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ORGANIZATIONAL COMMITMENT: A CONCEPTUAL AND THEORETICAL APPROACH WITH IMPLICATIONS IN THE MANAGEMENT OF EDUCATIONAL SYSTEM

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ABSTRACT
The concept of organizational commitment in terms of affective commitment, continuance commitment and normative commitment has gained attention of scholars in the literature. Organizational commitment stresses that, every staff member in an organization is expected to be effectively identified with his or her organization and must be emotionally attached to organization, stays and works effectively in an organization due to derived cost benefit and must have a sense of duty, obligation, and loyalty toward an organization in which he or she works in so that the purpose for which an organization was established could be accomplished. Consequently, managers must ensure that organizational commitment is encouraged in educational system. Based on this premise, this chapter focuses on educational organization as a system, the concept of organizational commitment in educational system, dimensions of organizational commitment (affective commitment, continuance commitment and normative commitment), theory of organizational commitment and the implications of organizational commitment in educational management. It was concluded that the concept and theory of organizational commitment has implications in educational management. The implication is that when educational managers are interested in facilitating teachers' organizational commitment, educational system will be characterized by committed and productive workforce.

Keywords: Organizational Commitment, Affective Commitment, Continuance Commitment, Normative Commitment, Management, Educational System

Introduction
There is an increasing belief that organizational commitment is a prerequisite sign of employees' intention to stay in an organization and contribute his or her quotas towards accomplishment of organizational objectives (Naz, Nisar, Khan, Ahmad & Anwar, 2020). This assertion implies that importance of organizational commitment of employees in educational organization cannot be overemphasized. A committed workforce is needed for organizational effectiveness, performance, growth, development and sustainability. Therefore, for an organization, like educational organization at any level to accomplish the purposes for which it was established, its workforce needs to be committed.

Organizational commitment is manifested when employees show and display their support for as well as co-operating

maximally with the organization, they are working in. Eliciting and sustaining employees' commitment is a critical workforce management challenges of the past, present and immediate future driven by employees' loyalty (Osa, & Amos, 2014; Emanghe, Asuquo & Isang, 2025). The cited work also stressed that organizational commitment of employees manifests in employees' highest level of their productivity. A well committed human capital is often seen as a driven force for the actualization of organizational goals. This means that committed employees in educational organizations as a system are fundamental resources that facilitate the production processes. This chapter therefore, focuses on educational organization as social system, the meaning of organizational commitment, the concept of organizational commitment in educational system, dimensions of organizational commitment, theory of organizational commitment and its implication in educational management.

Educational organization as a system

The concept of a system in management literature is attributed to Ludwig von Bertalanffy, an Austrian-born biologist (1901–1972), who developed the idea of how a system works. Bertalanffy's idea of a system stems from examining not only microscopic particles but also how the particles influence one another within the whole, as a web of relationships among molecules (Shaked & Schechter, 2017). The system theory assumes that, every organization, like living organisms, are made up of various components or sub-systems that must work together in harmony for the larger system to be effective, efficient and for goal attainment. The theory stresses that organization as a system depends on synergy, interrelationship and interdependence between different subsystems. Educational organization is a complex and open system because it interacts with its environment as it receives inputs in terms of materials, people, information, finance from its environment for transformational or conversion processes (Bassey & Asuquo, 2024). The authors stressed that the school organizations at any level, just like other formal organizations, are always regarded as social systems as they are made up of people (human) who constitute the internal social system of educational institutions.

Effectiveness of educational system according to the system theory is based on the interrelationship and interdependent of the component units of which employees' commitment is a crucial component. The systems approach stresses managing techniques that allow educational managers to relate different parts of the organization to one another. Educational managers at all levels need to ensure that the human component which is one of the essential units within educational system is commitment in educational organizations. It is the sole responsibility of organizational managers to ensure organizational commitment. Scholars have documented that, in a circumstance where staff members are effectively motivated, they will be willing to get committed and respond to organizational requirements needed at a given period of time (Asuquo & Ekpoh, 2024). As such, motivation becomes one of the important management strategies to facilitate organizational commitment among staff

members in the school system. As administrative tool, motivation involves internal and external influences (intrinsic & extrinsic) that might move and encourage workers to increase their productivity (Ebinga, 2014). Intrinsic motivation is the personal enjoyment or desire to learn or do a task that is not associated with expected reward(s). While extrinsic motivation on the other hand, has to do with performance associated with rewards (Asuquo & Ekpoh, 2018). It has been stressed that employees are motivated to get committed in and organization (Paais & Pattiruhu, 2020).

The concept of Organizational Commitment in educational system

Organizational commitment (OC) implies acceptance of the direction and goals of the organization and a strong desire to be part of the organization (Kreitner & Kinicki, 2014). This means that organizational commitment is manifested when there is a high determination of an employee to remain in an organization in order to participate in achieving the goals of the organization. Organizational commitment also refers to as a strong desire to remain as a member of a particular organization; the desire to try hard according to the wishes of the organization; certain beliefs, acceptance of organizational values and goals. In other words, organizational commitment is an attitude that reflects employee loyalty to the organization for its continued success and progress (Luthans, 2005).

Commitment, according to Mart (2013) commitment means the process through which people become willing to give their loyalty and energy to a particular organization. Teachers' commitment is perceived as teachers' exhibition of loyalty to the school organization and a strong desire to put constant effort into work in order to achieve the goals of the school (Obiekwe, 2019). If educational managers at institutional levels wish to shape teachers' commitment, they ought to generate a setting of fairness, trust and care which they manifest by being charismatic, ethical and creation of team spirit among teachers (Francis & Okorji, 2023). In educational system for instance, employees who are committed are responsible for actions performed, accomplish their duties in the best way, and increase the efficiency, effectiveness, and productivity in educational system (Feizi, Ebrahimi, & Beheshti, 2014). In educational system, organizational commitment has to do with employees' emotional attachment to educational organizations they are working, their dedicated to assigned responsibilities due job prestige, economic benefits as well as their feeling of sense of obligation to stay and work in the school system. In educational system, employees' acceptance and willingness to fully identify with goals, objectives and values as well as taking active involvement in an organization activities and programmes are all reflections of organizational commitment. Studies on importance of organizational commitment of employees have been stressed in the literature. For instance, Yao, Qiu & Wei (2019) documented that affective, normative, and continuance commitment have apparent and varying effects on the attitudinal and behavioral loyalty of employees.

Dimensions of organizational commitment
The three major dimensions of organizational commitment are; affective commitment, continuance commitment and normative commitment (Naz, Li, Nisar, Khan, Ahmad & Anwar, 2020).

Affective Commitment: This dimension of commitment refers to an emotional attachment to an organization such that committed individual identifies with, is involved in, and enjoys membership within the organization. An individual's affective attachment to an organization is based primarily upon his or her identification with as well as the desire to establish a relationship with an organization. Affective commitment is manifested in the school system teachers decide to remain and work within educational organization because they want to do so without having intention to leave the teaching profession. In this case, they are psychologically and emotionally attached to work in educational institutions. Affective Commitment is a sign of individual staff member's positive attitude toward the organization and personal choice to identify with, involve in remain in and get committed to educational organization. Affective Commitment development involves identification with organizational goals as well as internalization of organizational policy and culture **(**Al-Jabari & Ghazzawi, 2019). Affective commitment refers to employees dedicated to their job by identifying with, involved in and being emotionally attached to the organizations they are working in. It is employees' choice to remain committed to an organization due to some emotional identification. In educational system for instance, teachers can display affective commitment when they feel not intending leave their teaching profession to another job and feel that the school organization in which they work in is the best place to be. In this case, teachers feel that being committed to teaching job is a matter of choice.

Continuance commitment: This is the type of commitment where employees stay in organization due to cost benefit associated with working in the school system. Continuance commitment is the extent to which an employee feels committed due to his or her own economic benefits. In educational system, continuance commitment is evidence in teachers' feeling of happiness to remain in educational system because of adequate fringe benefits. Adequate compensation in terms of financial benefits that teachers enjoy can predict their level of commitment to educational system. This dimension of organizational commitment is motivated through economic benefits accruable to employees. It relates to a cost–benefit analysis of an employee. For instance, a teacher may decide to be committed to educational organization because of being afraid of losing economic benefits due to years spent in teaching profession. Again, employees in educational organization may also get committed because of the fear associated with difficulties in securing a new job. That means, employees (teachers) in the school system may choose to remain committed because they may feel that if they leave, they may lose too after they must have worked for a reasonable period of time. Continuance Commitment is like an employee's contractual attachment to the organization because a teacher's level of commitment in educational organization is based on a teacher's assessment of economic

benefits gained by remaining with educational organization. It is primarily determined by an employee's cost–benefit analysis of remaining with the organization

Normative commitment: This refers to an employee's commitment base on employee's feeling of obligation to organization. It is triggered by employee's a sense of duty, obligation, and loyalty toward an organization as well as the feeling that it is morally right to get committed to an organization irrespective of job satisfaction or economic benefit. This implies that individuals remain committed to an organization from a perceived obligation to repay the organization for investing in them, for example, through training and development (capacity building programmes). The strength of normative commitment is determined by the rules an individual accepts and the reciprocal relationship between an organization and its employees.

Normative commitment occurs when employees feel sense of obligation to stay and work in the school system. In the case of normative commitment worker feel they should get committed in their organization because it is their inevitable obligations to remain in the organization to discharge their assigned responsibilities. Normative commitment is the feelings of obligation of the individual based on their perception that to accomplish organizational goals and objectives is dependent upon their effective performance which is a crucial part of their obligation. In educational system, teachers display normative commitment when they feel that they have outstanding obligation to remain and work effectively in the school system. In a nutshell, affective, continuance and normative organizational commitment are exhibited by employees who are emotionally, economically and obligatorily motivated in an organization.

The conceptual framework of organizational commitment in this chapter is demonstrated as shown in figure 1.

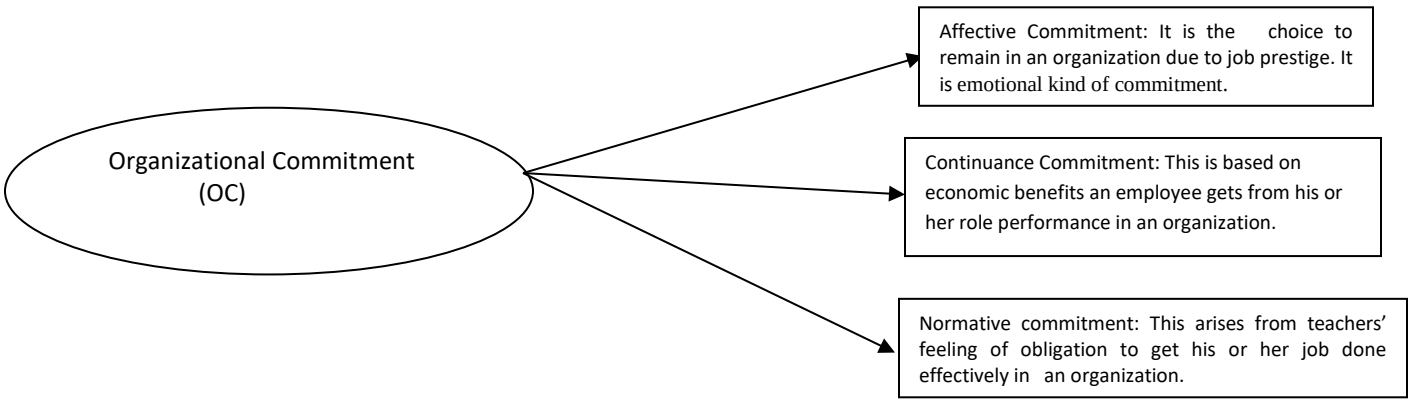


Figure 1: A conceptual framework of Organizational Commitment and its dimensions as applied in educational system.
Source: Authors' Conceptualization

Theory of organizational commitment

The leading proponent of organizational commitment was Becker, H. S. (1960). In Becker's early work on "Notes on the concept of Commitment," Becker identified organizational commitment as a major predictor of voluntary turnover. Becker's theory of organizational commitment stressed that a relationship that exists between an employee and the organization is founded on behaviors bounded by a contract of economic gains. Becker also emphasized that, employees are committed to the organization because they have some hidden investments. These investments are valued by individual employee because of certain costs that render disengagement difficult. As mentioned earlier, the theory categorizes the organizational commitment into three distinctive dimensions, namely, affective, normative and continuance commitment.

The affective commitment involves commitment triggers by positive emotions of identifying with and to work in an organization. The affective commitment school of thought attempts to describe commitment as a kind of attitude-centered as it stresses employees' involvement in and being emotionally attached to the organizations, they are working in. With affective commitment, employees feel that, it is their obligations to remain in an organization to discharge their assigned jobs. Normative commitment stems from the desire to remain a member of the organization due to a feeling of obligation, which includes a sense of debt owed to a superior, a co-worker or the company on the whole. Normative commitment is evidenced with the employees' sense of obligation to stay and work in a given organization even when there are better opportunities. Continuance commitment is facilitated due to cost benefit associated with working in an organization.

The implications of organizational commitment in educational management

The implication of organizational commitment theory in educational management is that it creates awareness with respect to the three areas of employees' organizational commitment in educational system. The theory has implication in educational management because it stimulates educational managers to think outside the box on how to ensure that employees in educational organizations at all levels are made to be effectively committed to educational organizations in which they are engaged in. Educational managers' awareness of the importance employees' organizational commitment is essential because employees' effective commitment is for the benefit of the entire educational system. Be that as it may, educational managers at all levels of education have responsibilities of ensuring that, their management strategies are such that sustain, promote and develop employees' organizational commitment for the actualization of the educational goals and objectives.

Conclusion

The issue of organizational commitment has gain prominent in the literature. It stresses that employees of every organization are motivated to get committed to organization by emotional and psychological attachment to organization (affective commitment), economic benefits

in the form of remuneration (continuance commitment) and feeling of obligation (normative commitment). The concept and theory of organizational commitment has implications in educational management. The implication is that when educational managers are interested in facilitating teachers' organizational commitment, educational system will be characterized by committed and productive workforce.

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