

**Organisational Commitment among Secondary School
Teachers: Caryl Rusbult's Theory Review**

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Abstract

Caryl Rusbult's theory was a theory rooted in independent theory postulated in the early 1950s. Caryl Rusbult's theory was based on the assumption that commitment is subject to experience as a result of independence. The theory of commitment postulates that the more one invests his/her time, skill, energy, and some other personal assets in the organisation, the more one has at stake in living it. The theory is also a function of three variables: satisfaction level, quality of alternative and investment size. These three variables indicated that commitment to the relationship persists not only because of the positive qualities that attract partners to each other, but of the bond that binds the two partners to one another and the absence of a better option that goes beyond the relationship exists between the present partners, however, teachers' organisational commitment can manifest or occur in three different domains which are affective, normative and continuance. In this study, Caryl Rusbult's theory was evaluated and analysed based on its weakness, strength and implication for the organisational commitment of secondary school teachers. Merits and demerits including the model of the theory were also considered.

Keywords: Organisational commitment, carry (Rusbritts Theory, school teachers, seconsary schools

Introduction

The theory of commitment has been viewed from different perspectives by different scholars, for instance, it can be described as an anticipated involvement of other sources of rewards or other aspects of a person (Abdallah, Obeidat, Aqqad, Al & Dahiyat, 2016). It was postulated that the more one invests his or her time, energy, skill and other personal assets in the organisation, the more one has at stake in leaving it. Hence, it is natural to expect a great personal commitment on the part of the individual to an organisation as time goes by. Organisational commitment is the combination of two words: organisation and commitment. The term organization is said to be derived from the Latin word *organizare* which comprises two words organ and job (Setyaningrum, 2017). Organisation means a group of people, businesses, companies or countries formed or set up for a purpose (Setyaningru, 2017). Commitment means a positive attitude towards something or the hard work or loyalty given by an individual to an organistion or activity (Setyaningru, 2017). However, organisational Commitment has been defined by a number of scholars in different ways with different ideas based on focus areas.

This study will be revealed under the following headings:
Organisational Commitment, Teachers' categories in terms of Organisational Commitment, Caryl Rusbult's Theory Model, Evaluation of Caryl Rusbult's theory of commtment: Weakness and Strength, Caryl Rusbult's Theory, the implication of Caryl Rusbult's theory of commitment for organisational commitment of secondary school teachers: merits and demerits, conclusion and way forward.

Organisational Commitment

Organisational commitment is a concept which can be used when trying to understand and make clarifications about the intensity and

stability of an employee's dedication to the organization (Aprison, Saputra, Muhammad & Bon, 2021). The degree to which employees get themselves fitted into the organ process and association of such employees with their organization can be referred to as organisational commitment (Matheu, Fabi, Lacoursiere & Raymond, 2016). However, most literature described organisational commitment to be of three domains: affective, continuance and normative commitment.

One can say that an employee manifests the affective domain of organisational commitment when he/she engages in working with the organisation because he/she wants to (Matheu, et al., 2016). Those employees with affective commitment are emotionally dedicated to an organisation and remain with the organisation no matter what (Matheu et al., 2016). In the case of continuance commitment, it refers to the consciousness of the cost implication of leaving the organization (Jones, 2017). It is considered to be a calculative mindset because it has to do with the consciousness of expenses and threats connected to leaving the organization (Jones, 2017).

Normative commitment is another level of commitment where an employee exhibits a sense of responsibility to maintain his employment with the organisation, he is working with (Kannan, 2017). A situation whereby an employee is not satisfied with the treatment received from the organisation he is working with but by virtue of his sense of responsibility to the organisation, he does not have an option but to keep his appointment with the school system (Sung & Choi, 2010). However, out of these organisational commitment domains, the only thing that makes the difference is the state of mind of the employee.

Teachers' Categories in Terms of Organisational Commitment

When talking about the commitment of teachers, one is referring to teachers' readiness and determination to play a positive role in

building, moulding and making society feature leaders through education. Teacher takes the task of educating young and adult individuals' needs in society. However, the effectiveness of any teacher in the teaching profession will require that such a teacher get him/herself updated in knowledge and information. It is also expected that he/she be effective in the classroom to exhibit pedagogical knowledge with high expectations from his/her students and create a positive teacher-student relationship, follow up with students and give them feedback.

However, teachers in secondary school can be categorised into three levels or domains of organisational commitment. These levels are affective commitment, normative commitment, and continuance commitment. Affective commitment is a kind of relationship that occurs between teachers and the organisation in which the teachers see their employment as compatible with the goals and values of the schools they are working for. An employee develops a stronger affection towards an organisation when given the opportunity to be satisfied or to develop value skills (Ribeiro, Antao & Femandes, 2022). Also, when an individual notices the kind of experience, he/she has gathered within that particular system is coherent with their expectation and is able to satisfy their basic needs compared with the unsatisfied ones (Sung & Choi, 2010). Thus, sets of teachers in these categories develop a sense of emotional attachment to the school and are ready to be loyal and willingly give all it takes to push the school forward (Arokiasamy & Tat, 2019).

The second category of teachers are those at the level of continuance. These ones are referred to as a set of teachers who are conscious of the cost implication of leaving the school they are working with. It is considered to be a calculative mind set because it has to do with the consciousness of expenses and threats connected with leaving the school (Nawaz, Usman, Qamar & Usman, 2019). An instance can be taken from an individual who was trained to be a banker, but due to inability to secure employment decided to pick up

an appointment with a private school. It can be assumed that such an individual will want to keep his/her appointment with such a school because there is no alternative but to retain his/her appointment with that school. This is an indication that a teacher who remains in the system chose to be there because they have no option but to stay. Such teachers stay with that particular school because of the money they earn and the time they spent in the school system and not because of their loyalty to the school they work (Peretomide & Bello, 2018 and Kannan, 2017).

However, normative commitment is another level of commitment or component of organisational commitment where a teacher exhibits a sense of responsibility to maintain his employment with the school he works with. Although, such teacher is not satisfied with the treatment received from the school he or she is working with, but considering the experience gathered within the organisation, and develops a sense of moral obligation to remain in the organisation. That is a teacher cannot do otherwise rather than to retain his/her appointment with that school.

The commitment of a teacher is one of the most critical factors determining the effectiveness of teaching. Thus, teachers with a high level of commitment can make a difference in the overall learning and achievement of students. A committed teacher is attached to his or her profession and the school he or she is working for. It is also expected of the teachers who possess right attitudes and behaviour toward their profession and the schools they work for to give all it takes to go the extra mile in carrying out and discharging their duties without expecting any compensation or incentives from their organisation. (Ebo & Oredein, 2021). The teacher is at the centre of the interaction of the main element of the educational system which comprises learners, the educational programme, teaching and the environment. Teacher takes the task of educating the needs of young and adult in the society. Apart from genetics, teacher contributes greatly to student learning and knowledge acquisition.

Caryl Rusbult's Theory

Caryl Rusbult's theory was rooted in interdependence theory which was proposed in the late 1950s by John Thibaut and Harold Kelley. Caryl Rusbult's theory of commitment was formulated in the year 1980 and was based on assumption that commitment is subjected to experience as a result of dependence (Nguyen, Le, Tran & Tran, 2020). It is also a function of three independent variables: satisfaction level, quality of alternatives and investment size (Rusbult, Tran et al., 2011). According to Caryl, the satisfaction level is related to the positivity of outcome obtained in interactions with a partner which is born out of comparing a similar outcome within a given domain. Quality of alternative is the second variable and this is referred to as satisfaction expected to be attained, which may be romantic or non-romantic compared to the current relationship. The third variable is investment size, it was noted that some relationship is maintained not on the note of satisfaction, nor there is no other alternative. It was just that they did not want to bear the consequences of breaking up as a result of what had been invested into the relationship, which may likely be a lost or diminishing in value at the end of the relationship (Rusbult, Tran et al., 2011).

Caryl Rusbult's theory of relationship is very relevant to this study in the sense that, the three independent variables indicated that commitment to a relationship persists not only because of the positive qualities that attract partners to each other (talking about satisfaction), but for the bond that binds the two partners to one another (talking about investment size) and the absence of better option that goes beyond the relationship that exists between the present partner (talking about lack of alternative). These describe the three levels of commitment when it comes to the organisational commitment of an individual (Mustafa, Mansilla & Gibson, 2021).

The investment model (Rusbult, 1980, 1983) provides a useful framework for predicting the state of being committed to someone or something, and for understanding the underlying causes of

commitment. It was developed to move beyond focusing only on positive affect in predicting persistence in an interpersonal relationship. A major premise of the investment model is that relationships persist not only because of the positive qualities that attract partners to one another (their satisfaction), but also because of the ties that bind partners to each other (their investments) and the absence of a better option beyond the relationship with the current partner (lack of alternatives).

It is obvious from Rusbult's theory that satisfaction and commitment are not interchangeable nor are they predictors of relationship outcomes (Dehal & Kumar, 2017). Getting the understanding of why some individual employees persist, keep, or stick to their relationship with their organisation and some call it a quite lies on the understanding commitment, which increased with more rewards or higher satisfaction, with weakening alternatives and with increased investments (Ebeh, Ethelbert, Njoku, Okechukwu & Lebari, 2017). Meanwhile. Exposing more rewards to an employee consistently increased satisfaction, while greater costs associated with the employee-organisation relationship did not necessarily decrease satisfaction. It was noted in the literature that costs were not consistently related to commitment and even increased over time among those who endured their relationships (Ebeh et al., 2017).

Another finding which explained Rusbult's theory of investment model was that rational individuals or employees may persist in a relationship with an abusive partner (inconsiderate management board of an organisation) (Bahjat, et.al, 2017). Such an employee who is not well treated by the organisation is likely to experience low satisfaction, which is likely to predict that an employee would leave the organisation. It was believed through the first investment model that employee with such negative experiences and still retaining their employment with their present organisation, exhibit irrational and pathological personal dispositions. On the contrary, the investment model underscores structural features of the relationship

that account for a victim (that is an employee) remaining with an abusive partner (an organisation) (Ebeh et al., 2017).

In the contemporary school setting, it can be observed from the teachers when a teacher becomes touchy, not willing to go out of his or her way to carry learners along in the classroom, such teacher would not want to care whether learners gain anything in the cause of teaching or not. The language of such teachers will be “my salary will not suffer after all”. On the other hand, teachers in this category easily abuse, curse, or insult both learners and their co-workers. Nothing about teaching interests these categories of teachers due to lack of satisfaction as a result of ill-treatment received from the management.

It was noted in the literature that the two variables (alternative and investment) were strongly related with whether an ill-treated employee remained committed to keeping his employment with the organisation, it would be obvious that the association of satisfaction was weak or not significant, all depending on the measure of satisfaction (Davidovich, et.al., 2006). It can be established from the theory that relationship maintenance is the concept of commitment and dependence.

Past research has identified several relationship maintenance mechanisms through which highly committed people maintain their relationships (Agnew & VanderDrift, 2010). Highly committed people are inclined to act in ways that promote relationship persistence. Their high commitment is particularly salient when they react to a challenging moment by doing what is best for the relationship. For example, when a partner makes a thoughtless remark or fails to follow through on a promise or acts in some other ways that could damage the relationship, high commitment predicts accommodation, namely inhibiting the urge to retaliate and instead responding in ways that promote the relationship (Arriaga, et.al., 2007).

Evaluation of Caryl Rusbult's Theory of Commitment

The theory would be evaluated based on its strengths and weaknesses.

Weaknesses:

Correlational Research: In the Rusbult investment model, there were suggestions that investment is equated to commitment. However, this is simply a correlation since it cannot be accurately predicted or qualify investment due to differences in individual personalities (Powell & Van Vugt, 2003). This is because what Mr. 'A' can stomach, accept or absorb without any negative reaction, is different from what Mr. 'B' can accept due to coping skill (Li & Petrick, 2008). An individual with fewer coping skills may not be able to maintain his/her commitment and as a result check out of the relationship irrespective of the investment (Loving, 2006). The presentation of the model is less scientific. In that effect, when it comes to employee (teacher) relationships with the organisation, investment and commitment may not carry the same weight due to individual differences (Li & Petrick, 2008). For instance, A study was carried out considering a 'battered' woman who may more likely go back to an abusive partner if considering the investment.

This cannot be generalized because of individual differences. An employee 'A' may consider both the size of investment input into the organisation such as knowledge he/she went to acquire for the progress of the organization, some certifications and probably money input (share) and some other things and decide to stay. In the same vein, some may say just blush it out and withdraw his service to the organisation when badly treated. Not only that, some employees may not even leave the organisation, but due to the unfavourable treatment received may choose to withdraw his /her commitment to the organisation, and as a result, affects their output negatively.

Reductionist: Two researchers argued that there are few empirical analysis of investment and their predictive power of state and fate of

relationship (Poleg-Oren, Macgowan & Even-Zahav, 2007). They suggested that the investment model is oversimplified. It was stated that partners may stay in a relationship to see plans realised despite not investing in such plans at the present moment. Instances can be taken from a teacher and the school relationship whereby a teacher may stay with the school where he is working just to earn a living and acquire some other thing like certification or gather experiences which can earn him an opportunity for a better offer. These plans motivate such a relationship that the investment model fails to acknowledge.

Strength: (i) Research support (ii) Self-report technique and (iii) An explanation for staying in an abusive relationship.

The model has much research support from Lehmillier and Agnew (2007). Although self-report techniques in studies of Rusbul's model has real-world validity and applications, the nature of this data collection is that they are subjective but unreliable. Therefore, this reflects why Rusbul's model is not remarkable scientifically. It consists of many real-world applications. Also, the model explains abusive relations whereby an individual would choose to stay in an unencouraged relationship. Justification of this can be found in a teacher who made up his/her mind to remain in a school even when the treatment gotten from the employer is nothing to write home about. Not only that, there is no green light about the incentive, to worsen the case, society is not encouraging the situation.

Implications of Caryl Rusbul's theory of commitment for the commitment of secondary school teachers

Rusbul's investment commitment stated three levels of commitment in a relationship which are: (i) Satisfaction (ii) Comparative with alternative (iii) Investment size.

Teachers are likely to become more satisfied in their relationship with the school if such a teacher receives more rewards (such as companionship, recognition of teachers' efforts, giving emotional support) from the management. Some recognition from the management may include giving an award at the end of each session, mentioning things done well openly and the like.

Also, when not laboured and demand too much (such as excess workload without pay, paying little or no attention to teachers' emotional needs). They also tend to be committed to their relationships, if when asked, 'is there a better alternative to satisfying my need?' and the answer is 'no'. By implication, when teachers find satisfaction in their relationship with the school he or she is working, there will be a willingness to want to continue with such a school. This will serve to better advantage to improve the performance of the learners and also make a good company with the co-workers.

More so, the quality of the alternative is referred to as the satisfaction expected to attain which may be either romantic or non-romantic compared to the current relationship (Rubult, Christopher & Arriaga, 2011). The implication of this is that teachers at this level tend to become less committed and develop divided attention towards their duties when they discover that they are not making any progress or gaining much or the relationship with their school did not produce much positive impact on their personal life. Besides, they find out that their expectations are not realistic. Probably, such a teacher might have set goals which he or she intends to achieve or attain within a stipulated time and there is no green light that it would be realized in the shortest time. There is a tendency for such teachers to develop a cold attitude toward his or her commitment to the school goals and objectives.

Lastly, it can be noted from the investment size that some relationships are maintained not on the note of satisfaction nor because there is no other alternative but because they do not want to bear the consequences of breaking up. Teachers profoundly

struggle less in strengthening teachers and students relationship for efficiency in teaching because of love of profession. Without love of profession, teaching seems not to be conducted effectively. Teachers with high level of commitment are in love with teaching. They have deep respect for students and build strong relationship with their students. Teachers in this category would be ready to give it all it takes to carry out their duties as teachers for good productivity. The result on students will surely reflect on their performance, rate, and level they have been impacted, as well as their relationship with such teacher(s), which will not be a correct one and as such, students will not be free with such a teacher. Likewise, such a teacher will not relay welcoming students with their challenges because there will be a transfer of aggression.

Merits

When there is a level of commitment from the employee to the organisation, the organisation can achieve their goals and objectives, the turnover rate will be reduced and there will be high productivity. However, employees become satisfied with the treatment received from the organisation and get encouraged to put in more effort in cooperating with the organisational values and culture for the organisation to achieve its goals and objectives at the time. Lastly, the employees build a strong team spirit within the organisation.

Demerit

When an organisation did not show or demonstrate any sense of commitment toward the employees, there is likely to be high turnover, low productivity and failure or inability to attain its goals and objectives. On the other hand, employees get discouraged, develop reluctant attitudes toward their duties and lastly, become less productive. All of these have or pose negative effects on students.

Conclusion

Caryl Rusbult's theory of commitment in a model indicates that commitment to a relationship persists not only because of positive qualities that attract partners to each other (talking about satisfaction), but of the bond that binds the two partners together (talking about investment size) and absence of better option that goes beyond the relationship existing between the present partner (talking about lack of alternative).

Way forward

An organisation is born with goals and objectives values and culture, likewise, employees are employed to join the organisation in carrying out and executing their aims, goals and objectives. Not only that, employees are meant to agree with the terms and conditions of the organisation taking the appointment. In this regard, the two parties should relate well to complement one another.

The employee is expected to exhibit the right attitudes towards supporting and achieving goals and objectives, values and norms of an organisation. The organisation is obliged to work toward the satisfaction of its employees in order to reduce the turnover rate.

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