Teaching is one of the oldest and most respected professions in the world. No other personality can have an influence more profound than that of a teacher. A teacher plays a vital role in building up the character of the next generation. In ancient times teaching was termed as the noblest of professions and people used to follow all the teachings of their teacher without any argument. Society was not so complex and the duty of a teacher was to impart knowledge and inculcate values among the pupils. In the present times, the role of teacher is changing due to advancements on many fronts. As the work of teacher is becoming physically and mentally more challenging, he needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. The problem of a teacher may be compounded by organizational culture and climate, leadership behaviour of administrator, job satisfaction, motivation, organizational support, participative decision making, financial reward communication, promotion prospects and types of school (Brown, 2003; Salami and Omole, 2005).

On the other side, every child needs and deserves dedicated outstanding teachers who know their subject matter, are effectively trained and know to teach to high standards and to make learning come alive for students. Low teacher commitment reduces student achievement and there is danger because these are the students who make the future of any country. Teachers strong in commitment found it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They are rarely at a loss for things to do. They always seem to make maximum effort cheerfully and zestfully.

Educational organizations such as schools, colleges and universities require individuals who are committed to their profession and well-being of students. The vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the organizations. Human being
is, of course, much more important in the educational organizations than in other organizations. Because s/he participates at any position of the input-process-output circle of the educational organizations, “input” is students, “process” is teacher and “output” is a qualified work. To create satisfactory conditions and to determine the demand for getting students to acquire the stated knowledge and ability are the most important tasks. In that position, the teachers who are responsible for arranging these tasks need to be efficient; and on the other hand, the existence of the conditions that motivate the teachers for performing this task is the main principle. Arranging the tasks in an effective way depends on the quality of working conditions. The concept of working conditions deal with organizational effectiveness, environment, climate, organizational ideology, ecological field and with organizational information (Hoy, Tarter, Kottkamp, 1991). Teachers’ sense of working conditions is effective on their working habits. One of the aspects that constitute the source of teachers’ sense of working conditions is the teachers’ attitudes and interests towards the objects (such as occupation, task, materials, students, school, etc.) in their working environment. In that respect, the teachers do the activities in accordance with their interaction and concern with those objects. In one way, one of the concepts that determine the teacher’s interests towards the objects in working environment is the teacher’s level of organizational commitment. Organizational commitment consists of the factors such as the teacher’s belief and acceptance of the organization’s goals and values, the teachers’ willingness to exert effort on behalf of the organization, and a strong desire to keep up membership in the organization. The effectiveness of an educational organization, of course, depends on many details; one of the most important details is the interaction of administrator and teacher who are the permanent items of learning and teaching process. Within this interaction, school manager is the director of school, and teacher is the director of classroom. In this respect, teachers commit themselves to their schools, students, teaching activities, occupation, and colleagues. It is clear that the interaction among the teachers in the school, the communication between the teachers and the leaders, the climate
of the school, type of the school, the quality of procedures and the level of the teachers' apprehension of their profession all affect the teachers' level of organizational commitment. Indeed, the question how to provide teacher commitment is still a problem. Lower commitment creates the dilemmas that both affect badly the effectiveness of school and cause teachers to be less successful in their professional performance or to leave the profession. The less committed teachers may both create difficulties and cause the deviations in respect of the educational aims of the school.

Educational organizations need committed employees to achieve their objectives and they cannot succeed without their efforts and commitment. Teachers voluntary behaviour is quite important in educational organizations because educational organizations are the organizations where extra role behaviour are performed as well as the official works.

Over the years, commitment has been defined and measured in many different ways (Meyer & Allen, 1991; Morrow, 1993; Mowday et.al., 1982). Some concepts have treated commitment as a uni-dimensional construct (Becker, 1960; Mowday et.al., 1979; Wiener, 1983). Other have viewed it as a multi-dimensional construct (Allen and Meyer, 1990’ O’Reilly and Chatman, 1986). For the purpose of comparison of scientific and everyday use of the terms, a concept of commitment taken from the oxford dictionary is presented which state that commitment is an engagement which restricts freedom of action. Commitment is a stabilising force that stabilizes the individual behaviour under circumstances where the individual would otherwise be tempted to change the behaviour. Commitment is of three types; organizational commitment, job commitment and occupational/ career commitment. Organizational commitment is a psychological state that binds the individual to the organization (Allen & Meyer, 1990). Job commitment refers to the likelihood that an individual will stick with a job, and feel psychologically attached to it, whether it is satisfying or not (Rusbult & Farrell 1983). Occupational commitment is one’s motivation to work in a chosen vocation (Carson & Bedeian, 1994). It becomes obvious from the above discussion that all conceptualizations of commitment share a common nation
that commitment binds an individual to the organization. Employee’s commitment to their organization is often seen as a psychological state that characterizes an employee’s relationship with the organization and has various behavioural consequences (Meyer & Allen, 1997).

In this age of competition, every aspect which can influence the output of educational organizations should be properly discussed and verified. Organizational commitment is critical in retaining and attracting well qualified personnel. Over the past three decades, organizational commitment has become a much-researched subject. In educational organizations, teacher commitment is at the center of school organizational reform (Kushman, 1992) and there is strong evidence of links between high levels of commitment and favorable organizational outcomes. At the individual level of analysis, commitment predicts important employee behaviour such as staff turnover, absenteeism, organizational citizenship or extra-role behaviours and performance (Meyer & Allen, 1986; Mathieu & Zajac, 1990; Meyer, Herscovitch & Topolnytsky, 2002; Steers 1977).

Organizational commitment has an important place in the study of organizational behaviour. This is in part due to the vast number of works that have found relationship between organizational commitment and attitudes and behaviour in the workplace. Various researches in the field of organizational commitment are related to (a) attitudinal, affective and cognitive constructs such as job satisfaction (c) characteristics of the employee’s job and role, such as responsibility (d) personal characteristics of the employee such, as age, job tenure.

Teacher commitment is a psychological bond between a teacher of his organization and is positive evaluation of the organization and the organizational goals. There are two schools of thought about organizational commitment. First involves relationship between employee and other entity/organization that can vary. Second involves the effort to distinguish among entities to which an employee becomes committed. First is attitudinal and second is behavioural. Early researches focused on defining the concept and current researches continue to examine organizational commitment through
commitment related attitudes and commitment related behaviours approaches (Mowday, Porter & Steers, 1979).

When individuals and teams are committed to the values and goals of their organization, they have higher morale, lower turnover, increased job satisfaction and increased productivity (Meyer & Allen 1997; Mowdey, Porter & Steers 1982).

The behaviour of employees in organizational life and their relationship with their jobs are affected by a lot of variables. One of the most important of these variables is leadership behaviour of administrators for leadership is seen as the behaviour of impressing people in many studies. The effects of leadership behaviour on employees could be considered in a large scale which includes organizational commitment of employees. In the field of education, leadership is considered as a provider of necessary feedback to teacher and other non-academic personnel for rendering their best of services on the humanistic ground, which needs proper understanding of human nature and behaviour. Leadership is the process of influencing the activities of teachers in its efforts towards the efficient school improvement and goal achievement. In the 21\textsuperscript{st} century, where change is the only concern, the world in which school must function is changing at accelerating rate. Current educational reforms place a great premium upon the relationship between effective leadership and school improvement. Both the school effectiveness and school improvement research traditions highlighted the importance of leadership on successful school development and change (Harris 2005).

Leadership is always a fascinating subject in any current job. In fact, it is the most important aspect of teacher commitment, it gives a positive direction to use of human resources and brings out the best in a man (Shastri et.al. 2010). As a consequence of globalization, application of new technologies coping with a turbulent environment, etc. educational organizations face with an ongoing process of transformation. Educational organizations have been assigned the responsibility of anticipating change and providing guidance to their teachers and leaders (Kotter, 1990). Teacher’s preference for autocratic or democratic leadership style is leadership preference. Leadership is "an
attempt to affect the behaviour of others in a group without using the coercive form of power. A leader is expected to act as an expert in coordinating, organizing, stimulating, activating, encouraging, arranging, planning and evaluating techniques directed towards improvement of instructions in all areas and at all levels. Deblois (2000) explained that good leadership depends upon talent and commitment of teachers. Bernard asserted that leadership occurs when one group member modifies the motivation or competences of others on the group. Different people require different style of leadership e.g. a new recruit teacher requires more supervision than an experienced teacher. A person who lacks motivation requires a different approach than the one with a high degree of motivation. A leader must use his/ her judgement to decide the best course of action e.g. a leader may need to confront an employee for inappropriate behaviour, but if the confrontation is too late or too early, too harsh or too weak, then the result may prove ineffective.

In today’s dynamic world, leaders must be able to cope with the increasing volatility and turbulence of the environment due to the globalization era (Fiedler, 1996; Hennessey, 1998). Through the actions of heads as an effective leader and adequate training and skills (Kotter, 1990; Avolio and Bass, 1993; Bass, 1998), a successful climate in organizations could be developed and valued by the teachers (Farid, 2000). Developing and maintaining successful organizations there is requirement of leaders to provide favourable climate in the organization, to adapt to challenges of environment, to respect the teachers that make up the organization and to motivate teacher to exert considerable effort on behalf of the organization and to inspire teacher to have a strong belief in and acceptance of the organization’s goals and having high level of organizational commitment.

Organizational climate serves as a measure of individual perceptions or feelings about an organization. Organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, provision of good working conditions
and creation of suitable career ladder for academics. Organizational climate comprises cognate sets of attitudes, values and practices that characterize the members of a particular organization. It is consciously perceived environmental factors subject to organizational control. Low (1997) explained the term climate to describe the attitudes, feeling and social process of educational organizations. Organizational climate describes the member’s perception of their work environment. Studies on organizational climate may be done in the entire work environment or at a certain dimension or certain environment of the organization. Organizational climate is considered as an aspect of the total environment of the organization. It is a set of patterns of social interaction among the members of an organization. Likert (1967) stated that organizational climate is believed to be a function of leadership. Organizational climate is an outcome of an interplay between a number of variables of the societal system, the organization and the individual members.

School being a social organization can be said to have its own culture and climate emanating from its role expectations and functions. Members of school interact to produce a climate that can be significant both to the students and organization. Leaders and teachers are often concerned with maintaining their legitimate authority and defending their place in school situation. Organization has therefore; certain role structure and the incumbents of an institution are expected to exhibit a kind of behaviour which contributes to goals of the organization. It is the mechanism of effective organization through which the needs of the institution and needs of the teachers are modified so that they come together in one compact working group. It is observed that there is great deal of difference among school (govt/private) in their individuality and uniqueness. Such an individuality and uniqueness in government and private type of school may be called as the environment of a school, the climate of a school etc.

School is the most important organisation in educational system. One of the elements to a school’s success is an experienced leader (whether principal or headmaster), who has a positive attitude and is able to create a school environment that encourages cooperation and communication among
staff members, between staff and administration, and between staff members and the pupils. Favourable climate is the most essential key to school success. This suggests that there is a need to identify the quality of the personnel responsible in the organisation and how this kind of leadership able to evoke commitments of the teachers in order to bring the favourable climate in government and private schools. School needs to improve from time to time and this process of change needs to be lead by a qualified leader who is talented, determined, knowledgeable and capable. The most appropriate starting point is to search and train that capable, talented principal who then lead the staff and students in the development of common expectations.

With the recent education reform and restructuring, for example Education Development Master Plan (PIPP 2006 - 2010) with its six core agendas, more emphasis would have to be placed on commitment of the teaching workforce. New educational strategies and approaches were developed due to the increasing external pressures on the work environment and thus a pool of highly qualified and committed teaching workforce is needed in the field of education (Chua Lee Chuan, 2005). Headmaster often encounters the need to transform the school from low performance to acceptable performance or from acceptable performance to high performance. At other times, a headmaster is expected to move firm from crisis mode to high ground. To accomplish these purposes, leader attempts to have a strong teacher's commitment towards the school to develop favourable climate.

To conclude, educational organizations such as school, colleges and universities should have individuals who are committed to their organization, profession and well being of students. A variety of antecedents and outcomes have been identified in the past thirty years related to organizational commitment (Angle & Perry, 1981; Mowday et.al. 1979; Hall 1977). Meyer and Allen (1991) and Dunham et.al. (1994) identified three types of commitment; affective commitment, continuance commitment and normative commitment. Meyer, Allen and Smith (1993) say that the three types of commitment are a psychological state “that either characterizes the teacher’s
relationship with the organization and has the implications to affect whether the employee will continue the organization. Teacher commitment is important because high levels of commitment lead to several favorable organizational outcomes. Meta analyses indicate that commitment is negatively related to turnover (Cooper-Hakim & Viswesvaran, 2005), absenteeism (Farrell & Stamm, 1988), and counterproductive behaviour (Dalal, 2005) and positively related to job satisfaction (Cooper-Hakim & Viswesvaran, 2005), motivation (Mathieu & Zajac, 1990), and organizational citizenship behaviours (Riketta, 2002). Moreover, research studies have provided evidence of a positive correlation between organizational commitment and job performance (e.g., Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1989). Low commitment has also been associated with low levels of morale (Decottis & Summers, 1987) and decreased measures of altruism and compliance (Schappe, 1998). Finally, non-committed employees may describe the organization in negative terms to outsiders thereby inhibiting the organization’s ability to recruit high-quality employees (Mowday, Porter, & Steers, 1982). When individual and teams are committed to the values and goals of their organization, they perceive their organizational climate as favourable and will contribute to their development in a positive ways, perceives style of leadership which encourages them to have a greater participation in policy planning different from traditional top-down, hierarchical and bureaucratic leadership style and will adjust with uniqueness and individuality of government/ private type of school.

1.1 EMERGENCE OF THE PROBLEM

Organizations that have goals to achieve require satisfied and happy staff. Many organizations are facing major challenges resulting in restructuring, reengineering and downsizing. Organizations need committed workers in order to face the worldwide economic competitions. The behaviour of employees in organizational life is affected by a lot of variables. The vitality of all educational organizations lies in the willingness of employees to contribute to the development of the organization. Teacher’s voluntary
behaviour is quite important in educational organization because educational organizations are the organizations where extra role behaviour are performed as well as the official works. Educational organizations are one of the most important social institutes in a society. The effective and directive position of an educational organization in a society depends upon its perfect coordination in the direction of social expectation. The effectiveness level of educational organization necessitates adequate organization formation, satisfaction, resources, consistent policies based on specific and technological development and qualified employees with healthy working conditions and also its aim should be directive for social needs. It is known that human being is the most important input of any organization. Although educational organizations have organic, physical and economic condition for effectiveness, the creative performance of organization may be promising unless the teacher who is teaching, in organization has attached importance.

But teaching today is more complex and demanding role that it has been ever. Teaching is the essential profession, the one that makes all professions possible. Without well qualified, caring and committed teachers, neither improved curricula nor safe schools can contribute to this noble task. In this context, organizational commitment is an important variable which has an important role in terms of analyzing the relationship of the teachers with each other and with the organization. Organizational commitment has been a popular theme in both academic and managerial world for a long time. So the need for factors that predict organizational commitment has become more critical as one of the factors that could lead to healthy organizational climate, increased morale, motivation and productivity is organizational commitment. It has emerged as a promising area of research within the study of industrial/organizational psychology also in recent time.

The social, cultural and economic heights to which an organization can rise depends upon willingness of an employee to expect high level of efforts on the behalf of the organization which in turn depends upon ability and integrity of its leaders as well as intensification of organizational climate due to unexpected changes that are taking place in the socio-cultural patterns of
human life. For organization to compete effectively and efficiently; there is need to understand the cultural implications involved in motivating employees. Leadership has been found to have a positive effect on organization’s productivity and efficiency. Day and Baresfood (2000) suggested that when schools operate democratically, teachers will be more likely to contribute to their development in a positive ways, because it encourages teachers to have greater participation in policy planning and decision making. In different type of organization, teachers come in contact with different cultures, different situations and different circumstances. Environment of government organization/ schools is different from private organizations/ schools in many aspects. Unfortunately, there has been lack of research efforts in linking these personal and psychological characteristics of teacher to organizational commitment. Even, as regards organizational commitment of secondary school teachers there is divergence of opinions among researchers. Some researchers believed that teachers are not committed to their organization. Others believed that they are committed to organizational goals but it is the organization, that do not show commitment to the plight of teachers. They believe that organizational commitment reflects one side of the reciprocal relationship between the organization and teacher and as such each party has to play its role.

Leadership preference and organizational climate are hot terms in the educational management literature. However, there is a paucity of empirical quantitative research concerning the effect of leadership preference and organizational climate on organizational outcomes. The main objective of the present study was investigating the effect of leadership preference, organizational climate and type of school on organizational commitment and its sub-components among secondary school teachers. The focus was to study the effect of auto/ democratic leadership preference and favourable/ unfavourable organizational climate and govt. and private type of school on teacher’s organizational commitment. Over the past two decades, the construct of organizational commitment has witnessed a flurry of research activities. But a little is known about how different leadership styles might
interact with climate orientations and type of school, to influence organizational commitment. No systematic study has been conducted so far on effect of leadership preference, organizational climate and type of school on organizational commitment and its sub-components among secondary school teachers to the best of the knowledge of the researcher. Therefore, this study is designed to fill such research gaps. Against this background this study will investigate the relationship of organizational climate, leadership preference, and type of school to organizational commitment among secondary school teacher. The proceeding rational lead to the development of following statement of the problem.

1.2 STATEMENT OF THE PROBLEM

The present problem is entitled as:

ORGANIZATIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO LEADERSHIP PREFERENCE ORGANIZATIONAL CLIMATE AND TYPE OF SCHOOL.

1.3 MEANING OF THE TERMS USED

Organizational Commitment

Commitment is a state of being in which an individual becomes bound by his action and through his action to beliefs that sustain the activities of his own involvement. Commitment framework adopted in the present research has been called “organizational commitment” which is of considerable interest to psychologists, because organizational commitment has an important role in terms of analyzing the relationship of the teachers have with each other and with the organization. Organizational commitment has been studied in the public, private and non-profit sector and more recently internationally.

According to Meyer & Allen (1996) organizational commitment is psychological link between an employee and his/ her organization that makes it less likely that the employees will voluntarily leave the organization. It is the relative strength of an individual’s identification with and involvement in a particular organization.
Meyer and Allen (1991) and Dunham et.al. (1994) identified three types of commitment; affective commitment, continuance commitment and normative commitment. Affective commitment reflects an emotional attachment to identification with and involvement in the organization. Affective commitment has been shown to have the strongest positive correlations with performance followed by normative commitment. Normative commitment reflects sense of obligation to the organization. Continuance commitment is based on an employee’s perception of the costs that are associated with leaving the organization or a perceived view of alternative employment opportunities. Continuance commitment tends to be unrelated or negatively correlated to worker’s behaviour such as attendance, job performance and organizational citizenship behaviour (Meyer et.al. 2002).

Secondary School Teachers:
Teachers who teach to 9th to 12th grade students, either in government or private schools.

Leadership Preference:
According to Bhushan (1995) leadership preference is one’s degree of preference for authoritarian or democratic leadership style. Leadership is challenging status of leader. It is ability to lead which can be taught. In the field of education, leadership is considered as a provider of necessary feedback to the teachers and other non-academic personal for rendering their best service on the humanistic ground by proper understanding of human nature and behaviour.

Organizational Climate:
For the purpose of the present study organizational climate has been operationally defined as measure of four dimensions i.e. leadership, organization structure and design, interpersonal relations/ co-workers relations and member quality. It refers to favourable and unfavourable climate of organization which is individual’s perceptions of work environment that distinguish one organization from another and influence the behaviour of its members.
Type of School:

It refers to two types of schools here namely government schools run by state and private schools run by person or private organizations.

1.4 OBJECTIVES OF THE STUDY

1. To compare the total organizational commitment of secondary school teachers with respect to leadership preference, organizational climate and type of school.
2. To study the interaction effect of leadership preference and organizational climate on the total organizational commitment of secondary school teachers.
3. To study the interaction effect of organizational climate and type of school on the total organizational commitment of secondary school teachers.
4. To study the interaction effect of leadership preference and type of school on the total organizational commitment of secondary school teachers.
5. To study the interaction effect of leadership preference and organizational climate and type of school on the total organizational commitment of secondary school teachers.
6. To compare the affective, continuance and normative commitment of secondary school teachers with respect to, leadership preference, organizational climate and type of school.
7. To study the interaction effect of leadership preference and organizational climate on the affective, continuance and normative commitment of secondary school teachers.
8. To study the interaction effect of organizational climate and type of school on the affective, continuance and normative commitment of secondary school teachers.
9. To study the interaction effect of leadership preference and type of school on the affective, continuance and normative commitment of secondary school teachers.
10. To study the interaction effect of leadership preference and organizational climate and type of school on the affective, continuance and normative commitment of secondary school teachers.

1.5 SIGNIFICANCE OF THE STUDY

The present study will be of much significance as it will contribute to the knowledge concerning practical framework for understanding leadership behaviour and effect of organizational climate’s effect on organization commitment of secondary school teachers. The study will outline the behaviour to accomplish favourable school climate within the school to achieve teacher commitment and will offer more insights and serves as a critical friend in academia, encouraging head to reflect and breaking their traditional practices and questioning those assumptions which are rigid and unchangeable. It has been found that if teacher commitment is high, then these teachers will be more compatible and will be more productive and will have higher level of satisfaction, loyalty and responsibility. Every school has a different feel, a different personality. Organizational climate is one of the internal characteristics of a school, that distinguishes one school from another. A conducive climate will be helpful to reach, describe and define performance in order to find out the factors that could have positive influence on effective change mechanisms in schools. Organizational climate has a major effect on teacher’s commitment. Understanding the relationship of teacher commitment to school climate is important source to improve schools.

Some schools still ascribe to old adage that “leaders are born, not made”, there remains a societal responsibility to provide school leaders with the skills and practices needed to orchestrate schools in a way that can maximize sustained achievement of school for all students.

Organizational commitment is expected to produce organizational outcome (Chelter and Tausky 1987). Unfortunately limited studies have been conducted on organizational commitment and factors associated with it in higher education. Additionally no research has been done using Meyer et.al., (1997) organization commitment theory and Bhushan, (1995) leadership
preference theory, hence this study will contribute to research literature by throwing light on organizational commitment in relation to leadership preference, organization climate and type of school of secondary school teachers. Study would be of great interest to administrators, teacher and persons who work directly within educational organizations. The findings of study would help to improve quality on school leadership and to enrich theories and principles on school leadership, which have a direct impact on the future training of school leaders. Data generated from this study will serve as practical framework to plan, organize and provide leadership training programme for school leaders and prospective leaders. Study could also be important for school leaders as the findings can help them take heed of their leadership behaviour and become more sensitive to the process and importance of human interaction.

This study would help not only to increase the success in a certain role, but also influence teacher's motivation, dedication and satisfaction in their work and also encourages individuals to achieve many voluntary actions necessary for organizational life and high standard system success. At last, significance of present problem lies in its educational and social utility. The study will bring out new ideas for making further investigation. An understanding of these areas from researchers points of view is of much significance for making suggestions regarding the implementations of results of present investigation to make schools up to expected standard.

1.6 DELIMITATIONS OF THE STUDY

Delimitations are boundaries of a study, a research worker has to delimit her study with regard to different aspects as variables, area, size of sample etc. due to delimitation of time, energy and resources. Keeping in view, all these things the investigator delimited the work as given below:

1. The present study was delimited to a sample of 240 secondary school teachers taken from government and private schools of Punjab state.
2. Only secondary school teachers have been covered as the subjects hence results may not be generalized for all categories of teachers.
3. Study has been delimited to 5 districts of Punjab state.
4. Only leadership preference, organizational climate and type of schools has been taken as independent variables.
5. Limited statistical techniques like product moment correlation and 2x2x2 ANOVA has been applied to analyze the data.

1.7 ORGANIZATION OF RESEARCH REPORT

The complete report of present research has been presented in six chapters. An outline of contents of these chapters is as below:

The introductory first chapter of the report presents the objectives and need of the problem while the theoretical viewpoints about predictors have been presented in the second chapter. Third chapter deals with the review of research literature and hypotheses. While fourth chapter deals with the method and procedure employed in the collection of data and development of organizational climate scale, where as fifth chapter deals with analysis of data, interpretation and discussion of results. In chapter sixth summary, conclusions and suggestions for further research have been given alongwith the findings of the study and educational implications.

Bibliography and appendices have been given at the end of research report.