Relationship of Professional Certainty and Organizational Commitment among Teachers

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ABSTRACT

Present study was designed to explore the relationship of professional certainty and organizational commitment among teachers of Rawalpindi and Islamabad.as a sample 252 teachers were approached in which 205 were females and 47 were males. The data was collected by utilizing self-reported questionnaire. Pearson product moment correlation, linear regression and t-test were applied to perform analysis on the obtained data. Correlation analysis showed a positive relationship exists between professional certainty and organizational commitment. T-test analysis demonstrated insightful contrasts on organizational status, work nature, training and education. Permanent teachers scored higher on organizational commitment than the contractual educators. People who had any training with respect to teaching scored higher on organizational commitment than the people who did not have any such session. Regression analysis on age and experience showed significant positive effect on organizational commitment.

Keywords: Professional Certainty/Uncertainty, Organizational Commitment.

INTRODUCTION

"Teaching is evidently and inevitably uncertain" (Floden & Clark, 1988).Educators are important pillars of the country as they are serving it at a higher level, and collaborating with human instinct. They confront evolving state of mind, of their students and interact with the content. Being the part of an organization they have to adapt according to organization, other members in the staff or associates, students and their subject. Authoritative organization believes that students result is a parameter of success. Therefore changes in the roll and expectations or demands by the stake holders make this domain uncertain. However conditions may be diversed for experienced and inexperienced teachers. At the same time, for beginners (teachers at the start of their career) uncertainty is a major issue for quality and education, students success and professional growth.

Organizations today are facing challenges and opportunities due to constantly changing world of business. The changes in the business world include technological advances and volatile economic trends in the global market. Werner (2007) stated that *"social, cultural, political, technological and global forces challenge organizations to redefine their strategies".* None of the field is left untouched by these changes. So, every organization aspires to have employees who are committed towards the fulfillment of the organizational goals. The educational organizations such as schools also need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be involved in whatever they do and can involve themselves in it unreservedly. They are rarely at a loss for things to do and always seem to make maximum efforts cheerfully and zestfully. Commitment is not simply a human relation concept rather it is about generating human energy and activating the human mind. It refers

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to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. It could manifest itself in three ways i.e., affective, normative and continuance. Each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee engages him/herself in the workplace (Meyer, Stanley, Herscovitch & Topolnystsky, 2002).

In a research, Canrinus, Lorenz, Bijaard, Buitink & Hofman (2011) found that organizational commitment greatly influences teacher's motivation to be successful with students and to stay with the profession as educators' commitment to organization relate to motivation. They explored the relationship between job satisfaction, self-efficacy and organizational commitment. Professional identity is depicted as how teachers see themselves as educators based around their interpretations of their consistent collaboration with their work environment. It was discussed that this relationship shows itself in educators' change in level of motivation, feeling of self-efficacy, organizational commitment and job satisfaction. This definition addresses not just teachers' view of professional certainty but also their commitment.

Professional certainty is an important matter with which educators bargain in their work setting. Internationally, this construct is generally examined as an alternate variable like organizational collaboration. Studies have showed predictable positive relationship between schools related variables like support, learning attitudes, organizational collaboration and teacher's professional certainty (Munthe, 2003; Rozenholtz, 1989). Being a teacher is being into an uncertain situation. A teacher cannot be sure whether his/her lectures are successfully been communicated or students, being addressed, have internalized it or not. Similarly, it is hard to attain assurance which strategy for conveying lesson will have more effect on specific group of students (Floden & Clark, 1988). Studies on educators have a tendency to infer that teaching is a difficult profession where teachers for most of the time, struggle at their own with their "own" class (Little, 1990). Lortie (1975) clarified nature of such uncertainty and called it endemic, happening because of ambiguities in profession of educating. Most of these findings are still relevant today. Hargreaves (2000) figured out that after the 1970s period of uncompetitive professionalism, uncertainty and complexity has expanded and educator collaboration has appeared to be an essential activity.

Uncertainty, as described by Klirand & Wierman (1999) has numerous structures and measurements and may incorporate wordings and thoughts identified with fluffiness, clash and contradiction, imprecision and non-specificity. Certainty is something inverse to it that is clarity, accuracy, specificity, compatibility and consistency. With reference to teachers, certainty permits them to have confidence on oneself, about what he/she is able to do and what they should do in every condition. Lortie (1975) described uncertainty as *"a feeling that appears if there is a gap between social expectations and technical capacity in teaching" (P. 13)*. Rosenholtz (1989) characterized it as *"a few well-established techniques and codified technical knowledge to help teachers meet students' widely varying needs (P.36)."* Heaney & Ryn (1990) illustrated it as *"all transactions between the environment and the person in which the needs and abilities of the person do not match the characteristics and demands of the environment (P.36)."*

Organizational commitment is a degree to which an employee considers and works for organizational targets and expected to be its worker. The variable of organizational commitment is a key to work place. It is related to job satisfaction (Tett & Meyer, 1993). Being an essential part of an education framework, teacher's commitment has a strong effect on it and is becoming

a matter of interest to know further about teacher's commitment. Teaching profession is demanding and unpredictable and achievement of its goals instills responsibility and commitment. Teacher's commitment is connected with different variables of the profession that makes it important like ideas of nature of instructing, versatility of teacher, disposition of students and outcomes of their learning (LeCompte & Dworkin, 1991; Louis, 1998).

According to the Rozenholtz (1989), professional uncertainty in instructors sets out the need to avoid circumstances that incapacitate to uncover it. At the point when educators were met individually, he didn't discover that they truly feel questionable. Lange & Burroughs-Lange (1994) worked out on the professional uncertainty and professional development improvement. Their study narrated examples of successful teachers. According to them, professional uncertainty is "difficulties to (the teachers) in existing information of the teaching and learning procedure and their role inside it."

Munthe (2003) studied teachers' perceived certainty and its relationship with job satisfaction, role ambiguity and teacher's collaboration. She claimed that during the time of change, role ambiguity become an important variable to study especially important for school leaders and principals and other policy makers. She argues that higher role ambiguity may hinder a teacher in making decisions about their course of action and resultantly may contribute negatively to professional certainty.

Daniels, Clifton, Perry, Mandzuk and Hall (2006) explored the underlying factors that may contribute to one's career certainty. They studied the relationship of career anxiety and career competence with career certainty. Career anxiety came to be a very strong negative predictor of both career competence as well as career certainty. However, career competence was positively related to career certainty.

Research by Chen, Silverthrone and Hung (2006) viewed the relationship of the organizational communication, commitment and job performance. Their investigation demonstrated that there are obvious associations between these variables. A positive relationship was explored between organizational commitment and job satisfaction by Sharma (2010). Similar findings were reported by Nagar (2012) and Gupta & Gehlawat (2013). These finding highlight the contribution of teacher's job satisfaction in his/her commitment to the organization. The two variables, organizational commitment and professional certainty are linked with the two opposite but related ends of the expectancy value theory. Professional certainty decides nature or amount of effort to put in according to the expectancy value theory (Vroom, 1964;

Wigfield & Eccles, 2000) considering that the probability of accomplishing a recognized outcome promotes particular conduct. When a person perceives that she/he is equipped for increasing a positive result, probability is increased that she/he will repeat that conduct. This perception will further pave the way for deciding anticipation of first order outcomes (like performance, creativity, tardiness) that then prompts second order outcomes (praise from boss, salary increase, promotion, job security). At the point when the second order outcomes are met, it causes workers reliance on organization. Combined interests are developed between the two and passionate connection may be formed which are all attributes of organizational commitment.

In the attribution theory (Harvey, Martinko & Borkowski, 2007), professional certainty and uncertainty can be said to as incidental perceptions that a man/woman creates due to dubious

conditions while going in profession of teaching. If teacher develops an association with organization, whether need based, emotional or just being dutiful, this association sets out his/her behavior in dealing with certainty or uncertainty regarding profession. This commitment will give the motivation and intention to come up with the better plans and ideas to deal adequately with the matters of uncertainty and devise approaches to overcome it. There is also a possibility that he/ she will look for assistance from the organization or any of his coworkers. However; in contrast, in the absence of organizational commitment, there is less opportunities to endeavor to manage professional uncertainty.

Cognitive evaluation theory (Deci, Cascio & Krusell, 1975) clarifies intrinsic motivation and competence which can't be kept up and upgraded unless there is no autonomy provided. This idea of autonomy is vital to be practiced in professionalism. An educator establishes polished methodology that is an alternate face for being professionally certain. Theory further incorporates that competence and autonomy increases intrinsic motivation. Similarly these variables are immediately affected by the social environment or the circumstance in which individual is giving inputs. If both the employee and organization keep up welcoming each other in response to their efforts, a bond will develop that will transform into a need of each other resulting into commitment.

At the same time, the direct link between professional certainty and organizational commitment is not investigated yet. This relationship is notably important for instructors in educational stream. Input from teachers not only influence individuals but organizations as well. Moreover, educators' training and ability also matters a lot in this regard. However, teacher's effectiveness in relation to training and qualification may have been contemplated, how it impact teacher's professional certainty, how one perceives his/her teaching abilities   shall be the focus of this study. In the light of above literature survey, following hypothesis was proposed for the study that *"professional certainty and organizational commitment shall be positively related to each other."*

RESEARCH METHODOLOGY

Instrument Selection

Professional certainty scale

Scale developed by Munthe (2001a) was used to quantify professional certainty among teachers. Scale consisted of twelve items. It was five point Likert scale and its responses varied from 0 "not at all true" to 5"completely true". There are three subscales of the questionnaire didactic, procedural and relational certainty, Munthe (2001b) reported alpha reliability of each of the subscales as .82, .84 and .81 respectively. This study found alpha reliability for the overall scale to be .75.

Organizational commitment scale

Shortened version of the organizational commitment questionnaire was used (Meyer, Allen & Smith, 1993). Scale consisted of 18 items. Response options were based on five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). Item numbers 2, 8, 10 and 12 were scored negatively. Scale is found to have alpha reliability of .69 (Jena, 2015).

Sample

The sample consisted of 252 teachers who were taken from schools of Rawalpindi and Islamabad. Both private (113 teachers) and public (139 teachers) sector schools were included into the study. Graduation was set to be inclusion criteria for sample. In the sample, 47 respondents were male teachers while 205 were female teachers, 124 were graduate teachers while 128 were postgraduates, 111 contractual, 141 permanent and out of 252 teachers, 164 had training sessions previously. The age range of participants was between 19 to 59 years. Participants had minimum experience of 1 year and maximum 38 years.

Procedure

Public and private schools were visited for the sake of data collection. One on one meetings with teachers were conducted and objectives and rationale of the study were explained to them. They were provided the assurance of the confidentiality of the information provided. When they showed willingness to participate in the study, questionnaires were provided to them and instructions were given clearly to fill up the forms.

DATA ANALYSIS AND RESULTS

On the obtained data was subjected to descriptive and inferential analysis was applied. Reliabilities of the scales were processed along with other properties of the data i.e., mean, standard deviation, skewness and kurtosis. Correlation and linear regression were carried out to know the conceivable relationship between the variables. Demographic variables were

Table 1.
Descriptive Analysis of Factors (N=252)

Variables	M	SD	Range potential	actual	Skewness	Kurtosis
PC	42.54	7.63	0-60	17-60	-.23	-.21
OC	62.71	7.52	18-90	37-82	-.44	.22

Note. M=mean; SD= standard deviation; PC=professional certainty/uncertainty; OC= organizational commitment.

Characteristics of the data like mean standard deviation; skewness and kurtosis are expressed in Table 1. Expected score was between 0-60 for professional certainty whereas mean was found to be 42.54, on organizational commitment it was 62.71 out of 18-90 expected score on the sample of 252. Negative skewness value depicts piling up of scores toward right side that is most of the scores are higher on professional certainty. Organizational commitment also showed negative value on kurtosis. Flat, light tailed distribution was shown on (positive) kurtosis of the organizational commitment. Professional certainty data was pointy and heavy tailed (negative kurtosis).

Note: α= Alpha Reliability; **p<.01

Table 2.
Alpha Reliabilities and Correlation of professional certainty and organizational commitment
(N=252)

Variables	α	1	2
1. Professional certainty	.75	-	-
2. Organizational commitment	.68	.43**	-

Alpha reliability coefficient of professional certainty (.75) was higher than organizational commitment questionnaire (.68). Significant positive correlation was obtained between professional certainty and organizational commitment (.43** p<.01).

Table 3.
Regression analysis showing the effect of professional certainty on organizational commitment (N=252)

Variables	B	SE	β	95% CI	
				LL	UL
Constant	44.89	2.44		40.10	49.70
PC	.42	.06	.43*	.31	.53
R2	.18				
F	55.51*				

Note. PC= professional certainty; SE= standard error; CI= Confidence Interval; LL= Lower limit; UL= Upper limit

Effect of professional certainty on organizational commitment was assessed through linear regression. Data showed significant positive effect of professional certainty on organizational commitment. It explained 18% variance in organization commitment.

Table 4.
Regression analysis showing effect of Age on organizational commitment and professional certainty (N=252)

Variables	B	SE	β	Age 95%CI	
				LL	UL
Constant	40.58	1.81		36.00	44.16
PC	.06	.05	.07	-.05	.17
R2	.001				
F	1.24				
Constant	54.17	1.70		50.82	57.53
OC	.27	.05	.31*	.17	.37
R2	.10				
F	27.33*				

*Note. CI=Confidence interval; LL=Lower limit; UL= upper limit; SE= standard error; PC= professional certainty; OC= organizational commitment; *p<.05*

Effect of age was assessed using linear regression. Professional certainty did not appear to be affected by age in the study whereas age was found to be a positive predictor of organizational commitment, explaining 10% variance in it.

Table 5.

Regression analysis showing effect of Experience on organizational commitment and professional certainty (N=252)

| | | | | Experience | |
| | | | | CI 95% | |
Variables	B	SE	β	LL	UL
Constant	42.39	.65		41.11	43.67
PC	.02	.05	.02	-.10	.13
R2	-.00				
F	.09				
Constant	60.75	.61		59.55	61.96
OC	.27	.06	.30*	.16	.38
R2	.08				
F	23.83*				

*Note. CI=Confidence interval; LL=Lower limit; UL= upper limit; SE= standard error; PC= professional certainty; OC= organizational commitment; *p<.05*

Table 5 expresses results of linear regression to evaluate the effect of experience on both the variables. There was no effect of experience on professional certainty. Experience had positive effect on organizational commitment. It explained 8% variance in organizational commitment.

Table 6.

Mean differences in education among School Teachers on Professional Certainty and Organizational Commitment (N=252)

| | Education | | | | | | | | |
| | Graduate (n=124) | | Postgraduate (n=128) | | | | CI 95% | | |
Variables	M	SD	M	SD	$t(250)$	p	LL	UL	Cohen's d
PC	42.42	8.34	42.51	7.00	.13	.90	-2.03	1.72	.01
OC	62.31	8.01	63.11	7.01	.85	.39	-2.70	1.05	.11

Note. M= Mean; SD= standard deviation; CI=Confidence interval; LL= lower limit; UL= upper limit

Table 6 shows results of independent sample t-test. Results show that non-significant mean differences were found between graduates and postgraduates on professional certainty and organizational commitment.

Table 7.

Mean differences in Gender among school teachers on Professional Certainty and Organizational Commitment (N=252)

	Gender								
	Male (n=47)		Female (n=205)				CI 95%		
Variables	*M*	*SD*	*M*	*SD*	*t*(250)	*p*	*LL*	*UL*	Cohen's *d*
PC	41.92	6.94	42.61	7.82	.54	.59	-3.1	1.7	.09
OC	62.63	6.43	62.71	7.71	.11	.91	-2.5	2.2	.01

Note. M= Mean; SD= standard deviation; CI=Confidence interval; LL= lower limit; UL= upper limit

Table 7 shows results of independent sample t-test. Results show that non-significant mean differences were found between males and females on professional certainty and organizational commitment.

Table 8.

Mean differences in Job nature among School Teachers on Professional Certainty and Organizational Commitment (N=252)

	Job Nature								
	Contractual (n=111)		Permanent (n=141)				CI 95%		
Variables	*M*	*SD*	*M*	*SD*	*t*(250)	*p*	*LL*	*UL*	Cohen's *d*
PC	41.61	7.74	43.24	7.66	1.68	.09	-3.5	.28	.21
OC	59.94	7.88	64.97	6.50	5.56	.00	-6.8	-3.3	.70

Note. M= Mean, SD= standard deviation, LL= lower limit; UL= upper limit

Table 8 shows that permanent teachers have higher organizational commitment than the contractual ones. While there were no significant mean differences found on professional certainty.

Table 9.

Mean differences in Organizational Status among School Teachers on Professional Certainty and Organizational Commitment (N=252)

	Organization Status								
	Private (n=139)		Public (n=113)				CI 95%		
Variables	*M*	*SD*	*M*	*SD*	*t*(250)	*p*	*LL*	*UL*	Cohen's *d*
PC	42.50	7.95	42.56	7.34	.06	.95	-1.98	1.86	.77
OC	61.18	8.01	64.69	6.47	3.77	.00	-5.35	-1.67	.48

Note. M= Mean, SD= standard deviation, LL= lower limit; UL= upper limit

Table 9 shows that non-significant mean difference exists between private and public school teachers on professional certainty whereas public school teachers showed more organizational commitment than the private school teachers.

Table 10.

Mean differences between groups who had training sessions during their career and those who had not, on professional certainty and organizational commitment (N= 252)

	Training								
	Yes		No						
							CI 95%		
Variables	M	SD	M	SD	$t(250)$	p	LL	UL	Cohen's d
PC	42.76	7.61	42.07	7.79	.67	.50	-1.31	2.68	.09
OC	63.51	7.31	61.35	7.84	2.17	.03	.20	4.1	.27

Note. M= Mean, SD= standard deviation, LL= lower limit; UL= upper limit

Sample was classified in two groups one group was of teachers who had some sort of professional training during their careers, others were those who were not subjected to any such type of training. Table 10 shows that teachers who had such training were found to be more committed to their organizations than those who had not received such training. There existed a non-significant mean difference on professional certainty between the two groups.

DISCUSSION

This section of the study examines results, limitations and proposals for further study. Study was meant to investigate relationship between professional certainty and organizational commitment among teachers of Rawalpindi and Islamabad. Moreover, demographic variables such as gender, age, experience, organizational status, education and job nature were additionally investigated in connection to the variables under study. Likewise, educators were divided on the premise of whether they have under gone any training session or not. Study used correlation research design.

In the study, it was estimated that professional certainty would have positive relationship with the organizational commitment. The hypothesis is supported by results of the study. Results are additionally reliable with the theories proposed in the literature. Expectancy value theory (Malle, 2011) demonstrates that professional certainty is connected to the organizational commitment through a chain of variables that were named as first order outcomes and second order outcomes. The formulated relationship between the two variables is additionally described by other studies (Day, 2002; Kelchtermans, 2009; Puurula & Lofstrom, 2003) in the west which are not precisely on these two variables yet on the relative measurements of professional certainty of teachers. Educator's view of their abilities shows itself in educators' organizational commitment, job satisfaction and self-efficacy. Educator's self-efficacy, organizational commitment and change in the level of motivation draws teachers' conduct and how they see themselves experts in their work (Firestone 1996; Toh, Ho, Riley & Hoh 2006; Watt & Richardson 2008). Friedman and Kass (2002) related teacher's convictions of professional skills to the organizational commitment in their meaning of self-efficacy that

educator's impression of his or her expert abilities which further embody two variables, one is the teaching performance and processes involved in it and other is the strong association with the organization, its political and social policies. Linear regression analysis demonstrated that professional certainty positively affects organizational commitment which may be because of the reason that self-assurance in one's capacities makes it simpler to stick to the occupation. Linear regression demonstrated that age did not influence professional certainty which is unanticipated on the grounds that professional certainty is identified with development that is thought to increment with expanding age. Anyways, our outcomes are found to be absolutely against this assumption. The reason may be due to the syllabus and teaching challenges are changing over and over again that may have driven teachers of all ages to remain on the same level in their day to day dealings. Results showed that age has considerable positive impact on organizational commitment. As the age of worker advances, his/her dedication with the organization also increases (Abdullah & Ramay, 2012).

Present study has discovered experience did not predict teachers' professional certainty. This is opposed to the study effectively done on this variable. Professional certainty was found to have curvilinear association with experience which implies that new educators and the elderly ones are more subjected to professional uncertainty than the center ones (Munthe, 2001b). Results also showed experience to be a positive predictor of organizational commitment among teachers. Irving, Coleman and Cooper (1997) found that worker's commitment with the organization increases with the increase in experience.

Gender differences were not found to be significant in professional certainty as well as organizational commitment. This finding is likewise backed by an alternate study (Munthe, 2001b) which additionally discovered non-significant relationship in professional certainty among males and females. It is depicted that for any of the sex, profession is taken same and it has equal importance for both similarly their commitment to the organization also do not depend on their sex. Independent sample t-test analyzed graduates and postgraduates regarding their professional certainty and organization commitment. Data showed a non-significant mean difference between two groups on professional certainty and organizational commitment.

The two categories of job nature were examined with regard to professional certainty and organizational commitment. Permanent job seekers were found to be more committed to the organization while non-significant mean difference was found on professional certainty.

These outcomes bode well that educators who are given fulfillment of being a permanent employee may give careful consideration to their occupation and organization. With this conviction, they may have the capacity to perform well, feel professionally skilled and their dedication with the organization is raised (Abdullah & Ramay, 2012).

In the Study, there was non-significant mean distinction found on professional certainty in private and public school teachers. Public school teachers were found to be more committed to their organizations than the teachers in private schools. Reason may be that private school teachers have shorter tenure. They don't have long term connections and job security while government teachers have long lasting associations with schools. Results did not demonstrate any mean difference on professional certainty among educators who had any training session amid their professional career and the individuals who did not have any training session. While the teachers had training trained were found to be more committed to the organization.

CONCLUSION

Study to investigate relationship between professional certainty and organizational commitment uncovers that there is a positive relationship between them. Age and experience were shown to be positive predictors of organizational commitment in school teachers. Non-significant gender differences were found on both the study variables. Also, non-significant mean differences were found in educational categories on both of the study variables. Permanent teachers, government teachers and the teachers who got training were found to be more committed to their organization.

Limitations and Suggestions

Each study has a few constraints and those constraints are valuable in opening new ways of examination. Present study was conducted on a sample from the particular region of Islamabad and Rawalpindi which cannot be the representative of the whole population of the Pakistani teachers. Demographic division like gender and organizational type were not in a perfect equivalence to one another. Scales utilized, albeit, reported excellent reliability in the past researches yet in present study reliability of the scales was at the acceptable range. Reason could be that professional certainty was new in the given population yet low reliability of organizational commitment scale ought to have been taken care of before conducting the main study by taking tryout on a smaller sample. May be comprehension of both the questionnaires was troublesome for the subjects.

Future examination can take out these measures to have better and obvious results. Additionally, a third variable could be presented that directs pathway between the two variables of the study. Future studies could uncover whether these both variables could change feeling of professional development or not.

Implications for future Research

Educators' feelings and perceptions must be investigated and considered important for the sake of improvement in education system. In today's work environment, employees' decreased turnover and increased commitment to their organization is first most considered priority of every organization due to its heavy investment on its employees' skill development. This study highlights role and importance of teachers' professional certainty in increasing teachers' commitment to their organization as well as their profession. Educational institutions should provide a clarity based policy and instructional plans for teachers to work smoothly with role clarity to increase their work effectivity and involvement in their task.

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