

## **EXAMINING THE IMPACT OF SCHOOL TEACHERS' WORK ENGAGEMENT ON ORGANISATIONAL COMMITMENT**

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### **INTRODUCTION:**

Workplace is considered to be a temple by many in India and is referred to as "karam-bhoomi" and revered like birthplace or "janam-bhoomi. Therefore, it is expected that workplace behavior of an employee would lead to gainful employment. Workplace behavior is largely dependent upon employees' attitude towards their work. Work attitude refers to an employee's beliefs, opinions, and feelings towards various aspects of his work. These aspects include the relationship with colleagues, workplace management, pay, how employees are treated at work, and the nature of their work. Researchers also believe that employees' personal lives, which include household demands, family support, and responsibilities, have a crucial role in their workplace behaviors.

Education plays a crucial role in the development of the citizens of a country through the efforts of the teachers or educators at all levels. The education system acknowledges the role of teachers and thus strives to provide trainings, workshops and faculty development programs to improve the efficiency of teachers. Other than such skill-building programs, it is pertinent to understand the work engagement of the teachers. Work engagement is the extent of employee motivation for contributing to organisational success by putting in discretionary efforts like a few extra hours of work, brain-power, energy, etc. Work engagement is found to be positively related to creativity and innovativeness (Orth and Volmer, 2017) and organizational citizenship behaviour of employees (Pohl et al., 2023).

The present study examines the impact of school teachers' work engagement on organisational commitment. Further, it seeks to ascertain the impact of various components of work engagement, i.e., vigor, dedication and absorption on the organisational commitment of school teachers. It is needless to mention that organisations do not work as silos and are not insulated from outside impact. It would be interesting to explore whether the organisational commitment varies based on their family set-up i.e., joint family and nuclear family. Therefore, an attempt is made to assess whether there is a significant difference in

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the organisational commitment and work engagement of school teachers in joint-family and nuclear-family setups.

### **Significance of the Study**

The challenges faced by school teachers have been on a rise due to the increasing workplace demands in the field of education. The teacher-student ratio posits each teacher to manage more students and work towards students' overall development in various spheres. Thus, it is crucial to study the levels of organisational commitment and work engagement of school teachers as it may provide insights into their efficiency as teachers. Thus, the research was conducted on government school teachers in Punjab to help the researchers understand how organisational commitment and work engagement impact each other. Further, the study aims to understand if the family structure - joint vs. nuclear - also impacts the said variables in any manner. Research has been done on organisational commitment and work engagement in various sectors like banking and IT. The present study bridges the gap by carrying out the study among government school teachers of Punjab. Hence, the current research findings help understand the impact of various components of work engagement on the organisational commitment of government school teachers, which may be beneficial in policy formulation in the education sector.

### **Hypotheses**

For the present study, following hypotheses were postulated:

H1O: Vigor, dedication and absorption do not have an influence on organisational commitment.

H1a: Vigor, dedication and absorption have a significant influence on organisational commitment.

H2O: There will be no significant difference in the organisational commitment and work engagement of school teachers from nuclear and joint families.

H2a: There will be a significant difference in the organisational commitment and work engagement of school teachers from nuclear and joint families.

### **LITERATURE REVIEW:**

Researchers have gained immense interest in both work engagement and organisational commitment as crucial concepts to be studied. Organisational commitment refers to the level of connection, recognition and resonance the employee feels with the organisation's objectives. Allen and Meyer (1990) categorised organisational commitment into 3 types: affective, continuance and normative commitment. Affective commitment is experienced by an employee when he or she is emotionally attached and involved with the institution

and its goals. Continuance commitment is when the employee continues to work in the current organisation for monetary benefits i.e., for the money they earn for the time spent working there. When an employee keeps working in the organisation because he or she is obliged to, it is called normative commitment. Organisational commitment leads to improved employee efficiency (Bucata et al., 2022).

Work engagement is classified into 3 dimensions: vigour, dedication & absorption. Vigor is often characterized as employees having high energy levels and being mentally resilient while working. Dedication is a sense of significance, inspiration, motivation, and challenges experienced by employees while working on a job. And finally, absorption is being wholly concentrated on work that the time spent doing work seems to pass by quickly. Simons and Buitendach (2013) found a link between vigour, absorption, dedication and organisational commitment. Work engagement and organisational commitment are two main concepts that affect employees' work performance and contribute to attracting and retaining them in the organisation.

While both concepts are researched to understand their components and outcomes for the workplace and their correlation, very limited research is done to understand the cause-effect relationship of the components of work engagement on organisational commitment, especially with respect to school teachers.

## **METHODS:**

### **Sample**

The sample consisted of 200 school teachers of Punjab (M=59; F=141), selected through snowball sampling technique. Out of these, 185 (92.50%) were married and 15 (7.50%) were single. As far as family structure is concerned, 117 (58.50%) belong to joint families and 83 (41.50%) belong to nuclear families.

### **Measures**

TCM (Three-Component Model) Employee Commitment Survey (Allen and Meyer, 1990) was used to measure Organisational Commitment. It has 3 dimensions: affective, continuance and normative commitment.

Utrecht Work Engagement Scale (UWES-9) developed in 2006 by Schaufeli et al., was used to measure the work engagement of school teachers. The three subscales of UWES are: vigor, dedication, and absorption.

### **Procedure**

Data was collected in online mode. The prospective participants were sent the Google form which consisted of the informed consent, instructions for the study, and questions

regarding the demographic details followed by the questionnaires. The responses were scored as per the scoring procedure given in the respective manuals.

### **Design**

Regression analysis was used to study the impact of independent variables (vigor, dedication and absorption) on the dependent variable (organisational commitment). t-test was used to compare the organisational commitment and work engagement of school teachers belonging to nuclear families and joint families.

### **Data analysis**

After data regarding organisational commitment and work engagement was collected from government school teachers, it was scored as per the prescribed procedure in the respective manuals. Data was then analyzed with the help of SPSS-29. Descriptive and inferential statistics like t-test and multiple regression analysis were used to test the hypotheses.

### **Ethical Considerations**

All ethical considerations such as voluntary participation with an informed consent wherein the participants were provided information related to the purpose of the study, tentative time taken to respond and other general instructions on the response format, were adhered to. The participants were free to withdraw from the research study at any point in case of discomfort. The privacy, anonymity, and confidentiality of their responses were protected to provide them with a safe and non-judgmental environment that encouraged honest responses.

### **RESULTS:**

The current research explored the impact of vigor, dedication and absorption on the organisational commitment of school teachers. To test the hypothesis (H1a), a multiple regression analysis was carried out to study the influence of school teachers' vigor, dedication and absorption towards their work (independent variables) on their organisational commitment (dependent variable).

Table 1 indicates the overall significance of each regression model predicting Organisational Commitment. It is seen that vigor significantly impacts organisational commitment. Further, vigor with dedication also significantly affect organisational commitment. Similarly, all 3 predictors - vigor, dedication and absorption together have a significant impact on organisational commitment.

**Table 1**

*ANOVA Results for Hierarchical Regression Models Predicting Organisational Commitment*

| Model  |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
|--|------------|----------------|-----|-------------|--------|-------------------|
| 1  | Regression | 3440.78        | 1   | 3440.78     | 18.99  | .000 <sup>a</sup> |
|  | Residual   | 36401.61       | 201 | 181.103     |        |                   |
|  | Total      | 39842.39       | 202 |             |        |                   |
| 2  | Regression | 5469.02        | 2   | 2734.50     | 15.91  | .000 <sup>b</sup> |
|  | Residual   | 34373.38       | 200 | 171.86      |        |                   |
|  | Total      | 39842.39       | 202 |             |        |                   |
| 3  | Regression | 5470.48        | 3   | 1823.49     | 10.556 | .000 <sup>c</sup> |
|  | Residual   | 34371.91       | 199 | 172.72      |        |                   |
|  | Total      | 39842.39       | 202 |             |        |                   |
| a. Predictors: (Constant), Vigor                         |            |                |     |             |        |                   |
| b. Predictors: (Constant), Vigor, Dedication             |            |                |     |             |        |                   |
| c. Predictors: (Constant), Vigor, Dedication, Absorption |            |                |     |             |        |                   |
| d. Dependent Variable: Organisational Commitment         |            |                |     |             |        |                   |

Table 2 provides details on the predictors of Organisational Commitment across three models. In Model 1, Vigor is the only predictor and has a significant positive effect ( $B = 1.281, p < .001$ ), indicating that for each unit increase in Vigor, Organisational Commitment increases by 1.281 units. The constant term is 76.827, suggesting the baseline level of Organisational Commitment when Vigor is zero.

Model 2 shows that when both vigor and dedication are predictors, the effect of dedication overshadows the impact of vigor on organisational commitment. Thus, the impact of dedication on organisational commitment is significant ( $B = 1.520, p = .001$ ) and that of vigor is not significant ( $B = .475, p = .201$ ).

**Table 2**

*Regression Coefficients for Models Predicting Organisational Commitment*

| Model  |            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|--|------------|-----------------------------|------------|---------------------------|--------|------|
|  |            | B                           | Std. Error | Beta                      |        |      |
| 1  | (Constant) | 76.827                      | 4.524      |                           | 16.981 | .000 |
|  | Vigor      | 1.281                       | .294       | .294                      | 4.359  | .000 |
| 2  | (Constant) | 63.784                      | 5.817      |                           | 10.964 | .000 |
|  | Vigor      | .475                        | .370       | .109                      | 1.284  | .201 |
|  | Dedication | 1.520                       | .442       | .292                      | 3.435  | .001 |
| 3  | (Constant) | 63.679                      | 5.943      |                           | 10.716 | .000 |
|  | Vigor      | .468                        | .380       | .107                      | 1.230  | .220 |
|  | Dedication | 1.506                       | .469       | .289                      | 3.214  | .002 |
|  | Absorption | .030                        | .327       | .007                      | .092   | .927 |
| a. Dependent Variable: Organisational Commitment |            |                             |            |                           |        |      |

In Model 3, when Absorption is added as a predictor alongside Vigor and Dedication, it is noticed that the impact of vigor is not significant ( $B = .468, p = .220$ ), dedication retains its significant positive effect ( $B = 1.506, p = .002$ ), and absorption has a negligible effect ( $B = .030, p = .927$ ) on organisational commitment. This means dedication emerges as a consistent and significant predictor of Organisational Commitment.

The present research also compared the organisational commitment and work engagement of school teachers from nuclear and joint family set-ups using independent t-test. Table 3 indicates that there is no significant difference in school teachers' organisational commitment and work engagement in relation to the family structure they belong to: nuclear and joint families.

**Table 3**

*Independent t-test of variables among teachers with nuclear families and joint families*

|                           | Nuclear Family (N=83) |       | Joint family (N=117) |       | T-Test | Significance p (Two Tail) |
|---------------------------|-----------------------|-------|----------------------|-------|--------|---------------------------|
|                           | Mean                  | SD    | Mean                 | SD    |        |                           |
| Organisational Commitment | 94.86                 | 12.44 | 95.59                | 13.70 | -0.39  | 0.70                      |
| Work Engagement           | 45.80                 | 7.44  | 46.14                | 7.71  | -0.31  | 0.75                      |

## **DISCUSSION:**

The findings of the current research indicate that dimensions of work engagement, i.e., vigor, dedication and absorption have a significant impact on organisational commitment. This is in line with the research findings of Sharma (2022).

Current research also indicates that Dedication is a stronger predictor of Organisational Commitment than Vigor when both are considered. This is in line with the findings of Fahrudin, Jusni, & Aswan (2023) which concluded that dedicated employees are more emotionally attached and are more likely to be having higher organisational commitment. Findings by Lie, Saraswati and Lie (2023) also found that work engagement, including dedication, significantly influences affective commitment among the millennial employees.

It is also noticed in current research that when vigor, dedication and absorption are included as the predictors, Dedication emerges as a consistent and significant predictor of Organisational Commitment, whereas Vigor and Absorption do not have a significant effect. This is supported by the research by Mardiansyah, Rusdiah and Rabiulkhri (2022), which revealed a significant relationship between Employee Engagement and Organisational Commitment. Employee Engagement, which includes aspects like dedication and enthusiasm towards work, influenced Organisational Commitment among employees. This relationship indicates that when employees are engaged with their work, i.e., have more dedication, they are more likely to demonstrate loyalty and attachment to the organisation, signifying organisational commitment. Moreover, the current findings are also corroborated by the research by Ashley et al. (2020) and Eghlidi and Karimi (2016) which found dedication to be the main predictor of commitment.

The present study also made an attempt to understand whether the organisational commitment and work engagement of school teachers belonging to nuclear families and joint families significantly differ. It is found that there were no significant differences between school teachers belonging to nuclear families and joint families with respect to their organisational commitment and work engagement. Nasir, Saleem & Iqbal (2022) found that the provision of family and institutional support to female teachers increases their dedication and commitment to work effectively. This could be due to the amount of support received by them from various sources such as family members, house help, etc, irrespective of the family structure that they belong to.

The present study provides insights into the impact of dedication on the organisational commitment of school teachers. However, the study has a few limitations that need to be addressed. The findings of the study may be restricted to only the government school teachers since the sample consisted of only government school teachers in Punjab. This

may not be indicative of the general population in terms of organisational commitment and work engagement. Moreover, the study relied on self-report assessment, which has drawbacks because people can be biased when sharing personal experiences. Because of their belief in self-presentation or self-expression, the individual's response may be exaggerated. They may also be affected by social desirability bias, either consciously or unconsciously. As a result, some of the data and findings in this study may have been influenced by people's opinions. Moreover, since this research had a quantitative design, it may have restricted the findings to the scale dimensions used and not captured the other factors that may have an influence on teachers' organisational commitment.

More aspects of social support may be studied in future research, such as the availability of house help, helpful neighbours, and sharing of responsibilities among family members, in order to understand its influence on work attitudes. A qualitative research may provide further insights into the other factors influencing the teachers' organisational commitment.

Despite its limitations, this research examines the cause-effect relationship between work engagement and organisational commitment of school teachers. Results from this research have practical applicability in helping school management formulate effective policies to increase the teachers' work engagement and organisational commitment.

#### **CONCLUSION:**

The present research aims to ascertain the impact of school teachers' work engagement, i.e., vigor, dedication and absorption on organisational commitment. Dedication emerged as a consistent and significant predictor of organisational commitment in teachers. In contrast, vigor and absorption do not show a significant effect when all three predictors are considered. No significant difference was found in the organisational commitment and work engagement of school teachers from nuclear and joint families.

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