Human Values	Pearson Correlation Sig. (2-tailed) N	.114* .045 308	.190** .001 308	.045 .427 308	.071 .214 308
Professional Commitment	Pearson Correlation Sig. (2-tailed) N	.292** .000 308	.360** .000 308	.055 .334 308	-.019 .741 308

** Correlation Significant at the 0.01 level (2- tailed)

* Correlation Significant at the 0.05 level (2- tailed)

There exists significant relationship among professional commitment and organizational climate among all the dimensions. But the data reveals that there is insignificant relationship between achievement press with ($r=0.71$, $p=0.121$) commitment to learners, ($r=0.064$, $p=0.261$) commitment to society, ($r=0.001$, $p=0.990$) commitment to profession, ($r=0.014$, $p=0.808$) commitment to achieve excellence, ($r=0.045$, $p=0.808$) commitment to basic human values and ($r=0.055$, $p=0.334$) professional commitment as a whole. Also the result reveals the existing of insignificant relationship with all dimension of institutional vulnerability ($r=0.010$, $p=0.864$) commitment to learners, ($r=0.002$, $p=0.967$) commitment to society, ($r=-0.066$, $p=0.249$) commitment to profession, ($r=-0.066$, $p=0.246$) commitment to achieve excellence, ($r=0.071$, $p=0.214$) commitment to basic human values and ($r=0.019$, $p=0.741$) with professional commitment as a whole.

4. Result pertaining to the dimensions of organizational climate and academic optimism on professional commitment among secondary school teachers of Bhutan

One of the objectives of the present study is to determine the effect of academic optimism, collegial leadership, institutional vulnerability, achievement press, trust in student and parents, professional teacher behavior, academic emphasis on professional commitment among secondary school teachers of Bhutan. Hence the data was collected using different dimension on academic optimism and organizational climate scale and is subjected to statistical analysis using regression. The analysis was done for academic optimism and organizational climate.

Table: 4. Model summary table

Model Summary ^b				
Model	R	R ²	Adjustment R ²	Std. Error of the Estimate
1	.508 ^a	.258	.1241	13.72615
a. Predictors: (Constant), Teacher sense of self efficacy, collegial leadership, institutional vulnerability, trust in student and parents, academic emphasis, achievement press, professional teacher behavior				
b. Dependent Variable: Professional Commitment				

From the model summary table it can be seen that value of regression coefficient (R.Sq=0.258) which means that academic optimism, collegial leadership, institutional vulnerability, achievement press, trust in student and parents, professional teacher behavior, academic emphasis are contributing about 25.8% to the professional commitment of the teachers

Table 5. ANOVA table

ANOVA ^a						
Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	19677.574	7	2811.082	14.920	.000 ^b
	Residual	56522.124	300	188.407		
	Total	76199.698	307			
a. Dependent Variable: Professional Commitment						
b. Predictors:(Constant), Teacher sense of self efficacy, collegial leadership, institutional vulnerability, trust in student and parents, academic emphasis, achievement press, professional teacher behavior						

By studying the above ANOVA table, it is understood that the regression model is statistically significant with p-0.000 at 0.01 and 0.05, level of significant differences (df1 = 7, df2=300, F=14.920) which indicate the academic optimism, collegial leadership, institutional vulnerability, achievement press, trust in student and parents, professional teacher behavior, academic emphasis can statistically significantly predict the dependent variables i.e professional commitment. Therefore, the null hypothesis stated that “there exists no significant roles of professional commitment on academic optimism and organizational climate ” is accepted, indicating that there is no significant roles of academic optimism, collegial leadership, institutional vulnerability, achievement press, trust in student and parents, professional teacher behavior, academic emphasis on professional commitment. Therefore further analysis on regression is required as shown in table 3.28.3

Table 6. Coefficient table

Coefficients ^a						
Model	Dimensions	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std.Err	Beta		
1	(Constant)	103.959	8.336		12.471	.000
	Collegial leadership	0.698	0.231	0.191	3.027	0.003
	Professional teacher behavior	1.187	0.298	0.271	3.980	0.000
	Achievement press	-0.914	0.269	-0.209	-3.393	0.001
	Institutional Vulnerability	-0.595	0.315	-0.102	-1.888	0.060
	Trust in students and parents	0.925	0.499	0.106	1.907	0.058
	Academic emphasis	2.583	0.603	0.248	4.284	0.000

	Teacher sense self-efficacy	0.070	0.244	0.024	0.286	0.775
a. Dependent Variable: Professional Commitment						

From the above coefficients, it is clear that the p value for collegial leadership is $0.003 < 0.05$ ($t=3.027$), for professional teacher behavior is $0.00 < 0.05$ ($t=3.980$), for achievement press $0.001 < 0.05$ ($t=-3.393$), for institutional vulnerability is $0.060 > 0.05$ ($t = -1.888$), trust in students and parents is $0.134 > 0.05$ ($t=1.504$), academic emphasis $0.00 < 0.05$ ($t=3.508$) and academic optimism is $0.775 > 0.05$ ($t=0.286$). Further, the Beta value for professional teacher behavior is highest (0.271) followed by academic emphasis (0.248), collegial leadership (0.191), trust in students and parents (0.106), institutional vulnerability (-0.102) and lowest in achievement press (-0.209). This reflects that professional teacher behavior, academic emphasis, collegial leadership, trusts in students and parents are strong predictors on professional commitment, while institutional vulnerability and achievement press are not predictor of professional commitment. The predicted regression equation in professional commitment = $103.959 + 0.698 \times \text{collegial leadership} + 1.187 \times \text{professional teacher behavior} - 0.194 \times \text{achievement press} + 2.583 \times \text{academic emphasis}$, indicating that one unit rise in collegial leadership will give rise to 0.698 unit increase in professional commitment, one unit rise in professional teacher behavior will give rise to 1.187 professional commitment, one unit rise in achievement press but also shows one unit fall to -0.194 professional commitment, and one unit rise in academic emphasis will give rise to 2.583 professional commitment.

The reason for present finding can be that when teachers shows high integrity in professional teacher behavior, academic emphasis, collegial leadership, trusts in students and parents, and they do perform better which ultimately will increase the level of professional commitment.

CONCLUSION

The study conducted on 308 teachers of secondary school in Bhutan, the impact of organizational climate and academic optimism on professional commitment does show some positive impact that predicts the future move of the teachers. In comparison of academic optimism with organizational climate there shows the existence of significant differences among the dimensions of both the variables but on comparison made between academic optimism and professional commitment shows insignificant differences; teacher sense of self-efficacy with both commitment to profession and commitment to academic emphasis, teacher trust in students and parents with commitment to basic human values. There exists significant relationship among professional commitment and organizational climate among all the dimensions but have weak relationship between achievement press and institution vulnerability with all dimension of professional commitment. The test result of regression reveals the significant impact of academic optimism and organizational climate on professional commitment which is explained at 50.8% variance only. However in institutional vulnerability, trust in students and parents, teacher sense self-efficacy shows the insignificant relation with professional commitment. It is to believe that the teachers of Bhutan do have positive commitment towards their profession and it implies that they are concerned about their professional growth. Growth in profession doesn't take place without academic optimism and organizational climate. Both the variables strongly contributes towards the professional growth.

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