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## Construction and Validation of Organizational Commitment Scale (OCS) for teachers at secondary level

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### Abstract

An attempt has been made to construct and validate the organizational commitment scale for the teachers at secondary level. A well-structured scale was administered among them. The sample consists of 100 teachers at secondary level randomly selected from the schools situated in Pondicherry state. Initially the scale was constructed with 65 statements which are related to organizational commitment. In order to standardize and validate the scale the investigator used the 't' test, based on the value of 't' finally 54 statements were retained for the final study. This paper discussed about the development of the scale to measure the level of organizational commitment of teachers at secondary level.

**Keywords:** Organizational Commitment, Secondary level teachers, Validation

### 1. Introduction

Teaching not only involves the transmission of information/knowledge from teachers to students, but it is a job which involves multidimensional human interaction to achieve the desired goals of an educational organization. The organizational commitment of teachers is a significant area to be investigated in education where most of the teachers do not join the teaching profession as their primary choice, but rather as a last resort. The organizational commitment is considered to be a bond or linking between the individual and the organization. Organizational commitment, on the other hand, is 'the relative strength of an individual's identification with and involvement in a particular organization. Meyer and Allen categorized the nature of such psychological state in three components: affective, continuance and normative commitment. Affective commitment is an attitudinal process whereby individuals come to think about their relationship to the organizations with respect to values and goals. It involves 'employees' emotional attachment to, identification with, and involvement in the organization. Organizations with employees of high affective commitment levels retain their employees because these employees simply want to work there. Continuance commitment refers to 'an awareness of the costs associated with leaving the organization. Organizations with employees of high continuance commitment levels retain their employees because these employees need to stay in the organization for the time being until they probably find a better or more suitable job for themselves. Normative commitment, on the other hand, reflects a feeling of obligation to continue in a job position based on employee's personal values and beliefs. Hence the organizational commitments of teachers play a vital role in educational institutions and this tool attempts to measure it. Khorshid and Yazdani studied the relationship between trust, contrast and organizational belonging by considering the moderating impact of organizational commitment".

The investigator decided to construct and validate a scale to measure the organizational commitment of teachers at secondary level. In order to develop the scale at the preliminary stage the investigators consulted the experts in psychology, referred psychology books, journals related to organizational commitment and also visited websites and gathered a variety of information regarding it.

### Methodology

In order to finalize the items the investigator has followed the item analysis procedure. For the construction of organizational commitment scale, the Likert's method has been followed.

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**Table-1:** t- values for the statements of the organizational commitment scale

Item Number	't' value	Selected/ Not Selected
1	0.20	Not Selected
2	0.77	Not Selected
3	0.15	Not Selected
4	9.94	Selected
5	2.93	Selected
6	4.85	Selected
7	6.03	Selected
8	0.63	Not Selected
9	4.83	Selected
10	0.22	Not Selected
11	2.50	Selected
12	5.65	Selected
13	5.33	Selected
14	3.49	Selected
15	5.61	Selected
16	3.95	Selected
17	0.58	Not Selected
18	2.35	Selected
19	3.20	Selected
20	1.56	Not Selected
21	7.82	Selected
22	4.06	Selected
23	7.86	Selected
24	4.32	Selected
25	6.87	Selected
26	2.17	Selected
27	4.16	Selected
28	2.27	Selected
29	4.64	Selected
30	7.45	Selected
31	0.87	Not Selected
32	6.05	Selected
33	7.94	Selected
34	6.29	Selected
35	11.04	Selected
36	10.73	Selected
37	4.71	Selected
38	2.61	Selected
39	3.02	Selected
40	7..84	Selected
41	3.24	Selected
42	8.04	Selected
43	1.59	Not Selected
44	3.48	Selected
45	4.69	Selected
46	4.06	Selected
47	8.20	Selected
48	3.67	Selected
49	5.89	Selected
50	2.01	Selected
51	5.46	Selected
52	5.01	Selected
53	6.54	Selected
54	1.63	Not Selected
55	0.46	Not Selected
56	6.30	Selected
57	4.58	Selected
58	3.46	Selected
59	6.28	Selected
60	7.02	Selected
61	2.89	Selected
62	3.50	Selected
63	3.51	Selected
64	5.14	Selected
65	7.07	Selected

The scale consists of statements pertaining to the different dimensions of organizational commitment such as commitment to students, commitment to work group, commitment to teaching work, commitment to school and commitment to teaching profession.

After a careful scrutiny of the statements by experts, 65 statements were selected. The scale consists of 54 items for the final study. Each statement is followed by five alternatives namely strongly agree, agree, undecided, disagree, strongly disagree. Scores are given in the order of 5,4,3,2 and 1. The maximum score for an item is 5 and the minimum score is 1. Therefore one can get a maximum score of 325 and minimum score of 65. Organizational commitment scale was given to as many as 100 teachers at the secondary level in Pondicherry state. After scoring the scale for the pilot study, all the 100 subjects were arranged in order from high scores to low scores, top 27% constitute the high achievers and the bottom 27% constitute the low achievers (Allen L. Edwards-1957). The 't' values were computed for each item of the scale and are given in table-1. Based on the above 't' values a measure of the extent to which a given item differ between the high and the low group, only those items having the 't' value of 1.75 and above were selected. This is the process of selection of 54 items and 11 items were not selected.

**Reliability and validity**

The reliability of the organizational commitment scale was established through spilt-half technique by the use of Spearman Brown formula. The coefficient of internal consistency has been found to be 0.97.

The validity for this scale was found to be 0.98 by taking square root of reliability coefficient. The face validity of the organizational commitment scale was established through discussion and opinion of the teachers at secondary level. The content validity is taken care of by including the items covering five dimensions of organizational commitment.

**Norms**

To obtain the norms, the percentiles have been computed for the raw scores of organizational commitment scale for teachers at secondary level and are given in the Table-2.

**Table 2:** Norms for Organizational commitment scores

Percentiles	Score Range	Interpretation
Below P <sub>25</sub>	197 & Below	Low
P <sub>25</sub> - P <sub>75</sub>	198 - 281	Average
Above P <sub>75</sub>	282 & Above	High

**Conclusion**

Organizational commitment can lead to useful outcomes as increasing the effectiveness, efficiency and productivity and reduction of trading volume and absence in individual and organizational levels. The high level of teacher commitment to their organization has resulted in a high sense of responsibility and high standards for education. So this scale will be very useful to measure the level of organizational commitment of teachers at secondary level.

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