

**EFFECT OF TEACHERS' EQUITY
SENSITIVITY ON THEIR ORGANIZATIONAL
COMMITMENT AT SECONDARY SCHOOL
LEVEL**

BY

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis "**Effect of Teachers' Equity Sensitivity on Their Organizational Commitment at Secondary School level**" submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in the future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Effect of Teachers' Equity Sensitivity on Their Organizational Commitment at Secondary School Level

This research study was designed to explore the effect of teachers' equity sensitivity on their organizational commitment at secondary school level. The objectives of the research study were to assess the level of teachers' equity sensitivity; to assess the level of teachers' organizational commitment; to assess the effect of teachers' equity sensitivity on their organizational commitment; to examine differences in equity sensitivity due to demographic variations (gender, age, qualification, professional experience, salary and job status) and to examine differences in organizational commitment due to demographic variations (gender, age, qualification, professional experience, salary and job status). The conceptual frame work was based on the equity sensitivity model, Huseman, Hatfield and Miles and organizational commitment by Allen & Meyer. The study was ex-post facto research design and it had quantitative approach. 2500 private secondary school teachers of Islamabad were the population of the study. Stratified random sampling technique was used. Data was collected from 250 private secondary school teachers of Islamabad. For the data collection process two standardized adopted tools, equity sensitivity questionnaire and organizational commitment questionnaire were used. On the basis of the findings of the study, it is concluded that there was a significant effect of teachers' equity sensitivity on their organizational commitment at secondary school level, the benevolence of teachers had a significant effect on organizational commitment, and the teachers' entitled also had an effect. The teachers' equity sensitive type had a significant effect on their organizational commitment. The female teachers are mostly committed to their jobs hence they may be provided in-service trainings by their institutions for a better outcome.

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LIST OF ABBREVIATIONS

Abbreviations	Terms
B.A	Bachelor of Arts
B.Sc.	Bachelor of Science
Ho	Null Hypothesis
ICT	Islamabad Capital Territory
M.A	Master of Arts
M.Sc.	Master of Science
M.Phil.	Master of Philosophy
NGO	Non-Governmental Organization
No.	Total Number
O' Level	Ordinary Level
PEIRA	Private Educational Institutions Regulatory Authority
PhD	Doctor of Philosophy
S. No	Serial Number
SPSS	Statistical Product and Service Solutions
SSC	Secondary School Certificate

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DEDICATION

I dedicate this thesis to my beloved parents and brother who always prayed for my success and without their encouragement, endless support and loving guidance I would never have accomplished my goal.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In any society, teachers are the leaders who must light the candle of education for the innocent minds of their students. They are a very important part of society as they are engaged in the future building of the nation. The teaching profession merits that the cream of society joins this profession as they must maintain a high order of knowledge, commitment, caliber, and character. Consequently, they should be rewarded accordingly. One cannot be a good teacher unless he/she is satisfied with his/her job.

In some leading countries, teaching is a top profession. In our country, it is among the neglected and underprivileged professions. In Pakistan, two systems of school are working, these are public and private. Pakistan has nearly 1.4 million teachers who are serving in these private and public institutions at different educational levels. Out of these teachers, nearly 49% are serving in private registered and non-registered schools. Although the business of private schools is booming in our country, these private schools offer low salaries and comparatively non-supportive working environment to their teachers on the contrary they charge heavy fees from their students as these schools are mostly situated in the urban areas of Pakistan and their targeted population is the middle and upper class of the country (Amjad & Macleod, 2014).

Compared to public schools, private schools have both big as well as small setups. The schools have lesser resources to be utilized, in small setups, therefore, the scenario in which these private school teachers must work is very much different from the teachers

who are serving in the public schools. These teachers are working in different working environments with different qualifications, skill sets, and experience. Accordingly, they are getting different salaries as they don't have government pay scales like public school teachers. In cities, the infrastructure of private schools is big as well as small. In all the big cities of our country, both small and large private schools are working simultaneously. It is an open secret that in Pakistan private school teachers are being deprived by their management for not providing them with lucrative salary packages, rewards, and appreciation. Even in many prestigious schools, the salary packages offered to the teachers are below the normal standard. The average salary that is usually offered to a teacher serving in a private school range from 5000 to 25000 rupees per month. Thus, they have to work with a heavy workload, less motivation, and less appreciation. These factors badly affect their job performance (Malik et al., 2017).

Principally the employee who works in an organization has the right to get a good salary along with rewards in the shape of monetary and non-monetary benefits. The private school teachers don't have a basic pay scale system, therefore, there is no uniformity in their salaries. As these teachers are getting different salary packages, their perception of their salary packages is different from one another.

The salary which is the outcome of these teachers is based on the individual perception which is why some teachers think that they are under-rewarded, whereas some think that they are over-rewarded, and some are satisfied with what they are getting. This perception of them determines their equity sensitivity and commitment towards their job. The two different people who face the situation in two different scenarios will assume differently and label it according to their intensity of equity sensitivity (Gahyun, 2012).

Consequently, it is the job commitment that makes a teacher give his/her best to the students. This commitment has a strong connection with the salary, respect, and reward that an organization offers to a teacher.

In private schools, the teachers who teach the junior classes are less qualified and sometimes less experienced, as compared to the secondary school teachers who have more exposure with higher qualifications and experience. The secondary level of education has significant importance, so it is a common perception that the teachers who teach at this level are usually paid slightly higher salaries in the private sector. Since they are not paid a uniform salary package, their perceived equity varies from each other. The result is that they have different equity sensitivity towards their job and their job commitment would also be different from each other. Good working conditions in an organization help to establish the commitment of the employees toward their respective organizations (Hameed et al., 2018). Besides the salary package, the other monetary and non-monetary rewards and incentives offered to the teachers also affect their commitment to their schools. Based on their qualification and experience these teachers expect to be treated differently.

In this research, the researcher checked the effect of equity sensitivity of the private school teachers on their organizational commitment. In Islamabad, many private schools are opening up due to their good standard of education and brilliant teachers. As the teachers get different salary packages and appreciation from their organizations so the monetary and non-monetary rewards have different effects on their class of equity sensitivity that leads to their organizational commitment.

1.2 Rationale of the Study

Teachers fulfill many responsibilities and in return, they expect good salaries and rewards but regretfully in Pakistan, most of the private school teachers must serve their

institutions with low salaries as the institutions mostly have meager resources to be catered (Memon, 2007). The imbalance of the input-output ratio motivates the teachers to either lessen or eliminate the perceived gaps which stop them from being bound with the organization. The teachers belong to different genders, have different qualifications, and are of different age groups so they behave differently towards equity sensitivity. Most of them feel demotivated due to a lack of salary as the salary packages in different schools vary. Accordingly, the employees who feel unfair treatment by their organizations feel distressed, deprived, and cheated and experience a lower level of organizational commitment (Adams, 2008). The employees think about their perceived equity sensitivity due to certain considerations like making a referent with the person who is taking the same salary, and collective perception about internal and external pay equity.

It would not be out of place to mention that equity sensitivity is not a much-explored area of research and so far, very little research work has been done in this area especially in the educational sector. A research has been conducted on the teachers' equity sensitivity in the perspective of single spine salary in Ghana (Kwarteng, 2012) whereas, a study on mid-level managers was conducted to check the effect of equity sensitivity on job commitment and satisfaction (Phifer, 2018). Most of the researches which were conducted worldwide, are in the corporate sector (Hayibor, 2019; Christianti et al., 2021). In Pakistani context, very less research work has been done on equity sensitivity. A study on equity sensitivity and job satisfaction and commitment was conducted on organizational employees (Sultan & Kamran, 2011). Only this study was conducted on the equity sensitivity and organizational commitment construct in the Pakistani context. The study on the moderating role of equity sensitivity in the telecommunication and banking sector was discussed in local context (Naz, 2018). In developed countries some research work has been done in field of education at the university level but there is hardly any work available at

the school level. In Pakistan there was a gap found that no research work has been done at school level particularly at private school level. At the government college level, in Pakistan, only one study was conducted (Hassan & Raziq, 2016) from the perspective of transformational leadership and equity sensitivity. It showed that transformational leadership plays an important role on the equity sensitivity of the teachers. There is much work to be done on both private and public schools regarding equity sensitivity and organizational commitment, therefore, this study would contribute prominently not only to the literature but in the field of research as well. As it will contribute to private educational institutions, especially in the Pakistani context.

1.3 Statement of the Problem

This study is aimed to explore the effect of equity sensitivity of secondary school teachers on their organizational commitment. Teaching is a tough job that requires patience and dedication as teachers devote their time, efforts, and energy to the betterment of their students, and in return, they need a good salary package and appreciation from their management. Teaching is not a rewarding job as most schools offer low salary packages to their teachers. This low salary package affects each teacher differently and leads him/her to determine his/her commitment and association with the institution in which he/she serves. The researcher had personally observed that the salary and reward of teachers have a great effect on their motivation, and they work harder and feel more committed to their institutions when they perceive it as equitable.

Therefore, the researcher has chosen to know the effect of equity sensitivity of the private teachers on their organizational commitment. The findings of the present study may focus on the level of equity sensitivity of the teachers on their organizational commitment.

1.4 Objectives of the Study

The objectives of the study were:

1. To assess the level of secondary school teachers' equity sensitivity.
2. To assess the level of secondary school teachers' organizational commitment.
3. To assess the effect of teachers' equity sensitivity on their organizational commitment.
 - 3(a). To assess the effect of teachers' benevolence on their organizational commitment.
 - 3(b). To assess the effect of teachers' entitled equity sensitivity on their organizational commitment.
 - 3(c). To assess the effect of teachers' equity-sensitive equity sensitivity on their organizational commitment.
4. To examine differences in equity sensitivity due to demographic variations (gender, age, qualification, professional experience, salary and job status).
 - 4(a). To examine differences in equity sensitivity due to demographic variation of gender.
 - 4(b). To examine differences in equity sensitivity due to demographic variation of age.
 - 4(c). To examine differences in equity sensitivity due to demographic variation of qualification.
 - 4(d). To examine differences in equity sensitivity due to demographic variation of professional experience.
 - 4(e). To examine differences in equity sensitivity due to demographic variation of salary.
 - 4(f). To examine differences in equity sensitivity due to demographic variation of job status.

5. To examine differences in organizational commitment due to demographic variations (gender, age, qualification, professional experience, salary and job status).

5(a). To examine differences in organizational commitment due to demographic variation of gender.

5(b). To examine differences in organizational commitment due to demographic variation of age.

5(c). To examine differences in organizational commitment due to demographic variation of qualification.

5(d). To examine differences in organizational commitment due to demographic variation of professional experience.

5(e). To examine differences in organizational commitment due to demographic variation in salary.

5(f). To examine differences in organizational commitment due to demographic variation of job status.

1.5 Null Hypotheses of the Study

H₀₁. There is no significant effect of teachers' equity sensitivity on their organizational commitment.

H_{01(a)}. There is no significant effect of teachers' benevolence, entitled and equity sensitive equity sensitivity on their affective, continuance, and normative commitment.

H_{01(b)}. There is no significant effect of teachers' benevolence on their organizational commitment.

H_{01(c)}. There is no significant effect of teachers' entitled equity sensitivity on their organizational commitment.

H₀₁(d). There is no significant effect of teachers' equity sensitive, equity sensitivity on their organizational commitment.

H₀₂(a). There is no significant difference in teachers' equity sensitivity with respect to gender.

H₀₂(b). There is no significant difference in teachers' equity sensitivity with respect to age.

H₀₂(c). There is no significant difference in teachers' equity sensitivity with respect to qualification.

H₀₂(d). There is no significant difference in teachers' equity sensitivity with respect to professional experience.

H₀₂ (e). There is no significant difference in teachers' equity sensitivity with respect to salary.

H₀₂(f). There is no significant difference in teachers' equity sensitivity with respect to job status.

H₀₃(a). There is no significant difference in teachers' organizational commitment with respect to gender.

H₀₃(b). There is no significant difference in teachers' organizational commitment with respect to age.

H₀₃ (c). There is no significant difference in teachers' organizational commitment with respect to qualification.

H₀₃ (d). There is no significant difference in teachers' organizational commitment with respect to professional experience.

H₀₃ (e). There is no significant difference in teachers' organizational commitment with respect to salary.

H_{03(f)}. There is no significant difference in teachers' organizational commitment with respect to job status.

1.6 Research Questions

1. What is the level of secondary school teachers' equity sensitivity?
2. What is the level of secondary school teachers' organizational commitment?

1.7 Significance of the Study

The teachers are an integral part of the educational institutions so the main beneficiaries of this research may generally be the teachers serving at different educational institutions and particularly those who are serving at private schools. This study may help schoolteachers, especially private school teachers, as they must get good salary packages along with incentives. They should know their level of equity sensitivity and its effect on their organizational commitment. Furthermore, it may be helpful for private school principals to positively contribute and put in their efforts in creating a conducive and equity-based environment for the satisfaction of their teachers' equity sensitivity.

This study may develop an understanding of equity sensitivity and organizational commitment of private secondary school teachers in the Pakistani context. With the performance of a satisfied faculty, the ultimate benefit would go in favor of the institutions as well.

Teaching is comparatively a low-paid profession, especially for private school teachers who don't have proper pay scales hence, policymakers may also get benefit from this research by making policies according to the requirement of the teachers' equity regarding their pay, remunerations, and rewards. If we apply this research in our educational institutions, then the quality of education would certainly be improved because

teachers are responsible for providing quality education. This research may provide insight into a new dimension, equity sensitivity as equity sensitivity is a rather new and less explored concept in the Pakistani context. It may also be helpful to determine reasonably good packages for the teachers according to their effort.

1.8 Theoretical Framework

The theoretical foundation of this research was entrenched in equity theory that was presented by J. Stacy Adams along with Allen and Meyer's concept of organizational commitment. The model that is based on equity theory is the equity sensitivity model that was developed by Huseman, Hatfield, and Miles (1987). The equity sensitivity model was used for the theoretical framework of this research. In total, there are three classes of this model benevolent, entitled, and equity sensitive. As an effect of equity sensitivity was checked on the organizational commitment for this purpose another model that provided its bases was the three components model of organizational commitment. This model was presented by John Meyer and Natalie Allen (1992) and the three components which provide the foundation are affective, continuance, and normative commitment. These are the main features of the core and the essence of organizational commitment.

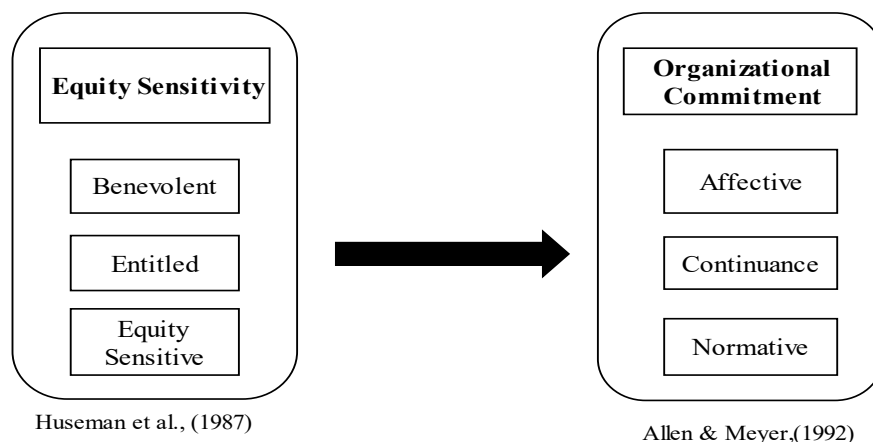


Fig no.1 Theoretical framework of effect of teachers ' equity sensitivity on their organizational commitment

The theoretical framework shows equity sensitivity along with three dimensions of equity sensitivity and organizational commitment.

1.9 Research Methodology

1.9.1 Research Approach

This research study was conducted to investigate the effect of teachers' equity sensitivity on their organizational commitment. The study had a quantitative research approach.

1.9.2 Research Design

The research design was ex post facto. Ex-post facto study design deals with preexisting groups with common characteristics and traits.

1.9.3 Population

The population of the research study consisted of all the secondary school teachers who are teaching under O levels and SSC setups (male /female) of Islamabad. According to data provided by Private Educational Institutions Regulatory Authority, there are 1225 registered schools in Islamabad Capital Territory and 2500 teachers are serving at the

secondary level, therefore, all the 2500 secondary school teachers of Islamabad were the population of this study. These teachers were from the 2021-2022 session and were taking 9th & 10th and O' Levels classes.

Table 1.1

Population of the Study

No. of Registered Private Schools	Schools providing Secondary School Level/O' Level Education	No. of Teachers serving at the Secondary School Level
1225	349	2500

1.9.4 Sampling

A stratified sampling technique was used for the collection of required data. The population was divided into two strata or groups for the sampling. These two groups or strata consisted of male and female teachers who were teaching secondary classes and O' Levels classes. Then from these two strata, 250 teachers were randomly selected as the sample of the study. They were determined from 07 different private schools in Islamabad.

1.9.5 Research Instrument

To get the required data, two standardized tools were adopted. These two tools were adopted by reading the literature review. The first adopted tool was of equity sensitivity questionnaire which was developed by Jason Mathew Kain (2008). The second adopted tool was the organizational commitment questionnaire which was developed by Allen & Meyer (1992). The questionnaire that was used for this study had the items from the equity sensitivity questionnaire and organizational commitment questionnaire. The questionnaire

was comprised of three sections. The first section of this questionnaire consisted of the demographic details (gender, age, qualification, experience, salary, and job status) of the respondents. The equity sensitivity questionnaire is in the second part of the questionnaire. In this section, there were 13 items in total, and the last section of the questionnaire was related to organizational commitment and there were 23 items in total in it. The questionnaire was based on a five-point Likert scale and all the included items were closed-ended.

1.9.6 Data Collection

The researcher personally visited the sampled schools for the data collection process.

1.10 Analysis of Data

For the analysis of the data, various tests were applied. These were Mean score, T-test, Way ANOVA, and Regression. Later, based on the results, the data was interpreted and presented in tabulated form.

1.11 Delimitation

Keeping in view all the resources, the study was delimited to:

- 1) Islamabad Capital Territory.
- 2) Private school teachers teaching Secondary School Certificate / O' levels classes.

1.12 Operational Definitions

1.12.1 Equity Sensitivity: implied to the sensitivity of an employee towards the perceived input and outcome ratio. "Each individual reacts differently on his/her perceived equity according to his/her perception in an organization." The individuals react differently to over-rewarded and under-rewarded situations at the workplace which determines their equity sensitivity. Equity sensitivity has three dimensions these are:

Benevolent means ‘giver’, these employees contribute more than their share in the shape of input and feel content with the less reward/output they receive. Their focus remains more on their input.

Entitled means ‘taker’ these employees put less effort into their work and want more reward out of it. Their turnover remains less as they always expect to get more.

Equity sensitivity means sticking with the traditional equity theory where the employee’s input and outcome ratio should be equal to the input outcome ratio of the others with whom he/she is compared with.

1.12.2. Organizational Commitment: entails the mental and emotional association of an employee towards his/her organization. It shows the employee’s commitment, loyalty, and association to the organization. If the employee feels committed to an organization, he/she tries to give the maximum performance for the achievement of organizational goals. Organizational commitment has three dimensions these are:

Affective commitment is an individual’s personal affiliation and attachment to the organization. It is the positive attitude of an employee towards the organization.

Continuance commitment is an individual’s insight regarding the outlay, benefits, and risk affiliated with leaving the existing organization in which he/she works. The employee wants to remain in an organization because he/she has few options to avail.

Normative commitment is the sense of responsibility that an employee perceives to be with the same organization as he/she thinks that it is the moral duty to be associated with the same organization due to the moral obligation he/she feels towards the organization.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Chapter no.2 provides a substantial review of related literature and presented an overview of definitions and meanings of equity sensitivity and organizational commitment. Theories and models related to equity sensitivity and organizational commitment are discussed. The researcher sets the foundation for the research problem along with the purpose of the study. Equity sensitivity and organizational commitment are the main factors of this research. All the theories and models which are related to equity sensitivity and organizational commitment were discussed in this chapter. Definitions of both variables along with their classes have been discussed with the help of related literature. The focus of the research is on the equity sensitivity and organizational commitment of private school teachers.

2.1.1 Equity Theory

J. Stacy Adams, who was a psychologist presented a theory in 1960 that was based on the cognitive dissonance theory (Adams, 1963). The theory that was presented by Adams was named equity theory. Equity theory is among one the motivation theories. The foundation of the equity theory is based on motivational theories. It describes that the employees' motivation can be judged through his/her cognition process (Kreitner & Kinicki, 2001). This theory entails that each employee who works in an organization can perceive equity. The employees of an organization assess the level by comparing it with the inputs to the outcomes that they have received. In this regard, they draw comparisons and compare their inputs to the outputs of the others. Adams defined that all the inputs are the skills and working capacity that an employee contributes to the organization. These skills are in the shape of their education, experience, and devotion towards their work and hard work that they dedicate to their organization. When the employees receive outcomes,

these are considered the rewards of their hard work. The outcomes are their pay, bonuses, fringe benefits, and the appreciation they receive from the management. The employee, first of all, compares his/her input outcome ratio with the people he/she works with and then compares it with the employees of different other organizations (Newstrom & Davis,2006).

Adams (1963) described the traditional equity theory that the persons differentiate themselves from each other basically due to the individual differences because each one is unique in his/her capacity and this thing reflects in thinking about the equity sensitivity as well. According to Adams (1963), the one area where the implementation of equity could easily be seen is organizational justice (Cropanzano, et al., 2001). Organizational justice elaborates on whether or not the employees who work in an organization feel that they are treated well or not. There are three different occasions on which people think about fairness in all organizational matters. The first one is known as outcome; the second one is known as process and the third one is related to personal interactions. Distributive justice is related to the judgment in the fairness of the outcome. When the people judge procedure, it is an example of procedural justice likewise interactional justice is related to the interconnection among the people. Interactional justice is related to communication, and respect with the other employees and the supervisors working in an organization. The most important thing in informational justice is how the supervisor converses with the employee.

2.1.2 Background of Equity Sensitivity

The concept of equity sensitivity was established as individual differences and the individual's preferences towards maintaining equity. The first concept of the equity sensitivity construct was that all individuals behave coherently, but they react toward

inequity in their unique way. They behave differently towards equity and inequity because they have different preferences (Huseman et al.,1987).

When a person feels discriminated against, he/she feels distressed and angry. These things generally depend on what a person prefers and the inequity that he/she faces due to the other employees or the supervisor. When a person feels inequitable then automatically tension towards the input outcome ratio arises and the employee starts trying to fix it up. (Newstrom & Davis, 2006). If people think that there is inequity around them, they want to get rid of that situation and try to fix it as if the person thinks that inequity arouses him/her, and he/she starts to put in more effort to restore it. The concept of equity/ inequity originated from the equity theory (Adam, 1963). The cognitive dissonance theory was discussed (Eysenck, 1963) in which it was elaborated that the imbalance between the cost along with the other thing is the benefit that one expects (Miner, 1984; Cropanzano & Folger, 1989; Yamaguchi, 2003). Most of the research on workplace equity emphasizes the contrast in results (e.g., salary), a very few of them has focused on the comparison of input and the comparison of outcomes. In the majority of workplaces, the employees who work in an organization have control over their outcome (e.g., salary increases, promotions) because these duties are mostly performed by experienced people. Comparatively, the employees can control their contributions such as work effort, quality, productivity, and organizational citizenship behavior. Therefore, if the calculation of an employee does not maintain a perfect balance of input and outcome ratio and focuses more on the outcome, at that point the management has so much authority that to control the mindset of their workers. So, the focus of the study is to see the differences in the efforts and rewards system because it helps to consider an employee's working direction (King et al., 1993).

2.1.3 Equity Sensitivity

It is human nature to make comparisons of their situations and lives with others. If the comparison results according to their perceptions they feel relieved but in otherwise situations, they feel restless and take action to balance the situations. When employees join an organization, they associate themselves psychologically and emotionally with their organization and expect a share in decision-making and job security. Many conflicts develop due to the breach of the psychological contract between employees and employers. Mostly the employees blamed their respective organizations for breaking their trust which leads to mistrust towards their organization and a step back from the commitment they made with it (Brooks, 1999).

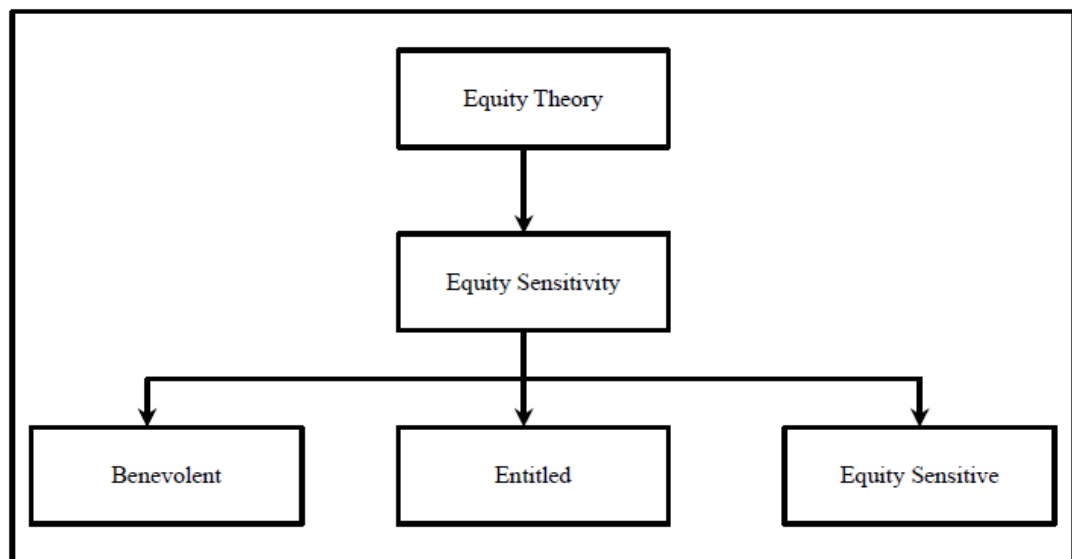


Figure 2.1 Concept Map of Equity Sensitivity

Equity theory gives insight into understanding the attitudes and behaviors an employee faces in an organization. (Huseman et al., 1987) described that equity sensitivity is a term that predicts the variations among people towards inequity in a certain situation. Each person, according to his /her point of view describes what is fair and what is not. According to (Huseman et al., 1987) the group of people have different equity preferences.

Here they say that people want fairness, and they want an equal equation of efforts and rewards. Here, (Blakely et al., 2005) explained that organizational commitment is solely associated with the social exchange approach in which the commitment of the employee also plays a vital role to develop the organizational relationship. In this way, both the organization and the employees exchange their maximum benefits from each other. In each organization, the employees work in different positions and each employee has a different working capacity likewise each employee has a different perception and assessment of their input and output ratio and the employer with whom they are working. This input and output ratio determines the level of Equity sensitivity of an employee.

Equity is the fair treatment that an employee receives or expects to receive from his/her organization for his/her services. In educational institutions, teachers perform their duties and expect a just reward in the form of salaries, benefits, appreciation, and growth in their careers according to their academic qualifications, experience, and performance. The private education system is becoming a fast-growing business with exceptional profit and very less checks and balances. In these private schools, teachers don't have proper service structures and unions, therefore, there is no law for their salary protection. Although these teachers have a big share in society they still come in the underprivileged class as they belong to the lower income group due to their low salary structure and lack of bonuses, monetary and non-monetary rewards.

Managers are the backbone of management. If the managers have set a standard of input and outcome, then they can easily understand the behavior the employees show when they receive inequity. One thing that determines equity sensitivity is perception. According to (Newstrom & Davis, 2006) equity sensitivity is not just related to the input outcome ratio but the process through which a person perceives equity as equally important actions (Asadullah et al., 2017). The employees of an organization who are benevolent have more

focus on the job itself and its requirement but on the other hand, the entitled have more focus on the monetary affairs like salary in the job.

2.1.4 Model of Equity Sensitivity

The equity sensitivity model consists of three classes. These are benevolent, entitled, and equity sensitive. These three classes deal the human perception individually and accordingly, the human mind makes its precision and takes initiative and decisions. They are based on the cognition of an individual. As all three classes of equity sensitivity are based on individual perception and are different from each other so the people working in the organizations belong to one class or the other. They behave differently from one another. It is the precision of an individual that determines his/her behavior in the organization. Therefore, precision determines the reactions and leads to making an individual's perspective (Brooks, 1999). All three classes of equity sensitivity are based on individual perspectives toward situations and outcomes. Benevolence is less psychological contract breach as compared to the entitled and equity sensitive (Asadullah et al., 2017). The term "tolerance" was before known as "preference" (King et al., 1993). But due to the new definitions, benevolence was no more to be needed as under-rewarded but have more patience for the people who are not much rewarded than equity sensitive or entitled. Consequently, now entitled are those persons who want more reward for whether they have done efforts or not as they do not compromise on the reward. They always put in less effort but try to want more for their psychological satisfaction (Clark et al., 2010).

Since the bases of equity sensitivity are on the equity theory so it shows a person's sensitivity to a fair and unfair situation that determines his/her behavior towards the situation. The benevolent value their work the most and always remain loyal to their organizations but they feel happy to get the reward. On the other hand, the entitled always

demand more from their organization (Asadullah et al.,2017). When the employee interacts with each other they observe and compare each other as a colleague and as an individual. Equity sensitivity is all about the comparisons that the employees make for their reward system and their performance (Newstrom & Davis, 2006). Different scenarios can be a cause of equity sensitivity if the input of two employees is equal, but their outcome is different it will cause distress for the employee who is getting less pay (Shore & Strauss, 2008).

The concept of equity sensitivity was changed by presenting the idea to the people who get less or the people who want more to tolerate it. Those people who are highly benevolent are usually highly tolerant if they are under-rewarded. It is not a matter of preference but a matter of tolerance for them because they tolerate it if they get less reward and must do more work. They usually try less to restore their equity by trying to get more rewards (King et al., 1993) In contrast the employees who are known as entitled can tolerate more if they are over-rewarded. They prefer to do less and get more out of it which is a contrast to the other two types of equity sensitivity. (King et al., 1993). Equity sensitivity has been studied from the perspective of personality as well (Huseman et al., 1987).

2.1.5 Equity Sensitivity and Negotiation

Negotiation is the mutual contract between the buyers and sellers (Mintu, 2005) negotiators. They not only share information but react differently and all have one thing in common they are persistent with their different identities. There is a very strong relationship between both equity sensitivity and cooperation among the negotiators. In this view (Adams, 1963) says that when the inequity exists the people especially the negotiators try to restore it.

2.1.6 Equity Sensitivity and Organizational Justice

Organizational justice is a reciprocal relationship that develops between the manager and the employees and trust in each other requires honest communication among the employees. Organizational justice attracts and attaches the employee towards the organization as the just system in the organization helps in building the employee's trust in the organization and their colleagues (Iqbal & Ahmad, 2016). Equity sensitivity has a role of procedural justice as well in the sense that it shows the good interpersonal treatment by the manager and the expectation about each employee that a manager has. It is very necessary to establish a relationship of trust between the employee and the manager because it is important for the well-being of the employees and the organization as well. If an employee feels that the same protocol is not given to each employee, it means that it is a violation of procedural justice. Likewise, if two employees are working in the same position but one employee is taking more salary and doing the same amount of work, it is known as a violation of distributive justice. Likewise, if a boss shows favoritism towards an individual or a few employees it is a violation of interactional justice because the morale of the employees gets down and they feel distressed (Kickul et al., 2005). Sometimes the employees don't get the information regarding the company policies, and they feel distressed due to it, it is a violation of informational justice. Although the equity theory explains people's preferences but does not tell them in detail. Equity sensitivity is based on this state that not all people make individual perceptions regarding equity. For example, (Leventhal, 1976) explained that different people belonging to different nations of the world are different from each other here-(Weick, Bougon, & Maruyama, 1976) shared that American employees are more conscious about their personal growth as compared to their Dutch counterparts.

2.1.7 Fairness

As the employees must develop a social and economic exchange with their employers so the factor of fairness cannot be eliminated as fairness is a very important factor here. When the employee of the organization thinks that either the manager or the employer mistreats him/her, he/she considers it a violation of the social exchange approach and considers that he/she is not been treated fairly (Blakely et al., 2005).

2.1.8 Efforts

When a person feels inequity, he/she works hard to fix this problem. The way to maintain equity is, to increase or decrease the number of effort a person is putting in the task. People do comparisons of their inputs and outcomes with others and motivate themselves accordingly. In the real and practical world, people have more choices and strategies to deal with inequity. Arnold et al. (2005). People have different attitudes toward their organizations that direct their loyalty to that organization. According to (Greenberg & Baron, 2008) organizational commitment is related to the tendency of employee involvement towards the organization in which someone works. Some time back most of the employees were emotionally associated with their employers and to change the organization was not in fashion. Throughout their professional life, they tried to be associated with an organization. But nowadays the trend is changing, and the employees switch from one job to another for the sake of advancement.

2.1.9 Internal and External Pay Comparison

According to (Shore & Strauss, 2008) the individual's comparisons regarding his/her pay influences the contentment level of this individual regarding the pay and motivation level and the support that is received by a person by his/her organization plays a vital role. Employees usually develop the comparison within the company and then make

their referent outside of the company. The internal pay comparisons were more important as compared to the pay comparisons outside of the company because these types of pay comparisons help the employee to develop their satisfaction regarding their pay.

Furthermore, (Scholl et al., 1987) found out that to observe organizational citizenship behavior, one must check the balance set by the individuals for their equity.

2.1.10 Teacher's Low Salary

Teaching is comparatively a low-paid job and in contrast to it with a heavy workload. Nowadays life is fast-paced and difficult to be survived due to the severe economic conditions, in these circumstances schools need to give incentives and good salary packages to teachers. That is why most fresh graduates don't prefer to join teaching as a profession. It is considered that the salaries of male and female teachers are equal. But a few of the studies show that there is a disparity between the salaries of male and female teachers, and it was highlighted that male teachers are taking more salaries as compared to their female counterparts. This practice was especially observed in private schools where male teachers are taking more salaries as compared to the females with a ratio of 12%. For the females' low salary assumptions, it is considered that they are less qualified as compared to their male counterparts. The teachers who work in the public schools get their salaries according to the pay structure implemented by the government and the teachers working in the same grade get their equal salaries and reward according to the grade system. On the contrary to that private school teachers don't have a proper pay structure as each school determines its teaching staff's salary according to their setup and budget. Therefore, there is a discrepancy due to private and public-school teachers' salaries (Yontz & Wilson, 2021).

Restlessness and conflicts arise in places where salary packages and incentives are not applied justly. Those employees who get low salaries remain demotivated and never perform at their best (Kwarteng, 2012). The salary packages concept of single spine salary is not new, but it is difficult to implement because the people who are already overpaid think that their due rights are violated. On the other hand, the underprivileged employees feel relieved as it is a good initiative to bring uniformity to the organization.

2.1.11 Motivation

Motivation is a driving force that provides direction to a person, so it depends on subjectivity and context means the intrinsic factors and the environment provide the base for a person to be motivated. Equity theory of motivation (Adam, 1963, 65) prescribes human behavior in two settings these are organizational setting in which a person works and the other is their interpersonal setting in which they communicate with each other (Rai, 2008). “Equity theory offers the prediction about how an individual feels to perceive over-rewarded and under-rewarded situations” (Rai, 2008, p.62). Employees working in an organization react differently when they get a reward or outcome in an organization. Some feel satisfied with the established criteria of the rewards, some want to be over-rewarded and some feel to be content with the reward they get (Sultan & Kamran, 2011).

The organizational environment plays a vital role in developing motivation among its employees’ schools provide quality education to the children as the children have to play their unique roles in society. Teachers provide the base for any educational institution they are a fundamental part of the education system the success of the school entrusts on the experience, qualification, and expertise of the teachers. Therefore, teachers need to be motivated so that they can perform well. The success of the educational institution depends upon the hard work and dedication of its teachers. The teachers can increase their capacity

to do more work through motivation that is directly related to the environment provided by the school management to the teachers. (Filak & Sheldon, 2003). The targets are achieved with cooperation and coordination among the employees of an organization and the motivation led by the managers. In educational institutions, the duty should be performed by the school heads or the principals to motivate the teachers (Shahzadi et al., 2014).

For the motivation of the teachers, it was emphasized that teachers should get the incentives given by the school administration (Rasheed et al., 2016) as small gestures play big roles. Every employee connects his/her motivational level of attachment with either the monetary and non-monetary rewards or the appreciation they get either from the parents or the school management. The highlight of the research was that the teachers should be compensated according to the requirement of teachers as it is a tactile reward to an employee that highly motivates them. (Marlow et al., 1996) got the idea that less salary creates chaos and frustration among teachers who work in the schools. He further addressed the issue and concluded that teachers' salaries should take the salary at par with the other employees working in the market as a higher salary will develop higher motivation and it will help the teachers to stay in that organization. (Litt & Turk, 1985) found that low salary is the root cause for an employee to stay in that job or move on to the other one so the salaries of the teachers should be at par with the other organizations' employees' pay. In this regard (Wright, 1991) concluded that there are a few things which are enough to maintain job satisfaction likewise some other things are enough to establish the dissatisfaction of an employee towards the job. In general, the employees show sensitivity towards their salary, and it further affects the motivational level of the employee and determines satisfaction or dissatisfaction.

2.1.12 Personality Variable

The demographics contribute a lot to understanding the effectiveness of equity. Demographic variables such as nationality, age and sex, qualification, salary, and personality traits play an important part in influencing equity rules (Huseman et al., 1987). Age shows an important part to consider oneself equitable, but this also varies as children under 13 years of age have more focus on their needs as compared to their equity. They don't follow the equity rule as the children's minds are so young that their minds are not able to calculate the equity ratios set by the adults (Hook & Cook, 1979). The equity ratio varies in men and women as women are harder workers as compared to men and they bother more about their input and worry less about their output based on demographic and personality variables, people compare each situation with the standards they have set (Kain, 2008).

2.1.13 Organizational Obligation

When an employee joins an organization or does a contract, he/she promises to work in his/her full capacity. But when the employee starts a comparison of his/her efforts with the salary he/she feels either distressed or happy. The contract that an employee does before joining the organization is a mutual understanding that the services which will be provided by the employee will be balanced with the salary that would be taken by the employee from the employer as the employee is giving the time, energy and efforts to the organizations and getting the salary out of it (Rousseau & Tijoriwala, 1998). According to (Morrison & Robinson, 1997), when an employee joins the organization, he /she assesses the ratio of his/her efforts with comparison to (King et al.,1993) the outcome and when he/she feels that there is a breach in that ratio he/she sometimes exhibits intense behavior due to the

feeling that it is the most important thing. Another important factor is the salary which is required for the fulfillment of even basic needs.

2.1.14 Job Satisfaction & Equity Sensitivity

Job satisfaction relates to the feelings, thoughts, and emotions that a person feels towards his job. In this regard, the cognitive aspects of it can't be ignored. It is either the employee is feeling happy or bored by doing the job. Organizations have a major focus on their human resource because the organizations must achieve their goals by using their workforce. If the workforce is satisfied and motivated with their organization, they would help achieve organizational goals. The motivation and satisfaction of the employees are related to the equal distribution of work and benefits among the employees. When an employee works well, he/she gets the reward to be more focused and motivated toward his/her organization. These rewards can be monetary and nonmonetary these rewards can be in the shape of a bonus or salary increase or the shape of an appreciation certificate. Another factor that helps to increase job satisfaction is the good organizational environment provided by the employer (Ali & Anwar, 2021).

Job satisfaction and equity sensitivity are somehow interlinked as job satisfaction is heavily based on the reward system that helps in maintaining equity sensitivity. Equity sensitivity is the reaction of an employee to the circumstances when he/she feels over-rewarded or under-rewarded. Employees who have equity sensitivity are more responsive toward the workload and reward system. The employees who have high equity sensitivity feel that they are not satisfied, they try to resolve the issues related to their jobs through the official procedure (Kim, Lee & Shin, 2019).

2.2.1 Organizational Commitment

Organizational commitment shows the stability of the relationship between an employer and an employee. It shows the intensity of loyalty of an employee towards the organization in which he/she works. The employee's behavior in various situations determines how committed he/she is to the organization. It is a perspective that indicates the employee's connection with the organization and his involvement in deciding whether to be an employee of the organization or not. Each organization has its social system in which each employee depends on the other employee for maintaining not only the working relationship but to learn and observe the new aspects of the work as well (Konya, Matic, & Pavlović, 2016).

The commitment gives power and a sense of identity to an individual and it further stabilizes an individual's behavior under the changed circumstances (Liou, 2008). Organizational commitment is strictly an attitudinal term in which action and readiness are very important. The employees who cannot be able to relate themselves with the organizational policies and environment, ultimately withdraw their psychology from the organization (Solinger et al., 2015).

The environment of the organization where the employees spend most of their time plays a key role in defining the level of commitment which they show while performing various organizational tasks. It has been found that employees who work in a positive and healthy environment apply all their efforts in their job to have greater efficiency and better performance (González & Grazzo, 2006; Saeidipour, 2013). Organizational commitment plays a vital role when the employees have their fair share in the decision-making process. This creates a positive attitude of the employees toward their organization. The important factors which contribute to building the strong organizational commitment of the

employees are training, career development, good pay, reward, and recognition (Chew & Chan, 2008). Teachers feel to be associated when they get the expected outcome from their respective organizations, but this aspect is mostly ignored in private schools in our country.

2.2.2 Evolution of Organizational Commitment

The notion of organizational commitment was given by Becker who defined commitment as a “contract” (Becker, 1960) between the employee and the employer. Lately, some more researchers (Caldwell et al., 1990; Allen & Meyer, 1993) evolved the study by acknowledging the (Becker, 1960) approach that was multidimensional in nature. Commitment is defined as the “mental obligation that an employee feels towards the organization in which he/she works as all the employees’ benefits are associated with the organization “in which he works” (Caldwell et al., 1990). It was indicated that organizational commitment has an affiliation with salary, satisfaction, growth, and prosperity.

Different organizational commitment models have been formulated over the time of forty years. Over time organizational commitment became an integral part of the management environment. It has a very strong impact on the employee’s attitude and behavior towards the organization. Becker (1960) was the first person who presented the concept of a calculative approach in organizations. He described that the employees possibly be associated with an organization till the time they exchange value with the organization. This was the same concept that was further elaborated by Allen and Meyer (1993) in the continuance commitment that the employees want to be associated with the organization due to the benefits.

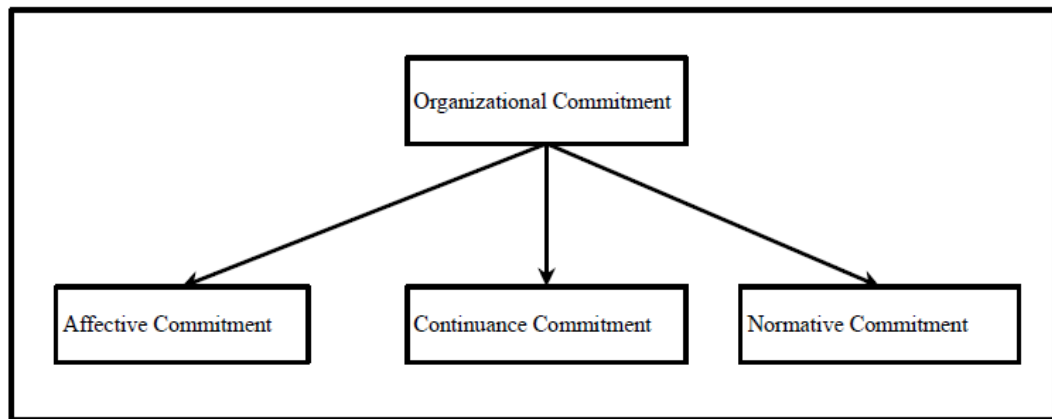


Figure 2.2 Concept Map of Organizational Commitment

2.2.3 Models of Organizational Commitment

The organizational commitment model that was presented by Allen & Meyer (1993) has three dimensions or components. These are affective, continuance, and normative.

Two behavior psychologists (Meyer et al., 2002) emphasized that affective commitment is the main center of attention in organizational commitment. About the commitment they further examine that “although more work has been done on the organizational commitment, people still wonder how organizational commitment starts growing in a person’s mind and how it becomes a driving force to lead a person to the difficult decision-making processes. Mostly the attitudinal aspects of organizational commitment are stressed, and they cannot be ignored.

Commitment is multi-dimensional, and the continuance dimension has further two dimensions the first one is related to the cost of moving to another organization that is so high that to stay in the same organization is better and the second one relates to the people’s affiliation to the organization that stops them to move to another organization. On one hand, the employees decide to remain in the organizations due to heavy costs, and on the other hand, the organizations keep their employees till these employees earn them profit. It is a reciprocal process (Balassiano & Salles, 2012).

Organizational commitment is associated with most of these employees who have experienced personal growth and progress in their organization and this element compels them to be associated with that organization. Arnold et al. (2005) referred that organizations only want commitment from their employees and another very important thing is expandable staff. Here work commitment and performance are not correlated, and the high level of performance doesn't need to be the cause of the high level of commitment. There are three main components of organizational commitment defined by (Griffin & Bateman, 1985; Donald et al., 2005) these are the desire to be associated with the organization, to be able to adopt the set goals of the organization, and to put the efforts on behalf of the organization. The person who works for an organization, he/she not only shares a strong affiliation with that organization along with a strong sense of belongingness with that organization and works for the achievement of the desired goals with full zeal and zest. Now a day's organizational commitment is not only the association that the employee has with his/her organization, but it is a process of growth. The concept of the organization is complex as according to Arnold et al. (2005) it is a difficult procedure to identify what the organizations are. Here the parent companies and the franchises make it difficult to understand to which organization one belongs. Some psychologists contradict the basic concept of the organization by emphasizing that the organization here deals as a single entity in which all the goals are the same which must be achieved but in reality, this is not the case. The organizations are developed with the combination of different factors. These factors are the commitment they have to their working colleagues, the departments in which they work, and the locations (Bianchi et al., 2006) for which they serve.

2.2.4 Factors Affecting Organizational Commitment

Organizational commitment shows an employee's commitment and dedication toward his/her organization. When an employee works in an organization, different factors

affect his/her determination and dedication toward his/her organization. Employees should know the importance of a work role as it is very important for the morale of the employee. Likewise it helps make an employee's association towards the organization and if the work role is vague the association of an employee would not be so strong. According to (Judeh, 2011) job responsibilities ambiguity confuses an employee and stops him to perform at his/her full capacity.

Job control is one of the vital factors which play its part to improve the workers' not only physical health but also mental health as well. Job control describes an individual employee's participation in his work, and it also tells how much autonomy an employee has in the organization's decision-making (Spector & Jex, 1998). Different research done on the topic defines that the workers feel obliged if they become part of the decision-making process as they feel that the organization needs them and consider them an integral part. (Wasti & Can, 2008). It is indicated that when a worker actively works for the growth of the company so his morale, motivation level, and commitment toward the company also increase. The important elements of each employee's job are job protection as job insecurity would predict the level of commitment shown by a worker in an organization. It means that how much an employee feels secure in an organization the more he/she will exhibit positive behavior towards the organization. Job insecurity is defined as the feeling that someone could lose the current job (Gallie et al., 2017) indicated in the research that someone would show a lower commitment level that leads to a lower level of association with a person in the job. Most of the employees search for jobs that are path oriented and stick to them as these jobs provide them a cause to stay more in the organizations.

2.2.5 Size

It has shown (Greenberg & Baron, 2008) that large and small companies work according to their capacity for production and recruit their employees accordingly. Some companies have more employees, and some have very less employees. Almost 80% of the employees working in small organizations are more committed to their respective organizations. Out of ten employees only one employee changes his/her employer. 44% of the workers admitted that they want to change the job for the sake of a salary increase. According to (Greenberg & Baron, 2008) continuance commitment refers to a person's wish to be associated with the same organization.

The person associates with the organizations because he/she feels it is so costly to leave the present organization and move on to the next. Another factor that cannot be ignored is that people don't want to take risks to move into a new organization. The more they will stay in the organization the more benefits they will get like monetary advantages, fringe benefits, and emotional attachments. Nowadays the ratio of continuance commitment is not as high as compared to the past. In the past people used to choose jobs that provide them with lifetime job security. They stayed at their jobs for a lifetime. From the bottom, they would start their jobs and get promoted to the top. (Mercurio, 2015) mentioned (Pangarkar & Kirkwood, 2013) stated that the employee's commitment to the organization is a specialty to be celebrated by the managers. (Mercurio, 2015) further elaborates that when the employees mentally, emotionally, and physically involve themselves they just concentrate on the achievement of the organizational goals.

2.2.6 Individuals and Organizational Values

Sometimes due to the similarities between the individuals and their organizational values, some common factors get matched for existence like universalism and self-direction

where self-direction shows independence and universalism shows cooperation and protection (Gutierrez, Candela & Carver, 2012). Furthermore, the overall development of an employee is associated with skill enhancement, improved productivity, and full-fledged participation (Jehanzeb & Mohanty, 2018).

Two main things that provide the base for the employee's commitment to the organization are internalization and a sense of identification. According to (Herscovitch & Meyer, 2002, p. 301) "commitment is a driving force that leads the behavior. It provides a framework for a person in which he/she must work. The given framework provides the base for maintaining the uniformity for the achievement of the organizational goals." It is mentioned (Cooper-Hakim & Viswesvaran, 2005) that work commitment is when an employee associates himself/herself with the organization and tries to give good output. As there is a famous proverb that "change is always good, so for the better placement and association with the organization the employees should be ready for it. Organizational commitment is the association and affiliation that an employee has with his or her organization. Organizational commitment is either considered as related to an employee's behavior or attitude when the employee associates himself/herself with an organization as a personal investor it shows the commitment of the employee to that organization. According to (Krishna et al., 2018) the most important rule to be followed for organizational commitment is the employee's bond with the organization. If the employees feel satisfied with the company policies and the promises, they will not leave their commitment to their organization, and for the establishment of the bond, reciprocity is the key. Organizations must be fair in their dealing with the employees and return the employees pay them off with their sincere efforts and dedication.

Organizational commitment is the association and affiliation that an employee has with his or her organization. Organizational commitment is either considered as related to

an employee's behavior or attitude when the employee associates himself/herself with an organization as a personal investor it shows the commitment of the employee to that organization. According to (Krishna et al., 2018) the most important rule to be followed for organizational commitment is the employee's psychological attachment to the organization. If even the employees feel dissatisfied with the company policies and promises they will not leave their commitment to their organization.

In each organization, the employees work in different positions and each employee has a different working capacity likewise each employee has a different perception and assessment of their input and output ratio and the employer with whom they are working. In an organization, many factors determine the employee's inclination toward the organization in which he/she works, and one of these is remuneration. It is a physiological need that is an extension of some very basic needs which can't be fulfilled without it. The employees get a salary and social security, so they feel cautious and sensitive towards their salary and the rewards. The employees who are working with almost the same education and experience expect the same salary and benefits. When they don't get it, they feel distressed. Money is a very important motivator, but it can never be the sole motivator as the employees need promotions, power, and position as well (Chitale, Mohanty & Dubey, 2013). When the workers feel that their rights are not being given to them, they separate themselves from the organization in which they work which may cause absenteeism, deviant workforce behavior, and less effective commitment but again the reaction to the situation varies from employee to employee (Saad, 2019).

The employees feel their worth if the organization appreciates the efforts of the employee by compensation. This compensation can be given in the shape of a bonus or appraisal by the organization. Appraisals are the degree to which the employee feels encouragement and tries hard to achieve the desired goals. Even those employees who are

very loyal feel discouraged if the company will not provide the occasional salary increase to them and if the organizations do force changes in the packages this puts a negative impact and the employee feels less affiliated with the employers (Lines*, 2004).

2.2.7 Organizational Perks

There is a connection between the satisfaction levels of the employees and their expectations of their jobs as all the employees need job satisfaction. When employees work in an organization, they expect the maximum perks to be utilized from here. Organizations that satisfy their employees with perks like good salaries, allowances, and promotions get the maximum utilization of their resources. In the organizations' employees are like family where they must take along the social categorization, identification, and comparison. Employees working in an environment not only share their interests, but they share their ethnicity. Employees who work in high-status conditions are more satisfied as compared to those employees who work in low-status conditions (Sun, 2016).

2.2.8 Communication

The employees feel more empowered when their values match with the organizational traditions and at this point, the employees feel ready to take up the responsibilities given by the organizations in a proper way (Biswas & Bhatnagar, 2013). Effective communication between employees and managers is very crucial and important. If the manager fails to show his/her communication skills it would cause the subordinates to be demotivated (Joo, 2010) with a weak commitment to the organization (Van Vuuren, de Jong, & Seydel, 2007).

2.2.9 Monetary Rewards

Two major factors to determine an employee's loyalty towards the organization are intrinsic and extrinsic rewards. Intrinsic rewards are related to the professional growth of the employee where he/she gets appreciation and acknowledgment from the organization and extrinsic rewards are the monetary benefits the employee gets like bonuses and salary increases. The employees give a different amount of importance to different benefits. The employees somehow make compromises on their intrinsic rewards but feel it is difficult to compromise on the extrinsic rewards as these rewards generally affect their commitment towards the organization and their social standing. The monetary rewards are very important for the well-being of the employee as it is the appreciation in exchange for the efforts done by the employee for the sake of the organization and the organizations should prioritize this for the sake of the employees. The only obstacle that can be monitored is that a conflict can develop if there is a difference in perceived as compared to received reward (Amjad et al., 2014).

2.2.10 Age and Tenure

Some researchers feel that there is a strong relationship between age and the tenure of the job of an employee in an organization. But (Meyer et al., 2002) have a different version of age and tenure and their relationship with the organizations as it was emphasized that there was a weak connection between tenure and age with the organizational commitment, some studies resulted that there was a strong relationship between organizational commitment and age (Eisenberger et al., 2010) while other studies showed the contrast findings about organizational commitment and age (Farndale et al., 2011). The same results were administered to tenure, where some studies are in favor of it while others found it not to be associated with each other. The contradictory results for many studies

showed that there was no association between age and tenure (Ramay, 2012), therefore, the research showed mixed results showing the relationship between age and tenure with the organizational commitment.

2.2.11 Gender and Organizational Commitment

Many pieces of research focused on the link of gender with organizational commitment. The association of male and female towards their organizations have different results. Some researchers showed that males have a strong connection with their organizations as they serve in high posts and take lucrative salaries. On the other hand, some research shows that females are more committed to their organizations as they feel a sense of obligation toward their organizations (Aydin et al., 2011). Each gender has some unique characteristics which exhibit when they behave in a certain way. Gender also shows an individual's apprehensions toward his/her workplace. It also shows how the people who belong to a certain behave, communicate, and interact with their colleagues. The research shows that women are more relationship-oriented and kindhearted towards their fellows and on the other hand male are more promotions oriented and want promotions and fringe benefits (Aftab et al., 2020). Female teachers as compared to male teachers are more dedicated and committed to their organizations as they have more dedication towards their occupation.

2.2.12 Trends in Organizational Commitment

Now a day's nature or requirements of the workforce are changing, and more focus is given to qualifications and professionalism but there is a drawback of it that the organizational commitment among the employees is decreasing with time. Lack of organizational commitment leads to a lack of loyalty among the employees. Usually, those

employees who gain power in an organization feel committed to their organization because they feel that organizations acknowledge their capabilities (Murray & Holmes, 2021).

The nature of the corporate world has entirely changed. Now the importance of a psychological contract between the employee and the employer has changed and individual decisions have taken the place of psychological association as people more independently decide to stay or move away from an organization. Now the terms such as sub-contracting, downsizing, and outsourcing have been introduced. As all these ways are new and give opportunities but due to these, the relationship of the organization with the employee is becoming weak. People are opting for temporary jobs with flexible working hours and self-employment has changed the trends of organizational commitment. This helps to show the path towards the transformation in commitment. A strong connection was found between psychological contract and organizational commitment as besides all the new trends to be followed the most important thing is to establish the strong human resource (Herrera & Heras-Rosas, 2021).

2.2.13 Job Satisfaction and Organizational Commitment

The most important factor for the workforce to stay in an organization is the level of job satisfaction. If the employee is happy and satisfied in the organization, work productivity would be increased and loyalty towards the organization would also be increased. This would help the organization retain its employees in the distant future. A conducive environment and benefits increase the level of satisfaction of an employee towards his/her job. The important elements which contribute to the development of job satisfaction in the organization are salary and relationship with the manager and the coworkers. If an organization can provide all these elements to an employee, the employee

feels not only obliged but develops a positive relationship and commitment towards the organization (Jehanzeb & Mohanty, 2018; Luz et al., 2018).

2.2.14 Leadership

The organizational culture shapes with the help of true and competent leadership. Leaders in the shape of managers not only provide guidelines to the organizations' employees but they help to shape the organizational commitment of an individual in the organization (Joo & Jo, 2017). According to (Avolio, 2007) authentic leadership helps to play its part in the decision-making process and leading the organization towards a true direction.

2.2.14.1 Impact of Leadership Style

The leadership style of a manager determines the employee's commitment, attitude, and determination toward the organization (Naz, 2018) described that leadership styles have a wonderful effect on the progress of an organization. If the organization's managers have negative behavior, it would affect the productivity, involvement, innovation, and sense of achievement of an employee. Employees working in an organization are affected due to the way the allocation of tasks, distribution of rewards, and division of resources take place. The level of the justice system provides the foundation for the employees to determine their level of equity sensitivity and their sensitivity further guides him/her towards the commitment he/she has to the organization (Naz, 2018) stated with reference to (Cugueró - Escofet et al., 2014) that system of justice determines the intensity of conflicts of interest and collective interactions.

2.2.14.2 Teacher's Role in Organizational Leadership

Schools are the social learning places where not only the training of the future generation takes place but as the organizations these places employ many people. Schools comprehensively trained the younger generations. Teachers provide training and guidance to the children, and it can only happen if the teachers are committed and dedicated to their jobs. The job of the teachers is not only important but also very sensitive, therefore, it is very important on the part of the institutions to look after the interest of the teachers and take care of their interest. Thus, educational institutions are required to look after the rights and interests of their teachers (monetary and non-monetary) so that they can devote themselves with full commitment to their organizations and give good results.

Schools' leadership must perform a very sensitive duty and for this purpose, they should be engaged and dedicated to their jobs. Teachers' commitment provides the circumstances for a conducive learning environment. It is beneficial for not only the children but society as well. A school is a place where the principal and teachers work to shape society.

The leadership of the school principals shows an important influence on the teachers' organizational commitment. The school leadership could help the teachers by giving rewards and incentives (Abbas, 2017). The teachers can perform excellently in their jobs, have commitment, and show association due to their leaders. Schools are examples of best-classified organizations.

In educational organizations, teachers as human resources play a crucial role in achieving the targeted goals. Employees with high organizational commitment put their blood and sweat into the completion of their duties, which leads to strengthening their bond with the organizations (Dagli & Gençdal , 2019; Kim & Beehr, 2019), like the priorities of

the organization the employees of the organizations also have priorities to be fulfilled. (Nordin, 2012).

2.2.15 Teachers' Organizational Commitment

As the organizational commitment is directly related to the employees of the organization. That is why they have to face challenges with the organizations. Schools have comprehensive environments in which the teachers must perform many duties and have to face many challenges. Besides these duties and challenges, if the teachers show concern and association towards their organizations, not only the teacher would be successful, but the school would also be successful. A strong dedication helps a teacher to target his/her goals and determination to achieve them. Pakistan is an underdeveloped country, and more than half of its population is young and either studying or doing jobs. Teachers are the first guide, motivators, and trainers for these young students and if the teachers perform their duties well, the country can prosper.

Organizational commitment helps the individual to strengthen his/her ties with the organization in which he/she works (Mustafa et al., 2020). The teachers are the contributors to building society and their positive attitude towards society pays off. The prosocial role of the teachers cannot be ignored. A committed teacher always contributes to the organization and develops the qualities of selflessness and humanity in the students. The researcher opined that without these qualities one cannot get motivated. Although these qualities may be affected by the work-related behavior and level of motivation of a teacher (Maiti et al., 2020).

2.2.16 Organizational Climate

Climate is the most important feature of an organization as it leads to the employee's commitment towards the organization the climate determines an employee's good and bad

behavior which leads to the decision of the employee to stay and move from the organization. Today's corporate world is offering more opportunities and challenges to employees. These opportunities and challenges have nothing to do with the size and structure. To meet the targets and face the challenges, the companies put focus on their human resources as these organizations consider them to be more important. A conducive environment must be provided for the employees in which they can perform their duties with full zeal and zest. It is the responsibility of the organization to provide an environment in which opportunities and progress exist. Nowadays organizations try to provide their employees with an environment in which their employees can work at their full capacity (Kaur & Randhawa, 2017). There are a few things that help to determine the organizational climate like a good support system and cooperation are the keys to maintaining a good organizational climate. Organizational climate has a strong effect on organizational commitment. A good organizational climate is a guarantee for good organizational commitment as an employee works well if he/she gets a good environment. The schools are educational organizations, and their climate has a strong influence on the teachers which leads to their performance. According to (Ahghar, 2016) the climate of a school is maintained by the mutual goals which are set by the school management and the teachers who are working there along with the values system and the behavior of the management and colleagues. A positive school environment helps teachers to build a strong character and personality in their students. As (Khan, 2019) mentioned concerning (Day, 2000) that school management, student behavior, and school policies help a teacher to be associated with his/her employer. Further (Santoso et al., 2020) added that the commitment of the teacher is heavily influenced by the behavior and leadership qualities of the principals of the schools. The bad behavior of the principal leads to an ineffective teacher who has low performance. The school climate can be effective if discussion among the schoolteachers

and principals takes place frequently as the school principals have the responsibility to supervise the teachers and provide them with directions and policies to be implemented.

Equity sensitivity is not a new concept. It was given by Huseman et al., 1987. It describes the behaviors an employee shows in under-rewarded and over-rewarded situations.

Organizational Commitment is associated with the psychological contract of an employee with his/her organization that motivates the associated employees to show a high level of performance. Employee satisfaction and a good working environment are very important to maintain a high level of organizational commitment.

Equity sensitivity is related to an individual's perception of his/her input and outcome. It is a less explored area of research in the Pakistani context. A few of the studies have been done in the education sector but as compared to it many studies were conducted on organizational commitment.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter comprises of research methodology of this research study. The details of the population, sampling, and the questionnaires used in this study were presented in this chapter, reliability of both questionnaires like equity sensitivity and organizational commitment, along with the method of collecting the data and method of analysis of data were presented in this chapter. For the achievement of the objectives of this study, the following research methodology was used.

3.1 Research Approach

The quantitative research approach regulates the relationship between both independent and dependent variables in research. It defines the observed methods and verifiable statements in the research (Mehrad & Zangeneh, 2019; Sukamolsan, 2007).

The research approach for this research was quantitative research approach.

3.2 Research Design

This research study was conducted to investigate the effect of teachers' equity sensitivity on their organizational commitment. For the present research, the ex-post facto research design was used. An ex-post facto study design is used where true experimental research can't be conducted. It deals with preexisting groups with common characteristics and traits. It is suitable to test the cause and effect. The ex-post facto research is useful in those studies when it is not possible to manipulate the characteristics or traits of the people (Cohen et al., 2000). The study was based on the effect of teachers' equity sensitivity; therefore, this design was used for three dimensions of equity sensitivity. As the ex-post facto study design deals with groups with common characteristics, therefore, it was used

for the present study where the independent variable, equity sensitivity has three dimensions. It deals with events that had taken place in the past but can't be manipulated by the researcher.

The questionnaires were distributed to collect the data from the respondents. The study was designed to check the effect of equity sensitivity on the organizational commitment of secondary school teachers. For the data collection private school teachers were selected to distribute the questionnaires. The respondents were male and female private school teachers who were taking secondary classes in Islamabad. In the questionnaire, a separate section was dedicated to the demographic information in which gender, age, qualification, professional experience, salary, and job status related to equity sensitivity and organizational commitment were mentioned.

3.3 Variables of the Research

The under-investigation study was conducted to check the effect of teachers' equity sensitivity on their organizational commitment. There were two variables in this study along with demographic variables. One was the independent variable which was equity sensitivity and the second one was the dependent variable which was organizational commitment.

3.3.1 Independent Variable

In this study, Equity Sensitivity was the independent variable. The concept of equity sensitivity was presented by Huseman, Hatfield & Miles (1987). It has three dimensions which are benevolent, entitled, and equity sensitive. Equity sensitivity refers to a person's perception of his/her input and output ratio in an organization.

3.3.2 Dependent Variable

In this study, organizational commitment was the dependent variable. It shows a person's association with his/her organization. There are three elements of organizational commitment. These are affective, normative, and continuance commitment.

3.4 Population

According to the data provided by PEIRA, there are 1225 private schools in Islamabad, and out of these schools, 349 schools provide secondary school level and O levels of education. In these schools, 2500 teachers are teaching at secondary/ O' Levels. So, the population of the research study consisted of all the secondary school teachers who were teaching under O' Levels and SSC setups (male /female) of Islamabad. The teachers were from the academic session of 2021-2022 and were teaching O Levels and 9th, and 10th classes respectively. The list of schools along with the numbers of teachers teaching at SSC and O' Levels was taken from Private Educational Institutions Regulatory Authority (PEIRA). It works to regularize and regulate the private schools of Islamabad.

Table 3.1

Population of the Study

No. of Secondary Schools	No. of Teachers serving at the Secondary School Level
349	2500

3.4.1 Sampling Technique & Sample Size

A stratified random sampling technique was applied for the collection of the required data. The teachers were divided into two strata. One stratum was of male

secondary school teachers and the second strata comprised of female secondary school teachers. In the year 2022, the total population of secondary school teachers teaching at the secondary level in Islamabad was 2500 teachers. Due to the time and limited resources, 10% of the population was taken as sample size which was 250 teachers. These teachers were teaching 9th 10th and 0'Levels classes at that time.

These 250 male and female teachers were randomly selected from these two groups of teachers from 7 different schools in Islamabad. There were 84 male and 166 female teachers in this sample.

Table 3.2

Gender wise distribution of Sample

Male	Female	Total
84	166	250

Table 3.3

Number of Teachers from each school

S. No	Schools for Sample	Sample of Teachers
1.	School no.01	54
2.	School no.02	31
3.	School no.03	67
4.	School no.04	16
5.	School no.05	25
6.	School no.06	45

7.	School no.07	12
		250

Table 3.3 showed that 250 private school teachers were taken for the sample of the study. The first school questionnaire was distributed among 54 teachers. The teachers filled in and returned the questionnaires. 31 teachers from the second school were part of this study. From the third school, 67 teachers participated in this study. 16 teachers from the fourth school were part of the study. 25 teachers from the fifth school were part of this study. From the sixth school, 45 teachers participated in this study. 12 teachers from the seventh school participated in this study.

3.5 Research Instrument

To get the required data, the questionnaire was used to investigate the effect of equity sensitivity on organizational commitment. The researcher used two standardized, adopted tools for the study. The first tool was used for measuring the effect of teachers' equity sensitivity and the second tool was used to measure their organizational commitment. The questionnaire comprised three sections. The first part consisted of demographic details like gender, age, qualification, professional experience, salary, and job status. The second part was the 'Equity Sensitivity Questionnaire' (ESQ) which was developed by Jason Mathew Kain (2008). It has three dimensions these are benevolent, entitled, and equity sensitive. In total, there were 13 items in the equity sensitivity questionnaire and all these items were taken without any change. Of these 13 items, 4 items were of benevolent dimension, 4 items were of entitled dimension and the rest of 5 items were of equity sensitive dimension. In each of the 13 items, the respondents used a five-point Likert scale that ranged from strongly disagree to strongly agree. The option strongly disagree has one point whereas strongly agree has five points. For the equity sensitivity scoring pattern, the responses were divided into three categories. For the first category, the

score range was from 1-2.339, for the second range the scoring range was from 2.34-3.699 and for the high range it was from 3.67-5. The third part of the questionnaire had the ‘Organizational Commitment Questionnaire (OCQ).’ It was developed by Allen & Meyer (1992). It has three dimensions which are affective, continuance, and normative commitment. It comprises 23 items. Affective commitment has 8 items, continuance commitment has 8 items and normative commitment has 7 items.

Equity sensitivity has three dimensions these three dimensions, benevolent, entitled and equity sensitive are based on the level of input and outcome ratio. Benevolent dimension belongs to the high level of input and outcome ratio whereas entitled belong to low level of input and outcome ratio.

3.5.1 Demographic Details

The first section of the questionnaire consisted of demographic details. There are six different categories of demographic variables which were part of this study. These were (the gender, age, qualification, professional experience, salary, and job status) of the respondents. An individual data sheet was used for the collection of demographic information on secondary school teachers. In the demographic details of teachers’ salary initially, the salary range of Rs.11000-24000 was included but after pilot testing this range was changed from Rs.11000-24000 to Rs.3000-24000, as it was observed that a few of the teachers were taking the meager amount of even Rs.3000 as a salary of a contract teacher.

3.5.2 Equity Sensitivity Questionnaire

The second part of the questionnaire is about equity sensitivity. This questionnaire was developed by Jason Matthew Kain (2008). It had three dimensions. In this section, there were 13 items in total.

Table 3.4*Items of Equity Sensitivity Questionnaire*

S.No	Sub Scale	Item Numbers	Total
1.	Benevolent (Level 1)	1,2,3,4	4
2.	Entitled (Level 3)	5,6,7,8	4
3.	Equity Sensitive (Level 2)	9,10,11,12,13	5
			13

Table 3.4 showed that the benevolent dimension of the equity sensitivity questionnaire consists of items no. 1, 2, 3, and 4, in it. For the measurement of entitled dimensions the items are 5, 6,7and 8 and to measure the equity sensitive dimensions the items are 9, 10,11,12,13.

Table 3.5*Coding Procedure of Equity Sensitivity Questionnaire*

Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

The participants of the study were asked to rate each of the 13 items on the above-mentioned five-point Likert scale.

3.5.3 Organizational Commitment Questionnaire

The second questionnaire is about organizational commitment. This questionnaire was developed by Allen and Mayer (1992). It has three dimensions with 23 items in total. The questionnaire was carefully selected to obtain reliable data.

Table 3.6

Items of Organizational Commitment Questionnaire

S.No	Sub Scale	Item Numbers	Total
1.	Affective Commitment	1,2,3,4,5,6,7,8	8
2.	Continuance Commitment	9,10,11,12,13,14,15,16	8
3.	Normative Commitment	17,18,19,20,21,22,23	7
			23

The questionnaire is divided into three dimensions. Item no.1, 2, 3, 4, 5, 6, 7, and 8 are from the affective dimension whereas items no.9, 10, 11, 12, 13, 14, 15, and 16, are from continuance commitment and normative commitment there are item no.17,18,19,20, 21, 22, 23.

Table 3.7

Coding Procedure of Organizational Commitment Questionnaire

Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4

The participants of the study were asked to rate each of the 23 items on the above-mentioned five-point Likert scale.

3.6 Validity of the Tool

Validity is used to check that the research tool will perform according to the expected performance. The validity of the research tool is very important as through the tool's validity analysis, the appropriateness of the tool is checked according to the designed study. Three experts who are teaching in the education department of three different universities in Islamabad and Rawalpindi checked the content validity of the research tool. These experts hold Ph.D. degrees. They provided a validation certificate after the validation of the tools. Both measures like the equity sensitivity questionnaire and organizational commitment questionnaire were validated by these experts. They recommended both tools for this research study.

3.7 Pilot Testing

Before the collection of the data pilot testing was conducted. The purpose of pilot testing was to check the reliability of the questionnaire. In this study, two tools were used like equity sensitivity questionnaire and the organizational commitment questionnaire. Cronbach's alpha is a reliability test that is used to check the reliability of the items in the scale, therefore, Cronbach's alpha was applied to check the internal consistency of the tools. The two tools were the equity sensitivity questionnaire and the organizational commitment questionnaire. For the pilot study, 50 secondary school teachers from four different schools were taken. These teachers were taking secondary and O' Levels classes.

The following statistical technique was used.

1. Cronbach's Alpha

The researcher personally visited the schools which were selected for the pilot testing and obtained responses from the teachers.

3.7.1 Alpha Reliability of Equity Sensitivity Questionnaire

Reliability is a very important factor in checking the quality of the tool. The congruous results of a tool show that the tool is highly reliable (O'Neill, 2003). Equity sensitivity was calculated on a five-point Likert scale with a range from 1-5. The scale was used to check the effect of equity sensitivity.

Table 3.8

Reliability Statistics of Equity Sensitivity Questionnaire

S. No	Scale	No. of Items	Alpha Coefficient
1.	Benevolent (Level 1)	4	.801
2.	Entitled (Level 3)	4	.730
3.	Equity Sensitive (Level 2)	5	.756
	Overall Equity Sensitivity	13	.708

Table 3.8 shows the Alpha Coefficient details of the equity sensitivity questionnaire. The alpha reliability of 4 items of the benevolent dimension of equity sensitivity questionnaire was .801 which was highly reliable for this study. The entitled dimension of the equity sensitivity questionnaire had 4 items and the alpha reliability of it was .730 so it was acceptable. The equity sensitive dimension of the equity sensitivity scale had 5 items and the alpha reliability of this dimension was .756 which was acceptable for this study. The overall reliability of 13 items of the equity sensitivity questionnaire was .708. The equity sensitivity questionnaire was a standardized adopted tool, and its

reliability was established the result also showed that the instrument was reliable, so it was used for this study.

3.7.2 Alpha Reliability of Organizational Commitment Questionnaire

To calculate the reliability, Cronbach’s alpha was applied to the organizational commitment questionnaire. Organizational commitment was calculated on a five-point Likert scale with a range from 1-5.

Table 3.9

Reliability Statistics of Organizational Commitment Questionnaire

S. No	Scale	No. of Items	Alpha Coefficient
1.	Affective	8	.831
2.	Continuance	8	.759
3.	Normative	7	.669
	Overall Organizational Commitment	23	.838

Table 3.9 depicts the alpha reliability of the organizational commitment questionnaire. The alpha reliability of 3 dimensions of organizational commitment was mentioned along with the overall alpha reliability of the organizational commitment questionnaire. The alpha reliability of the affective dimension of organizational commitment’s 8 items was .831 which showed that it was highly reliable. The second-dimension continuance commitment had 8 items and its alpha reliability was .759 which was acceptable. The normative commitment had 7 items and its alpha reliability was .669 and which was acceptable whereas, the alpha reliability of the organizational commitment questionnaire was .838. The organizational commitment questionnaire was an adopted

standardized tool, and it was used in many studies previously. It has established reliability. The result of alpha reliability has also shown that the scale was highly reliable to use for this study.

3.8 Data Collection Procedure

After the completion of pilot testing, data collection had started. The questionnaire was distributed among the secondary school teachers of Islamabad. Firstly, permission was taken from the principals of the sample school. A few of the schools had denied permission due to their internal policy. So, the other seven schools were selected for the distribution of the questionnaire. The questionnaires were distributed and taken back after completion. In total 306 questionnaires were distributed among the teachers and out of these 267 were returned. 16 questionnaires were incomplete but 250 were complete questionnaires.

3.9 Analysis of Data

The data was entered in SPSS. The objective of this study was to check the effect of equity sensitivity on organizational commitment and for this purpose, different tests were applied. The tests applied to obtain the results were Mean score, T-test, Way ANOVA, and Regression. Later, based on the results, the data was interpreted. To check the level of equity sensitivity and organizational commitment, a mean score was obtained.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

The present chapter is chapter 4 and in this chapter analysis and interpretation of the data were discussed. The researcher used an ex-post facto research design and a quantitative research approach in the study. The research population consisted of the secondary school teachers of Islamabad. For this purpose, data was collected from the private secondary school teachers of Islamabad. One independent and one dependent variable were included in the study. Equity sensitivity was the independent variable, and the dependent variable was organizational commitment.

Data collection is a very important part of each study; therefore, two standardized adopted tools were used for the present study. The first standardized adopted tool was equity sensitivity, which was developed by Jason Mathew Kain (2008). This tool was used to check the effect of equity sensitivity on secondary school teachers. It had 13 items along with three dimensions. The second standardized adopted tool was of organizational commitment, it was developed by Allen & Meyer (1992). It was adopted to check the organizational commitment of secondary school teachers. It had 23 items along with three dimensions. The Demographic portion was developed by taking gender, age, qualification, professional experience, salary, and job status.

PART ONE: Descriptive Statistics

Table 4.1.1

Distribution of Teachers according to their Gender.

Gender	Frequency	Percentage
Male	84	33.6
Female	166	66.4
Total	250	100

Table 4.1.1 indicated that most of the private secondary school teachers were females. The sample size comprised 250 teachers and out of these 66.4 % were females and 33.6% were males.

Table 4.1.2

Distribution of Teachers according to their Age.

Age	Frequency	Percentage
25-35 Years	175	70
36-45 Years	54	21.6
46-55 Years	18	7.2
55+ Years	03	1.2
Total	250	100

Table 4.1.2 showed the details about the age of the secondary school teachers. It concluded that most of the teachers were from the age bracket of 25-35 years with a percentage of 70%. 21.6% were of the 36-45 years age group and 7.2 % of them were from the age group of 46-55 years. Only 1.2% of the teachers belonged to the above 55 age group.

Table 4.1.3*Distribution of Teachers according to their Qualification.*

Qualification	Frequency	Percentage
B.A/B.Sc.	62	24.8
M.A/MSc.	157	62.8
M.Phil.	25	10
PhD	6	2.4
Total	250	100

Table 4.1.3 inferred that most of the teachers at private schools had master's degrees. 62.8% of teachers had master's degrees. Whereas 24.8% had a bachelor's degree. 10% of the teachers had an M.Phil. degree and 2.4% of the teachers who were Ph.D.

Table 4.1.4*Distribution of Teachers according to their Professional Experience.*

Professional Experience	Frequency	Percentage
1-5 Years	108	43.2
6-10 Years	62	24.8
11-15 Years	44	17.6
15 + Years	35	14
Total	250	100

In table 4.1.4 it concluded that 43.2% of the secondary school teachers had an experience of 1 to 5 years likewise 24.8% of the teachers were holding a professional experience of 6 to 10 years. 17.6% of the teachers had 11 to 15 years of teaching experience and 14% of them had a teaching experience of 15 years or more.

Table 4.1.5*Distribution of Teachers according to their Salary.*

Salary	Frequency	Percentage
Rs.3000-24000	153	61.2
Rs.25000-30000	40	16
Rs.31000-35000	05	02
Rs.36000-40000	09	3.6
Rs.40000+	43	17.2
Total	250	100

Table 4.1.5 depicted the salary taken by the private secondary school teachers. It deduced that 61.2% of the teachers were taking Rs.3000 to 24000 as a salary. 17.2 % of the teachers had a salary of more than Rs.40000. 3.6% of the teachers were taking a salary within the range of Rs.36000 to 40000 and only 2% of them were taking a salary from the range of Rs.31000-35000.

Table 4.1.6*Distribution of Teachers according to their Job Status.*

Job Status	Frequency	Percentage
Contract	148	59.2
Permanent	102	40.8
Total	250	100

Table 4.1.6 showed that 59.2% of the teachers were working in their respective schools as contract teachers. These results showed that most of the secondary school teachers were working on a contractual basis in their schools. Whereas, out of these 40.8% of the teachers were working on a permanent basis.

Objective No. 1: To assess the level of secondary school teachers' equity sensitivity.

RQ1. What is the level of secondary school teachers' equity sensitivity?

Table 4.2.1

Level of Secondary School Teachers' Equity Sensitivity

S. No	Equity Sensitivity	Mean	Remarks
1.	Benevolent	3.35	Neutral
2.	Entitled	2.72	Disagree
3.	Equity Sensitive	3.91	Neutral
	Overall Equity Sensitivity	3.37	Neutral

Table 4.2.1 described the level of teachers' equity sensitivity and showed that benevolent, which is a dimension of equity sensitivity had a mean score of 3.35. Whereas entitled mean score was of 2.72 and equity sensitive's mean score was 3.91. The overall mean score of equity sensitivity was 3.37.

Objective No. 2: To assess the level of secondary school teachers' organizational commitment.

RQ2. What is the level of secondary school teachers' organizational commitment?

Table 4.2.2

Level of Secondary School Teachers' Organizational Commitment

S.No	Organizational Commitment	Mean	Remarks
1.	Affective	3.59	Neutral
2.	Continuance	3.11	Neutral
3.	Normative	3.49	Neutral
	Overall Organizational Commitment	3.39	Neutral

Table 4.2.2 described that affective, that is a dimension of organizational commitment had a mean score of 3.59. Whereas continuance had a mean score of 3.11 and normative had a mean score of 3.49. The overall mean score of organizational commitment was 3.39.

Inferential Statistics

Objective No. 3. To assess the effect of teachers' equity sensitivity on their organizational commitment.

H₀1. There is no significant effect of teachers' equity sensitivity on their organizational commitment.

Table 4.3.1

Linear Regression of the Effect of Teachers' Equity Sensitivity on their Organizational Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Equity Sensitivity	.696	6.866	.160	.000

a. Predictors: Equity Sensitivity

b. Dependent Variable: Organizational Commitment

Table 4.3.1 of the regression analysis showed that the equity sensitivity of the secondary school teachers which was the independent variable had a significant effect on the organizational commitment of the teachers which was a dependent variable. The significance value was .000 which was less than the significance level that was $p = .05$ which showed a significant effect of teachers' equity sensitivity on their organizational commitment. The R^2 value was .160 which indicated that 16 percent variation was present in the dependent variable which was organizational commitment due to the independent variable equity sensitivity. Moreover, it showed through the β (coefficient) result that a change of one unit in equity sensitivity brought a change of .696 in organizational commitment.

Thus, the null hypothesis that "There is no significant effect of teachers' equity sensitivity on their organizational commitment" was rejected.

Objective No. 3(a). To assess the effect of teachers' benevolence on their organizational commitment.

H₀ 1(b). There is no significant effect of teachers' benevolence on their organizational commitment.

Table 4.3.2

Linear Regression of the Effect of Teachers' Benevolence on their Organizational Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Benevolent	1.499	7.402	.181	.000

c. Predictors: Benevolent

d. Dependent Variable: Organizational Commitment

Table 4.3.2 of the regression analysis showed that the secondary school teachers who possessed the benevolent dimension of equity sensitivity which was the independent variable had a significant effect on the organizational commitment of the teachers which was a dependent variable. Here significance value was .000 which was less than the significance level that was $p = .05$ and showed a statistically significant effect on organizational commitment. In the results, the R^2 value was .181 which indicated that 18.1 percent variation was present in the dependent variable which was organizational commitment shown by the independent variable benevolent. Furthermore, β (coefficient) showed that the change of every unit in benevolence brought a change of 1.499 in organizational commitment.

Thus, the null hypothesis that "There is no significant effect of teachers' benevolence on their organizational commitment" was rejected.

Objective No. 3(b). To assess the effect of teachers' entitled equity sensitivity on their organizational commitment.

H₀ 1(c). There is no significant effect of teachers' entitled equity sensitivity on their organizational commitment.

Table 4.3.3

Linear Regression of the Effect of Teachers' Entitled Equity Sensitivity on their Organizational Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Entitled	.521	2.565	.026	.011

e. Predictors: Entitled

f. Dependent Variable: Organizational Commitment

Table 4.3.3 of the regression analysis showed that the secondary school teachers who had the entitled dimension of equity sensitivity, an independent variable had a significant effect on the organizational commitment of the teachers which is a dependent variable. The significance value of .011 was less than the significance level $p < .05$ and the R^2 value was .026 which indicated that 26 percent variation was present in the dependent variable organizational commitment shown by the independent variable entitled. β (coefficient) value shows that the change of every unit of entitled brings a change of .521 in organizational commitment.

Thus, the null hypothesis that "There is no significant effect of teachers' entitled equity sensitivity on their organizational commitment" will be rejected.

Objective No. 3(c). “To assess the effect of teachers’ equity sensitive equity sensitivity on their organizational commitment.”

H₀1(d). There is no significant effect of teachers’ equity sensitive, equity sensitivity on their organizational commitment.

Table 4.3.4

Linear Regression of the Effect of Teachers’ Equity Sensitive on their Organizational Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Equity Sensitive (Equity Sensitivity)	.567	2.934	.034	.004

a. Predictors: Equity Sensitive

b. Dependent Variable: Organizational Commitment

In table 4. 3.4 of regression analysis showed that the equity-sensitive dimension of equity sensitivity, an independent variable, influenced the organizational commitment of the teachers which is a dependent variable. The results were statistically significant as the significance value was .004 which was less than the significance level of .05($p < .05$) and the R^2 value was .034 which indicated that 34 percent variation was present in the dependent variable organizational commitment shown by the independent variable equity sensitive. β (coefficient) value showed that for the change in every unit in equity sensitivity increases the effect on organizational commitment by .567.

Thus, the null hypothesis “There is no significant effect of teachers’ equity sensitive equity sensitivity on their organizational commitment” will be rejected.

H_{01(a)}. There is no significant effect of teachers' benevolence, entitled and equity sensitive equity sensitivity on their affective, continuance, and normative commitment.

Table 4.3.5

Linear Regression of the Effect of Teachers' Benevolence on their Affective Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Benevolent	.875	8.624	.231	.000

a. Predictors: Benevolent

b. Dependent Variable: Affective Commitment

Table 4.3.5 of regression analysis showed that the secondary school teachers who possessed the benevolent dimension of equity sensitivity had a significant effect on the affective commitment of the teachers as the result is statistically significant. The significance value of .000 was less than the significance level which was .05. The R^2 value was .231 which indicated that 23.1 percent variation was present in the affective commitment shown by the independent variable benevolent. β (coefficient) showed that the change of every one unit in benevolent brought the change of .875 in affective commitment.

The null hypothesis, there is no significant effect of teachers' benevolence, entitled and equity sensitive equity sensitivity on their affective, continuance, and normative commitment was rejected.

Table 4.3.6

Linear Regression of the Effect of Teachers' Benevolence on their Continuance Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Benevolent	.143	1.413	.008	.159

a. Predictors: Benevolent

b. Dependent Variable: Continuance Commitment

Table 4.3.6 of the regression analysis showed that the significance value was .159. It was more than the significance level of .05, therefore it was not statistically significant and the R^2 value was .008 which indicated that an 8 percent variation was present in continuance commitment shown by benevolence. β (coefficient) was .143 which showed that a change of one unit in benevolence brought a change of .143 in continuance commitment.

The null hypothesis, there is no significant effect of teachers' benevolence, entitled and equity sensitive equity sensitivity on their affective, continuance, and normative commitment was not rejected.

Table 4.3.7

Linear Regression of the Effect of Teachers' Benevolence on their Normative Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Benevolent	.480	5.504	.109	.000

a. Predictors: Benevolent

b. Dependent Variable: Normative Commitment

Table 4.3.7 depicted the results of the effect of the benevolence of teachers on their normative commitment. The obtained significance value was .000 and it was less than the significance level. The result was statistically significant and showed a significant effect on normative commitment. The R^2 value was .109. This value demonstrated that a 10.9 percent variation was present in the normative commitment shown by benevolence. β (coefficient) showed that the change of every unit in benevolence brings a change of .480 in normative commitment.

The null hypothesis was rejected.

Table 4.3.8

Linear Regression of the Effect of Teachers' Entitled Equity Sensitivity on their Affective Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Entitled	.153	1.441	.008	.151

a. Predictors: Entitled

b. Dependent Variable: Affective Commitment

Table 4.3.8 had entitled dimension and affective commitment. The significance value was .151. It was more than the significance level; therefore, this result was not statistically significant. The R^2 value was .008 which indicated that 8 percent variation was present in the dependent variable affective commitment shown by the independent variable entitled. β (coefficient) was .153 which describes that change in one unit of entitled brings the change of .153 in affective commitment.

The null hypothesis, there is no significant effect of teachers' benevolence, entitled and equity sensitive equity sensitivity on their affective, continuance, and normative commitment was not rejected.

Table 4.3.9

Linear Regression of the Effect of Teachers' Entitled Equity Sensitivity on their Continuance Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Entitled	.371	4.097	.063	.000

a. Predictors: Entitled

b. Dependent Variable: Continuance Commitment

Table 4.3.9 depicted the results of regression analysis of the effect of entitled equity sensitivity of teachers on their continuance commitment. The result was statistically significant as the significance value of .000 was less than the significance level of .05. The R^2 value was .063. This value indicated that 63 percent variation was present in continuance commitment due to entitled equity sensitivity. Moreover, β (coefficient) was .371 which showed that a change of one unit in entitled equity sensitivity brought a variance of .371 in continuance commitment.

The null hypothesis, there is no significant effect of teachers' benevolence, entitled and equity sensitive equity sensitivity on their affective, continuance, and normative commitment was rejected.

Table 4.3.10

Linear Regression of the Effect of Teachers' Entitled Equity Sensitivity on their Normative Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Entitled	-.003	-.038	.000	.970

a. Predictors: Entitled

b. Dependent Variable: Normative Commitment

Table 4.3.10 showed that the entitled dimension of equity sensitivity of teachers did not affect the normative commitment of the teachers which is a dependent variable. The results are not statistically significant. Here significance value was .970 which was more than the significance level of .05 and the R^2 value is .000 which determined that 0 percent variation was present in the normative commitment shown by the entitled equity sensitivity. β coefficient result shows that change in every unit decreases the effect by -.003

The null hypothesis, there is no significant effect of teachers' benevolence, entitled and equity sensitive (equity sensitivity) on their affective, continuance, and normative commitment was not rejected.

Table 4.3.11

Linear Regression of the Effect of Teachers' Equity Sensitive Equity Sensitivity on their Affective Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Equity Sensitive	.382	3.867	.057	.000

a. Predictors: Equity Sensitive

b. Dependent Variable: Affective Commitment

Table 4.3.11 displayed that teachers' equity sensitive equity sensitivity had a significant effect on the affective commitment which was a dependent variable. The result was statistically significant. The significance value was .000 which was less than the significance level of .05 which showed a significant effect of equity sensitivity on affective commitment. The R^2 value was .057 which indicated that 57 percent variation was present in the dependent variable affective commitment shown by the independent variable equity sensitive. The beta coefficient (β) shows that for the change in every unit in equity sensitivity increases the effect in affective commitment by .382.

The null hypothesis, there is no significant effect of teachers' benevolence, entitled equity sensitive equity sensitivity on their affective, continuance and normative commitment was rejected.

Table 4.3.12

Linear Regression of the Effect of Teachers' Equity Sensitive Equity Sensitivity on their Continuance Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Equity Sensitive	.075	.842	.003	.401

a. Predictors: Equity Sensitive

b. Dependent Variable: Continuance Commitment

Table 4.3.12 had the result of the equity sensitive dimension of equity sensitivity and the continuance commitment which was a dependent variable. The result was not statistically significant. It showed the significance value was .401 which was more than the significance level of .05. The R^2 value was .003 which indicated that only a 3 percent variation was present in continuance commitment shown by equity sensitivity. B coefficient showed that the change in every unit in equity sensitivity increases the effect in continuance commitment by .075.

The null hypothesis, there is no significant effect of teachers' benevolence, entitled and equity sensitive equity sensitivity on their affective, continuance, and normative commitment was not rejected.

Table 4.3.13

Linear Regression of the Effect of Teachers' Equity Sensitive Equity Sensitivity on their Normative Commitment

Predictor	β (Coefficient)	t value	R square	Sig
Equity Sensitive	.110	1.359	.007	.176

a. Predictors: Equity Sensitive

b. Dependent Variable: Normative Commitment

Table 4.3.13 found that the result of the effect of equity sensitive dimension of equity sensitivity variable and normative commitment was not statistically significant. The significance value of .176 was more than the significance level of .05. The R^2 value was .007 which indicated that only 7 percent variation was present in the dependent variable normative commitment shown by the independent variable equity sensitive. Moreover, the β value shows that the change of one unit in equity sensitivity increases the effect in a normative commitment by .110.

The null hypothesis, there is no significant effect of teachers' benevolence, entitled and equity sensitive (equity sensitivity) on their affective continuance and normative commitment was not rejected.

Objective No. 4(a): “To examine differences in equity sensitivity due to demographic variation of gender.”

H₀ 2(a). There is no significant difference in teachers’ equity sensitivity with respect to gender.

Table 4.4.1

Gender-wise comparison of Teacher’ Equity Sensitivity.

Variable	Gender	<i>n</i>	Mean	t-value	df	Sig.
Equity Sensitivity	Male	84	44.04	.239	248	.811
	Female	166	43.82			

$p=.05$

Table 4.4.1 showed that the gender-wise comparison of equity sensitivity of male and female teachers at the secondary school level. According to the result, the t-value was .239. The significance value .811 was not found significant as $p>.05$ at the significance level of .05.

Thus, the null hypothesis that is “There is no significant difference in teachers’ equity sensitivity with respect to gender” was not rejected.

Objective No. 4(b): “To examine differences in equity sensitivity due to demographic variation of age.”

H₀ 2(b). There is no significant difference in teachers’ equity sensitivity with respect to age.

Table 4.4.2

Teachers’ ANOVA statistics about their Equity Sensitivity difference due to their Age

Age	Mean	df	F	Sig.
25-35 Years	3.38	3	.033	.992
36-45 Years	3.36	246		
46-55 Years	3.35	249		
55+ Years	3.43			

p<0.05

Table 4.4.2 showed teachers’ equity sensitivity due to their age level difference. Teachers who were from the age group of 55+ had the highest level of mean score which was 3.43. Teachers belonging to the age group of 25 to 35 years of age got a mean score of 3.38 which was the second-highest mean score. Teachers from the age group of 36 to 45 years had a mean score of 3.36. The lowest mean score was 3.35 which was related to the teachers’ age group of 46 to 55 years. The f value was .033 and the significance value was .992 which was more than the level of significance which was .05. The result was not statistically significant, therefore, the results showed that there was no significant mean difference in teachers’ equity sensitivity with respect to age.

Thus, the null hypothesis that “There is no significant difference in teachers’ equity sensitivity with respect to age” was not rejected.

Objective No. 4(c): “To examine differences in equity sensitivity due to demographic variation of qualification.”

H₀2(c). There is no significant difference in teachers’ equity sensitivity with respect to qualification.

Table 4.4.3

Teachers’ ANOVA statistics about their Equity Sensitivity difference due to their Qualification

Qualification	Mean	df	F	Sig.
B.A/BSc.	3.47	3	1.273	.284
M.A/MSc.	3.35	246		
M. Phil	3.27	249		
PhD	3.24			

p<0.05

Table 4.4.3 explained the results of teachers’ equity sensitivity due to their qualification level difference. The highest mean score was 3.47 and it was from the group of teachers who possessed the degree of either B. A or BSc. Teachers with an M.A /MSc degree had the second-highest mean score which was 3.35. Teachers with M.Phil. degrees had a mean score of 3.27 whereas the Ph.D. degree holder teachers had the lowest mean score which was 3.24. The f value was 1.273 and the significance value was .284 which was more than the level of significance of .05 so there was no significant mean difference in teachers’ equity sensitivity with respect to their qualification was found, therefore, the result was not statistically significant.

Thus, the null hypothesis that is “There is no significant difference in teachers’ equity sensitivity with respect to qualification.” was not rejected.

Objective No. 4(d): “To examine differences in equity sensitivity due to demographic variation of professional experience.”

H₀2(d). There is no significant difference in teachers’ equity sensitivity with respect to professional experience.

Table 4.4.4

Teachers’ ANOVA statistics about their Equity Sensitivity difference due to their Professional Experience

Experience	Mean	df	F	Sig.
1-5 Years	3.37	4	.211	.932
6-10 Years	3.33	245		
11-15 Years	3.40	249		
15+Years	3.41			

p<0.05

Table 4.4.4 indicated the teachers’ equity sensitivity difference due to their professional experience. Teachers who had an experience of more than 15 years of experience had the highest mean score, which was 3.41. Those teachers who had an experience of 11-15 years had a mean score of 3.40 which was the second highest score whereas teachers who possessed experience of 1-5 years fell in with a mean score of 3.37. Teachers with 6-10 years of teaching experience had the lowest mean score of 3.33. The f value was .211 and the significance value was .932 which was more than the significance level that was .05 so there was no significant mean difference in teachers’ equity sensitivity with respect to their professional experience was not found statistically significant.

Thus, the null hypothesis that “There is no significant difference in teachers’ equity sensitivity with respect to professional experience” was not rejected.

Objective No. 4(e): “To examine differences in equity sensitivity due to demographic variation of salary.”

Ho2(e). There is no significant difference in teachers’ equity sensitivity with respect to salary.

Table 4.4.5

Teachers’ ANOVA statistics about their Equity Sensitivity difference due to their Salary

Salary	Mean	df	F	Sig.
3000-24000	3.35	4	.679	.607
25000-30000	3.35	245		
31000-35000	3.36	249		
36000-40000	3.59			
40000+	3.44			

p<0.05

Table 4.4.5 described the teachers’ equity sensitivity difference due to their salary. Teachers who were taking 36000-40000 salary had the highest mean score which was 3.59. Teachers who were taking more than 40000 rupees had a mean score of 3.44. Teachers who were taking a salary of 31000-35000 had a mean score of 3.36 and the teachers who were taking a salary of 25000-30000 and 3000-24000 respectively had the same mean score that was 3.35. The f value was .679 and the significance value was .607 which was more than the significance level that was .05 so there was no significant mean difference in teachers’ equity sensitivity with respect to their salary.

Thus, the null hypothesis that is “There is no significant difference in teachers’ equity sensitivity with respect to salary” was not rejected.”

Objective No. 4(f): “To examine differences in equity sensitivity due to demographic variation of job status.”

Ho2(f). There is no significant difference in teachers’ equity sensitivity with respect to job status.

Table 4.4.6

Job Status wise comparison of Teachers with respect to Equity Sensitivity.

Variable	Job Status	<i>n</i>	Mean	t-value	df	Sig.
Equity	Contract	148	43.37	-1.470	248	.143
Sensitivity	Permanent	102	44.65			

$p=.05$

Table 4.4.6 showed that the job status-wise comparison of equity sensitivity of male and female teachers at the secondary school level. In the result, the t-value was -1.470. The significance value .143 was not found significant as the significance level was .05 and $p>.05$ so the result was not statistically significant.

Thus, the null hypothesis that “There is no significant difference in teachers’ equity sensitivity with respect to job status” was not rejected.

Objective No.5(a). “To examine differences in organizational commitment due to demographic variation of gender.”

Ho3(a). “There is no significant difference in teachers’ organizational commitment with respect to gender.”

Table 4.5.1

Gender wise comparison of Teachers with respect to Organizational Commitment.

Variable	Gender	<i>n</i>	Mean	t-value	df	Sig.
Organizational Commitment	Male	84	75.96	-2.055	248	.041
	Female	166	79.18			

p=.05

Table 4.5.1 showed the result of a gender-wise comparison of the organizational commitment of male and female teachers at the secondary school level. The results are found statistically significant. The result showed that the t-value was -2.055 and the p-value was .041 and it was found significant at a .05 significance level.

Thus, the null hypothesis that “There is no significant difference in teachers’ organizational commitment with respect to gender” was rejected.

Objective No. 5(b). “To examine differences in organizational commitment due to demographic variation of age.”

H₀3(b). There is no significant difference in teachers’ organizational commitment with respect to age.

Table 4.5.2

Teachers’ ANOVA statistics about their Organizational Commitment difference due to their Age

Age	Mean	df	F	Sig.
25-35 Years	3.39	3	.107	.956
36-45 Years	3.37	246		
46-55 Years	3.44	249		
55+ Years	3.39			

p<0.05

Table 4.5.2 showed the teachers’ organizational commitment difference due to their age. Teachers with an age range of 46-55 years had a high-level mean score that was 3.44. Teachers with a mean score of 3.39 had the age groups of 25-35 years and more than 55 years respectively. Teachers from the age group of 36-45 years had the lowest mean score which was 3.37. The f value was .107 and the significance value was .956 which was more than the significance level that was .05 so there was no significant mean difference in the teachers’ organizational commitment with respect to their age as the results were not found statistically significant.

Thus, the null hypothesis “There is no significant difference in teachers’ organizational commitment with respect to age” was not rejected.

Objective No.5(c). “To examine differences in organizational commitment due to demographic variation of qualification.”

H₀3(c). There is no significant difference in teachers’ organizational commitment with respect to qualification.

Table 4.5.3

Teachers’ ANOVA statistics about their Organizational Commitment difference due to their Qualification

Qualification	Mean	df	F	Sig.
B.A/BSc.	3.44	3	1.340	.262
M.A/MSc.	3.36	246		
M. Phil	3.40	249		
PhD	3.73			

p<0.05

Table 4.5.3 elaborated on the teachers’ organizational commitment difference due to their qualifications. Teachers with a qualification of Ph.D. had the highest mean score, which was 3.73 whereas the teachers who had the qualification of B.A/BSc had the mean score of 3.44. Teachers who had an M.Phil. degree had a mean score of 3.40. Teachers with a qualification of M.A/MSc. had the lowest mean score which was 3.36. The f value was 1.340 and the significant value was .262 which was more than the significance level of p which was .05 therefore, there was no significant mean difference in the teachers’ organizational commitment with respect to their qualification was found.

Thus, the null hypothesis “There is no significant difference in teachers’ organizational commitment with respect to qualification” was not rejected.

Objective No. 5(d). “To examine differences in organizational commitment due to demographic variation of professional experience.”

H₀3(d). There is no significant difference in teachers’ organizational commitment with respect to professional experience.

Table 4.5.4

Teachers’ ANOVA statistics about their Organizational Commitment difference due to their Professional Experience

Experience	Mean	df	F	Sig.
1-5 Years	3.41	4	.414	.799
6-10 Years	3.35	245		
11-15 Years	3.39	249		
15+Years	3.43			

p<0.05

Table 4.5.4 describes the teachers’ organizational commitment difference due to their professional experience. The teachers who had 15 years or more experience had a mean score of 3.43. It was the highest mean score. Teachers with a mean score of 3.41 had experience of 1-5 years. Teachers who possessed experience of 11-15 years got a mean score of 3.39 and teachers with an experience of 6-10 years had a mean score of 3.35. The f value was .414 and the significance value was .799 which was more than the significance level of .05, therefore, the results were not statistically significant. There was no significant mean difference in the teachers’ organizational commitment with respect to their professional experience was found.

Thus, the null hypothesis “There is no significant difference in teachers’ organizational commitment with respect to professional experience” was not rejected.

Objective No.5(e). “To examine differences in organizational commitment due to demographic variation of salary.”

H_{03(e)}. There is no significant difference in teachers’ organizational commitment with respect to salary.

Table 4.5.5

Teachers’ ANOVA statistics about their Organizational Commitment difference due to their Salary

Salary	Mean	df	F	Sig.
3000-24000	3.38	4	1.245	.293
25000-30000	3.51	245		
31000-35000	3.10	249		
36000-40000	3.10			
40000+	3.32			

p<0.05

Table 4.5.5 elaborated that the teachers’ organizational commitment difference due to their salary. The teachers who had a salary range of 25000-30000 got a mean score of 3.51. It was the highest mean score. Teachers who fell in the category of 3.38 had a salary range of 3000-24000. Teachers who had a mean score of 3.32 had a salary of more than 40000 and teachers with the salary ranges of 31000-35000 and 36000-40000 respectively had a mean score of 3.10. The f value was 1.245 and the significance value was .293 which was more than the significance level of .05. So, there was no significant mean difference in the teachers’ organizational commitment with respect to their salary.

Thus, the null hypothesis that “There is no significant difference in teachers’ organizational commitment with respect to salary” was not rejected.

Objective No.5(f). “To examine differences in organizational commitment due to demographic variation of job status.”

Ho3(f) “There is no significant difference in teachers’ organizational commitment with respect to job status.”

Table 4.5.6

Job Status wise comparison of Teachers with respect to their Organizational Commitment.

Variable	Job Status	<i>n</i>	Mean	t-value	df	Sig.
Organizational	Contract	148	77.61	-.796	248	.427
Commitment	Permanent	102	78.81			

p=.05

Table 4.5.6 showed the job status-wise comparison of organizational commitment of contractual and permanent teachers at the secondary school level. The finding was not found statistically significant as the result showed the p-value .427 was not found significant at .05. The t-value was -.796.

The null hypothesis “There is no significant difference in teachers’ organizational commitment with respect to job status” was not rejected.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary

The focus of this research was to find out the effect of teachers' equity sensitivity on their organizational commitment at the secondary school level. In this research, the effect of equity sensitivity was explored on the organizational commitment of secondary school teachers. The researcher has chosen ex-post facto quantitative research approach for this study and a survey was used. Two variables have been taken for this study. One was equity sensitivity, an independent variable and the other was organizational commitment a dependent variable. In this research study, the effect of an independent variable (equity sensitivity) was checked on the dependent variable (organizational commitment).

Five objectives were developed for this research study. The first one was "To assess the level of secondary school teachers' equity sensitivity," The second objective was "To assess the level of secondary school teachers' organizational commitment , "third was "To assess the effect of teachers' equity sensitivity on their organizational commitment," fourth was "To examine differences in equity sensitivity due to demographic variations (gender, age, qualification, professional experience, salary, and job status)" and fifth was " To examine differences in organizational commitment due to demographic variations (gender, age, qualification, professional experience, salary, and job status)."

For data collection two standardized, adopted tools have been used. Before the use of these tools, formal permissions were taken from the scholars of these research tools. To use the equity sensitivity questionnaire, permission was taken from Jason Mathew Kain (2008), and on behalf of Jason Mathew Kain, Dr. Steve Jex allowed the researcher to use the tools. To use the organizational commitment questionnaire (1992) permission was taken

from Natalie Jean Allen. For the data collection process and to visit the private secondary schools of Islamabad, permission and the list of private schools of Islamabad were taken from PIERA. The first part of the questionnaire was comprised of demographic details. Six different demographics were included in this part. These are gender, age, qualification, professional experience, salary, and job status and the second part of it is related to equity sensitivity. In this part, there are thirteen items in total. In this part, all the questions are divided into three dimensions of equity sensitivity. These three dimensions of equity sensitivity are benevolent, entitled, and equity sensitive. In the questionnaire, question number 1, 2, 3, and 4 are Benevolent which is a dimension of equity sensitivity. Questions no. 5, 6, 7, and 8 are related to the entitled, and questions 9,10,11,12, and 13 are of equity sensitive dimension of equity sensitivity. The third part is related to the organizational commitment. In this questionnaire, there are twenty-three items. The organizational commitment questionnaire (Allen & Meyer, 1992) has three dimensions. These are affective, continuance, and normative commitment. Questions 1 to 8 are of affective dimension, questions 9 to 16 are of continuance dimension and questions 17 to 23 are of the normative dimension of organizational commitment.

Before the data collection, a pilot study was conducted and for this purpose, 4 different schools were selected. The objective of the pilot study was to check the reliability of both tools, the equity sensitivity questionnaire, and the organizational commitment questionnaire for this study.

After the pilot study, researchers personally visited the sampled schools and got authorization from the school principals for the data collection process. The questionnaires were handed out to participants of the study, male and female secondary school teachers of seven selected schools in Islamabad. Of these schools, three schools are community schools which are run and managed by NGOs and the rest of the four schools are private schools.

The Likert scale was used, and it had five options for each statement. These items started from strongly disagree to strongly agree. Each of the options had dedicated numbers where strongly disagree was dedicated by one and strongly agree was dedicated to 5 numbers for analysis in SPSS. For the distribution of the questionnaire, the researcher visited all the schools personally and distributed 306 questionnaires among the teachers. Out of 306 questionnaires 267 were returned and 17 were incomplete 250 of the questionnaires were filled up by the respondents and after the completion of the data collection process the data was analyzed.

5.2 Findings

Two different tools were part of this research study. The first was the equity sensitivity questionnaire and it was to check the equity sensitivity and the other was the organizational commitment questionnaire to be used for the organizational commitment of the teachers. There were 13 items in the equity sensitivity questionnaire and the overall reliability of it was .708. The first dimension, Benevolent, had 4 items and the alpha reliability of these 4 items was .801. The second dimension was entitled, and it had 4 items in total and the reliability of the entitled was .730. The third dimension was equity sensitivity and it had 5 items. The alpha reliability of this section of the scale was .756.

The organizational commitment questionnaire had 23 items and its reliability was .838. The effective dimension of the organizational commitment had 8 items and its alpha reliability was .831 which was good reliability according to the criteria. The second-dimension continuance had 8 items and its reliability was .759. The third dimension of organizational commitment had an alpha reliability of .669.

Objective No. 1 was “To assess the level of secondary school teachers’ equity sensitivity.”

The overall mean score of equity sensitivity was 3.37. There are three dimensions of equity sensitivity and the mean score of the first dimension, benevolent was 3.35. The mean score of entitled was 2.72 and the mean of equity sensitive dimension was 3.91.

Objective No. 2 was “To assess the level of secondary school teachers’ organizational commitment.”

The overall mean score of organizational commitment was 3.39 and affective commitment had 3.59 and continuance commitment had 3.11. The mean score of normative commitment was 3.49.

Objective No.3 was “To assess the effect of teachers’ equity sensitivity on their organizational commitment”.

To check the effect of teachers’ equity sensitivity on their organizational commitment, linear regression was applied. The result of the linear regression showed that equity sensitivity which was an independent variable had a significant effect on the organizational commitment of the teachers which was a dependent variable. The significance value was .000 which was less than the significance level that was 0.05. The result showed a significant effect of equity sensitivity on organizational commitment while the R^2 value was .160 which indicated that 16 percent variation was present in organizational commitment of the teachers due to equity sensitivity.

The findings of the linear regression are:

The findings of linear regression analysis are statistically significant. It showed that equity sensitivity had a significant effect on the organizational commitment of the teachers. The significance value was .000 which was less than the significance level of .05 which resulted in a significant effect of equity sensitivity on the organizational commitment of the teachers. β (coefficient) was .696. The R^2 value was .160 which indicated that 16 percent

variation was present in organizational commitment due to the equity sensitivity. The findings resulted in the null hypothesis being rejected. (Table 4.3.1)

Objective No.3(a) was “To assess the effect of teachers’ benevolence on their organizational commitment.”

The result showed that the teachers’ benevolence had a significant effect on their organizational commitment. The significance value was .000 which was less than the significance level of 0.05 which showed a significant effect of teachers’ benevolence was present on the organizational commitment. In the result, the R^2 value was .181 which indicated that 18.1 percent variation was present in teachers’ benevolence on their organizational commitment. The β (coefficient) was 1.499. Based on the results the null hypothesis was rejected. (Table 4.3.2)

Objective No. 3(b) was “To assess the effect of teachers’ entitled equity sensitivity on their organizational commitment.”

The results produced by applying regression showed that the secondary school teachers who possessed the entitled dimension of equity sensitivity which was an independent variable had a significant effect on the organizational commitment which was a dependent variable. Here the significance value was .011 which was less than the significance level of 0.05 and the R^2 value was .026 which indicated that 26 percent variation was present in the dependent variable organizational commitment shown by the independent variable that was entitled. The β value was .521. The null hypothesis was rejected based on the results. (Table 4.3.3)

Objective No. 3(c) was “To assess the effect of teachers’ equity sensitive equity sensitivity on their organizational commitment.”

The result showed that the teachers' equity sensitive, equity sensitivity had a significant effect on their organizational commitment. The results were statistically significant as the significance value was .004 which was less than the significance level of 0.05 and the R^2 value was .034 which indicated that 34 percent variation was present in the dependent variable organizational commitment shown by the independent variable equity sensitive. The β value was .567. On the basis of the result the null hypothesis was rejected. (Table 4.3.4)

5. The result of teachers' benevolence on their affective commitment showed that the teachers' benevolence had a significant effect on their affective commitment. The significance value of .000 and it was less than the significance level of 0.05 and showed a statistically significant result. The R^2 value was .231 percent which indicated that 23.1 percent variation was present in the affective commitment shown by benevolent equity sensitivity. β coefficient was .875. On the basis of the results the null hypothesis was rejected. (Table 4.3.5)

6. The result of effect of teachers' benevolence on their continuance commitment interpreted that the result was not statistically significant. There was no significant difference found in the results. The significance value was .159 and which was more than the significance level of 0.05 and the R^2 value was .008 which indicated that only 8 percent variation was present in continuance commitment shown by the independent variable which is benevolent. β coefficient was .143. The null hypothesis was not rejected. (Table 4.3.6)

7. The results showed the effect of teachers' benevolence on their normative commitment. Here the significance value was .000. It showed that the result was statistically significant and it was less than the significance level of 0.05 and the R^2 value was .109 which indicated that 10.9 percent variation was present in normative commitment due to teachers benevolence. β coefficient was .480. The null hypothesis was rejected. (Table 4.3.7)

8. The result showed that the effect of teachers' entitled equity sensitivity was not observed on their affective commitment. The result was not statistically significant and no significant difference was observed. The significance value was .151 and it was more than the significance level of 0.05. The R^2 value was .008 which indicated that 8 percent variation was present in the dependent variable affective commitment shown by the independent variable that is entitled. β coefficient was .153 and on the basis of result the null hypothesis was not rejected. (Table 4.3.8)

9. The findings showed that the result was statistically significant. It showed that teachers' entitled equity sensitivity had an effect on the continuance commitment as the significance value was .000 and it was less than the significance value of 0.05 which showed that there was a significant effect of entitled on the continuance commitment. The R^2 value was .063 which indicated that 63 percent variation was present in dependent variable continuance commitment. β coefficient was .371. The null hypothesis was rejected. (Table 4.3.9)

10. The result showed that the teachers' entitled equity sensitivity did not have an effect on their normative commitment. The results depicted that the significance value was .970 which was more than the significance level of 0.05 showed that the result was not statistically significant and the R^2 value was .000 which indicated that 0 percent variation was present in the dependent variable normative commitment shown by the independent variable entitled. β coefficient was -.003. The null hypothesis was not rejected. (Table 4.3.10)

11. The result showed that the teachers' equity-sensitive equity sensitivity had a significant effect on their affective commitment. The result was statistically significant as the significance value was .000 which was less than the significance level of 0.05. The R^2 value was .057 which indicated that 57 percent variation was present in the dependent variable affective commitment shown by the independent variable equity sensitive. The result of the

β coefficient was .382. The null hypothesis was rejected as effect of teachers' equity sensitivity was observed on their affective commitment. (Table 4.3.11)

12. The results showed that the teachers' equity-sensitive equity sensitivity does not have an effect on their continuance commitment. Here significance level was .401 which was more than the significance level of 0.05. The R^2 value was .003 which indicated that only 3 percent variation was present in continuance commitment shown by the equity sensitive. The result of the β coefficient was .075. As no effect was found of teachers equity sensitive on their continuance commitment so null hypothesis was not rejected. (Table 4.3.12)

13. The result showed that the teachers' equity-sensitive dimension of equity sensitivity had no significant effect on their normative commitment. In this table the significance value was .176 which was more than the significance level of 0.05. The R^2 value was .007 which indicated that only 7 percent variation was present in the dependent variable normative commitment shown by the independent variable equity sensitive. The result of the β coefficient was .110. The results were not statistically significant so the null hypothesis was not rejected. (Table 4.3.13)

Objective No. 4 was "To examine differences in equity sensitivity due to demographic variations (gender, age, qualification, professional experience, salary, and job status)."

1. The gender-wise comparison of equity sensitivity of male and female teachers showed that the t-value was .239. The significance value .811 that was not found significant at the significance level of 0.05. It ended up that the null hypothesis was not rejected. (Table 4.4.1)

2. The interpretation of the data through ANOVA explained that teachers' equity sensitivity was due to their age level difference. Teachers who belonged to the age group of 55+ had the highest level of mean score which was 3.43. Teachers belonging to the age group of 25

to 35 years of age had a mean score of 3.38 which was the second-highest mean score. Teachers from the age group of 36 to 45 years had a mean score of 3.36. The lowest mean score was 3.35 which belonged to the teachers' age group of 46 to 55 years. The f value was .033 and the significance value was .992 which was more than the level of significance which was .05. Therefore, the results ended up at there was no significant mean difference in teachers' equity sensitivity concerning age and the result was not statistically significant. The null hypothesis "There is no significant difference in teachers' equity sensitivity concerning age" was not rejected. (Table 4.4.2)

3. The interpretation of the data results of teachers' equity sensitivity due to their qualification level difference showed that the highest mean score was 3.47 and it was from the group of teachers who possessed the degree of either B. A or BSc. Teachers with an M.A /MSc degree had the second-highest mean score which was 3.35. Teachers with M.Phil. degrees had a mean score of 3.27 whereas the Ph.D. degree holder teachers had the lowest mean score which was 3.24. F value was 1.273 and the significance value was .284 which was more than the level of significance of 0.05 so there was no significant mean difference in teachers' equity sensitivity concerning their qualification was found, therefore, the result was not statistically significant. The null hypothesis "There is no significant difference in teachers' equity sensitivity with respect to their qualification." was not rejected. (Table 4.4.3)

4. The interpretation of the results indicated the teachers' equity sensitivity difference due to their professional experience. Teachers who had experience of more than 15 years had the highest mean score which was 3.41. Those teachers who had an experience of 11-15 years had a mean score of 3.40 which was the second highest score whereas teachers who had an experience of 1-5 years had a mean score of 3.37. Teachers who possessed experience of 6-10 years had the lowest mean score of 3.33. Here F value was .211 and the

significance value was .932 which was more than the significance level that was 0.05 so there was no significant mean difference in teachers' equity sensitivity with respect to their professional experience as the result was not statistically significant. The null hypothesis that "There is no significant difference in teachers' equity sensitivity with respect to their professional experience" was not rejected. (Table 4.4.4)

5. The interpretation described the teachers' equity sensitivity difference due to their salary. Teachers who were taking 36000-40000 salary had the highest mean score which was 3.59. Teachers who were taking more than 40000 rupees had a mean score of 3.44. Teachers taking a salary of 31000-35000 had a mean score of 3.36 and the teachers who were taking a salary of 25000-30000 and 11000-24000 respectively had the same mean score that was 3.35. The f value was .679 and the significance value was .607 which was more than the significance level of .05 so there was no significant mean difference in teachers' equity sensitivity concerning their salary. Based on the findings of the result, the null hypothesis was not rejected. (Table 4.4.5)

6. It showed that the job status-wise comparison of equity sensitivity of male and female teachers at the secondary school level. The table depicted that the t-value was -1.470. The significance value was .143 and this significance value was not statistically significant as it was more than the significance level of .05 therefore, the null hypothesis was not rejected. (Table 4.4.6)

Objective No. 5 was "To examine differences in organizational commitment due to demographic variations (gender, age, qualification, professional experience, salary, and job status)."

1. The interpretation showed the gender-wise comparison of organizational commitment of male and female teachers at the secondary school level. The t-value was -2.055. This result

was statistically significant, and a significant difference was found as the significance value was .041. This value was less than the significant level of .05. The null hypothesis “There is no significant difference in teachers’ organizational commitment with respect to gender” was rejected. (Table 4.5.1)

2. The results described the teachers’ organizational commitment difference due to their age. Teachers with an age range of 46-55 years had a high-level mean score that was 3.44. Teachers with a mean score of 3.39 belonged to the age groups of 25-35 years and more than 55 respectively. Teachers from the age group of 36-45 years had the lowest mean score which was 3.37. The *f* value was .107 and the significance value was .956 which was more than the significance level that was 0.05 therefore, no significant mean difference in the teachers’ organizational commitment concerning age as the results were not statistically significant. The null hypothesis “There is no significant difference in teachers’ organizational commitment due to their age” was not rejected. (Table 4.5.2)

3. The table displayed the teachers’ organizational commitment differences due to their qualifications. Teachers with a qualification of Ph.D. had the highest mean score which was 3.73 whereas the teachers who qualified for B. A. and BSc had a mean score of 3.44. Teachers who had an M.Phil. degree had a mean score of 3.40. Teachers with a qualification of M.A/MSc. had the lowest mean score which was 3.36. The *f* value was 1.340 and the significant value was .262 which was more than the significance value of *p* which is .05 therefore, no significant mean difference in the teachers’ organizational commitment concerning their qualification was found.

The null hypothesis “There is no significant difference in teachers’ organizational commitment with respect to qualification” was not rejected. (Table 4.5.3)

4. The result described the teachers' organizational commitment difference due to their professional experience. Teachers with 15+ years of teaching experience had a mean score of 3.43. It was the highest mean score. Teachers with a mean score of 3.41 had experience of 1-5 years. Those teachers who had 11-15 years of experience had a mean score of 3.39 and those with an experience of 6-10 years had a score of 3.35. The f value was .414 and the significance value was .799 which was more than the significance level of .05, therefore, no significant mean difference was found in the teachers' organizational commitment concerning their professional experience and the result was not statistically significant.

The null hypothesis "There is no significant difference in teachers' organizational commitment with respect to professional experience" was not rejected. (Table 4.5.4)

5. It was shown from the results, the teachers' organizational commitment difference due to their salary. The teachers who had a salary range of 25000-30000 got a mean score of 3.51. It was the highest mean score. Teachers with a mean score of 3.38 had a salary range of 3000-24000. Teachers who had a mean score of 3.32 had a salary of more than 40000 and teachers with the salary ranges of 31000-35000 and 36000-40000 respectively had a mean score of 3.10. The f value was 1.245 and the significance value was .293 which was more than the significance level of .05. So, it was observed from the results that there was no significant mean difference in the teachers' organizational commitment regarding their salary.

The null hypothesis "There is no significant difference in teachers' organizational commitment with respect to salary" was not rejected. (Table 4.5.5)

6. The result showed the job status-wise comparison of organizational commitment of contractual and permanent teachers at the secondary school level. The result showed that the t-value was-.796. The findings were not found statistically significant as the

significance value was .427. The significance level was .05 and it showed that the significance value was more than the significance level.

The null hypothesis “There is no significant difference in teachers’ organizational commitment with respect to job status” was not rejected. (Table 4.5.6)

5.3 Discussion

In every society, teachers are the role models. They have the moral responsibility to single-handedly shape up the society. They are known as the catalyst of change as they shape young minds. For this purpose, it is necessary that they are committed to their profession and perform their duties with full attention and dedication. Equity sensitivity towards the job is a very important element and if the employees don’t feel satisfied, they can’t perform their duties well. In Pakistan, private schools are providing quality education but the teachers working in these schools are paid less by the management. (Aziz & Kazi, 2019; Villegas & Larena, 2015).

The purpose of this study was to explore the effect of equity sensitivity (benevolent, entitled, and equity sensitive) of private secondary school teachers on their organizational commitment. The mean score of equity sensitivity’s first dimension benevolent was 3.35 and the mean score of entitled was 2.72 and the mean score of equity sensitive was 3.91 whereas, the overall mean score of equity sensitivity was 3.37. The mean score of the affective dimension of organizational commitment was 3.59 whereas, the continuance commitment had a mean score of 3.11 and normative commitment had a mean score of 3.49 and organizational commitment had an overall mean score of 3.39.

The first major finding of the present research was that the equity sensitivity of teachers had a significant effect on their organizational commitment. In detail, a significant effect of the benevolence of teachers was present on their organizational commitment. The

entitled equity sensitivity of the teachers had a significant effect on their organizational commitment. A significant effect of teachers' equity sensitive (equity sensitivity) was observed on their organizational commitment. The findings of the study conducted (Phifer, 2018) showed equity sensitivity as an independent and organizational commitment and job satisfaction as the dependent variables. In the findings of the study (Phifer, 2018) it was resulted that a significant relationship existed between benevolence and organizational commitment and a significant negative relationship was present between the entitled dimension of equity sensitivity and organizational commitment and job satisfaction. The present research supports that a significant effect was present on the teachers' equity sensitivity on the organizational commitment of the teachers, but demographic variables don't support much. As the findings showed private school teachers are equitable and they want a just affair regarding their jobs.

Demographics give a view of the general population and specific elements which are present in a population. These demographics are related to the gender, age, qualification, and professional experience of the targeted population. The present study's conclusions revealed that there was no significant difference was found in male and female teachers regarding their equity sensitivity as both genders have equal levels of equity sensitivity likewise no significant difference was found due to the age of the teachers on their equity sensitivity. The findings are in contrast with the study by (Kim et al., 2013) which showed that the gender differences exist in the study and females are more equity sensitive as compare to the males. The study by (Sultan & Kamran, 2011) described the gender difference with respect to the equity sensitivity. The study (Wardani, 2013) focused on the effect of demographics on equity sensitivity and decision-making. The employees such as the teachers also want fair and just reward of their efforts and usually give working output according to their salary level which leads to determine the productivity. The results

showed that there was no difference in teachers' equity sensitivity due to their gender, qualification and job status which are similar to the findings of (Kwarteng, 2012) which showed that demographics are not the predictors of teachers equity sensitivity.

Demographic factors remained an essential part of many studies on organizational commitment. Some studies support that difference was found on organizational commitment of male or female employees of an organization. On the other hand, some studies don't support the notion that there is a difference in male and female organizational commitment. The results of the present study show that there was a significant difference in gender-wise comparison of the teachers where female teachers were more devoted and committed towards their organizations as compared to their male colleagues this result was in contrast with the study by (Konya, Matic, & Pavlovic, 2016; Coğaltay, 2015) whose study results showed that there was no significant variance was found among the males and females' organizational commitment and neither gender nor marital status effect the employee's organizational commitment. These results are in contrast with the findings of (Sultan & Kamran, 2011). The key responsibility of the managers and administrators is that to maintain a competitive and equitable environment in the organizations with respect to gender. This can only be possible if the managers establish an equitable reward system in the organization. Another factor that can make a difference in one's organizational commitment is the demographic of age. It was shown from the results of different studies that as compared to the younger employees in an organization, older employees are more dedicated and committed towards their organizations and show more loyalty towards the organization in which they work but the findings of this study showed that no significant difference was found in the organizational commitment of the teachers due to their age. The findings showed that age difference did not influence the organizational commitment of the teachers at private schools. These findings were in contrast with the findings of

(Naseem, et al., 2013) whose study results showed that there was a difference of age in the employees' organizational commitment as the older employees get less chances of switchovers. It was shown from the results that no significant difference was present among the teachers in their organizational commitment due to their qualifications. Qualification is another important factor that can influences the teachers' organizational commitment as the review of the literature revealed that qualification affects the employee's response regarding their organizational commitment. It was revealed through some studies that another perception is that less qualified employees are more committed to their organizations, but this perception contrasts with this study's findings as no difference was found in the teachers' organizational commitment regarding their qualifications. These findings are not consistent with the other results where some studies revealed that less qualified workers were more loyal to their organizations or the workers who were more qualified felt more associated with their organizations (Konya et al., 2016). The findings are consistent with the findings of (Rabindarange, Bing & Yin, 2014) and showed that no significant difference was found in teachers' organizational commitment regarding their qualifications. The results of the study revealed that no significant difference was found among the teachers' organizational commitment regarding their experience and concluded that all the teachers were equally committed to their organization despite their less or more professional experience. There was no significant difference in salary observed in teachers' organizational commitment. The findings were inconsistent with the findings of (Tahir, 2016) which resulted that a good salary has an impact on the organizational commitment of an employee. The job status-wise findings depicted that no significant difference was found among the permanent and contractual employees. These findings of the study were consistent with the findings (Gathungu, Iravo & Namusonge, 2015). Private schools have almost the same status for either contractual or permanent employees because there is

hardly any difference in service benefits like salary, bonus and fringe benefits between the contractual and regular teachers.

Equity sensitivity is a very important component to learn about organizational behavior. The female and male employees in an organization have some common expectations from their employers in the shape of salary and rewards. These employees have some common perception about their input and outcome ratio which they determine by themselves first and then compare it with their coworkers and determine their equity sensitivity. Equity sensitivity plays a vital role in determination of organizational commitment of an employee in an organization. The present study was conducted on the teachers and depicts that teachers' equity sensitivity has effect on their organizational commitment. The findings further elaborated that the female teachers are more committed to their organizations as compare to their male colleagues. The females are more dedicated, engaged and persistent as compare to the male teachers. Females must be provided better job opportunities and responsibilities in their respective organizations.

5.4 Conclusion

The present research work was designed to assess the effect of teachers' equity sensitivity on their organizational commitment. There were three dimensions of equity sensitivity these were benevolent, entitled, and equity sensitive. The effect of equity sensitivity and its three dimensions was examined on the organizational commitment of the teachers at the secondary school level.

The results of the study revealed a significant effect of equity sensitivity of teachers on their organizational commitment at the secondary school level was observed. With more details, a significant effect of the benevolence of teachers was observed on organizational commitment at the secondary school level. The entitled equity sensitivity of teachers

influences organizational commitment. The significant effect of equity sensitive, equity sensitivity of teachers on their organizational commitment was noted.

The significant effect was observed of the teachers' benevolence on their affective commitment. The findings of the effect of the benevolence of teachers on continuance commitment were different from the previous findings as there was no effect of benevolence on continuance commitment was observed. There was a statistically significant effect of benevolence on normative commitment. The findings of the effect of entitled equity sensitivity on affective commitment had shown that the result was not statistically significant as there was no significant effect observed on the affective commitment due to entitled equity sensitivity. The entitled equity sensitivity has a significant effect on the continuance commitment. The findings depicted that the entitled dimension of equity sensitivity had no significant effect on normative commitment. The equity sensitive dimension of equity sensitivity had a significant effect on the affective commitment whereas, the results showed equity sensitivity had no significant effect on the continuance commitment. Findings of equity sensitive equity sensitivity on normative commitment showed that the result was not statistically significant.

It was obtained from the verdict of the study that no significant difference was found between male and female teachers regarding their equity sensitivity. The findings of the study further elaborated that no significant difference was found due to the age of the teachers on their equity sensitivity. The teachers working in the private schools had different qualifications and there was no significant difference observed among the teachers due to their qualifications on their equity sensitivity. No significant difference was observed in teachers' equity sensitivity due to their professional experience. It means that the teachers were performing their duties well. The findings illustrated that no significant difference

was found in the equity sensitivity of teachers regarding their salary. It was deciphered that no significant difference in teachers' equity sensitivity was observed due to their job status.

The results of the findings demonstrated that there was a significant difference in gender-wise comparison of teachers. It was concluded that there were differences between male and female teachers' organizational commitment. There was no significant difference was found in teachers' organizational commitment regarding their age. The results declared that no significant difference was found in teachers' organizational commitment due to their qualifications and all the teachers are committed to their organizations and doing their duties wholeheartedly without taking into consideration their qualifications. Results of teachers' organizational commitment regarding their professional experience led to the conclusion that no significant difference was found as the teachers with less and more professional experience have no difference in their organizational commitment. It was demonstrated that there was no significant difference in teachers' organizational commitment because of their salary. The job status-wise findings helped to conclude that there was no significant difference found in teachers' organizational commitment due to their job status as both permanent and contractual teachers are committed to their respective organizations.

Based on the findings of present study it is concluded that teachers' equity sensitivity has a prominent effect on their organizational commitment. Results further suggested that equity sensitivity (benevolent, entitled and equity sensitive) has a significant effect on the organizational commitment. No demographic difference (gender, age, qualification, professional experience, salary and job status) of equity sensitivity was found. There was no demographic difference was found on the teachers' organizational commitment except the difference of gender. The findings showed that females are more determined towards their organizations.

5.5 Recommendations

1. The salary structure of private school teachers needs to be revised and improved. It is, therefore, recommended that proper pay scales may be introduced for private schools as well, as these are in the government sector.
2. In private schools there are less in-service training opportunities for the teachers particularly for the female teachers, therefore, professional development programs may be introduced to improve their teaching skills.

5.5.1 Recommendations for Further Research

1. This research study was conducted at the secondary school level, therefore, it may be conducted at the college level further to know the effect of teachers' equity sensitivity on their organizational commitment.
2. This research was conducted in the private schools of Islamabad only, such research may be conducted in other cities as well.
3. It is suggested that qualitative research may also be conducted on the effect of teachers' equity sensitivity on their organizational commitment as only quantitative research has been done on this topic. Qualitative research is subjectivity and contextual based research and equity sensitivity deals with the individual perception of input and outcome ratio hence it is needed that qualitative research may also be conducted on this topic.
4. It may be suggested that a comparative study may be conducted among the public and private schools on this topic.

5.6 Limitations

Every research study has different limitations consequently, the investigator came across various constraints during this study as well.

1. The focus of this research was the teachers of 15 reputed private schools in Islamabad. These schools were providing Secondary School Certificate and O' Levels of education. The teachers at these schools were the targeted population. For the data collection, permission was required from these schools' administration but it was not granted due to the sensitivity of the topic. Hence other private schools were selected for the collection of the required data.

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NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

APPENDIX-A

M.L.1-3/Edu/2021

Dated: 02-07-2021

To: **Nadia Umar,**
1778/MPhil/Edu/F-19

Subject: **APPROVAL OF M.PHIL THESIS TOPIC, AND SUPERVISOR**

1. Reference to Letter No, M.L.1-3/Edu/2021/, dated 16-02-2021, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 11 February 2021 & Board of Advanced Studies and Research dated 02-06-2021

a. **Supervisor's Name & Designation**

Dr. Marium Din,
Assistant Professor,
Department of Education NUML, Islamabad.

b. **Topic of Thesis**

Effect of Teachers' Equity Sensitivity on their Organizational Commitment at Secondary School Level.

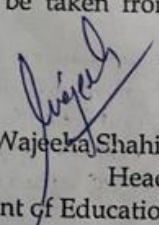
2. You may carry out research on the given topic under the guidance of your Supervisor and Submitted the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within described period by **31st July 2022** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD Thesis is to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis is to be prepared strictly on NUML's format that can be taken from Coordinator, Department of Education

Telephone No: 051-9265100-110 Ext: 2090

E-mail: hod-edu@numl.edu.pk


Dr. Wajeeda Shahid
Head,
Department of Education

CC:

Dr. Marium Din

Ms. Nadia Umar

APPENDIX-B

From: Steve Jex
Sent: Monday, August 30, 2021 8:32 PM
To: nadia umar
Subject: RE: Access to E-mail Address of Jason Matthew Kain(Graduate College of Bowling Green State University)

Hi Nadia,

Unfortunately I have lost touch with Jason and do not know his contact information. Since I chaired the project you're referring to, you have my permission to use the measure.

Best of luck with your research!

Dr. Jex

From: nadia umar <nadia.umar@hotmail.com>
Sent: Sunday, August 29, 2021 10:30 AM
To: Steve Jex <Steve.Jex@ucf.edu>
Subject: Access to E-mail Address of Jason Matthew Kain(Graduate College of Bowling Green State University)

Hi Dr. Steve,
I am an M.Phil. research scholar at National University of Modern Languages (NUML), Islamabad, Pakistan. I am conducting a research study on 'Effect of Teachers Equity Sensitivity on their Organizational Commitment at Secondary School Level.' For this purpose I want to adopt the 'Equity Sensitivity Questionnaire' by Jason Matthew Kain (The Relationship between Workplace Incivility and Strain: Equity Sensitivity as a Moderator, August 2008) of Graduate College of Bowling Green State University (USA). Jason had developed this questionnaire under your advisor ship and this questionnaire is available online, I want to adopt it for my research. For this purpose I need his permission. The e-mail address of Jason is unavailable so kindly help me in finding out e-mail address/contact number of Jason Mathew Kain so that I could get the permission to use this questionnaire.

Thanks & Best Regards.
Nadia Umar
NUML, Islamabad, Pakistan

Sent from [Mail](#) for Windows

APPENDIX-C

From: Natalie Jean Allen <nallen@uwo.ca>
Sent: Thursday, February 18, 2021 5:45 AM
To: nadia umar <nadia.umar@hotmail.com>
Subject: Re: Permission for questionnaire

Dear Nadia,

Thank you for your interest in using the Organizational Commitment Survey in your research.

For academic / research purposes, please choose the Academic Package. (There is no charge for this package.) I wish you well with your research!

Best,
Natalie Allen

From: nadia umar <nadia.umar@hotmail.com>
Sent: Wednesday, February 17, 2021 2:44 PM
To: Natalie Jean Allen <nallen@uwo.ca>
Subject: Permission for questionnaire

Hi Natalie,

I am conducting a research study on "effect of teachers' equity sensitivity on their organizational commitment ' in Pakistan. For this purpose I want to use three components questionnaire of organizational commitment developed by you .Please grant me permission to use the questionnaire for my research.

Best Regards

Nadia Umar
Research Scholar M.Phil. Education
National University of Modern Languages , Islamabad, Pakistan

APPENDIX-D

CERTIFICATE OF VALIDITY



Effect of Teachers' Equity Sensitivity on Their Organizational Commitment at Secondary School Level

Nadia Umar

M.Phil. scholar, Department of Education, Faculty of Social Sciences
National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the standardized instruments, Equity Sensitivity instrument developed by Jason Matthew Kain (2008) and Organizational Commitment instrument by Allen and Meyer(1991) adopted by the scholar towards her thesis have been assessed by me. I find these instruments adequate to measure the equity sensitivity (benevolent, entitled and equity sensitive) on their organizational commitment (affective, continuance, normative). Responses thus collected will add treatment of the subject in a scientific manner.

It is certified that these two scales may be adopted and used for data collection with fair amount of confidence.

Name: Dr. Sadaf Zamir Ahmed
Designation: Assistant Professor
Institution: Air University, Isb
Signature: Sadaf Zamir
Date: 31-5-22

Dr. Sadaf Zamir Ahmed
Assistant Professor
Department of Humanities
Education & Psychology
Air University, Islamabad

APPENDIX-E

CERTIFICATE OF VALIDITY



Effect of Teachers' Equity Sensitivity on Their Organizational Commitment at Secondary School Level

Nadia Umar

M.Phil. scholar, Department of Education, Faculty of Social Sciences
National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the standardized instruments, Equity Sensitivity instrument developed by Jason Matthew Kain (2008) and Organizational Commitment instrument by Allen and Meyer(1991) adopted by the scholar towards her thesis have been assessed by me. I find these instruments adequate to measure the equity sensitivity (benevolent, entitled and equity sensitive) on their organizational commitment (affective, continuance, normative). Responses thus collected will add treatment of the subject in a scientific manner.

It is certified that these two scales may be adopted and used for data collection with fair amount of confidence.

Name: _____
Designation: Prof. Dr. M. Imran Yousuf
Department of Education
PMAS-Arid Agriculture University
Institution: _____
Rawalpindi
Signature: _____
Date: 31-05-2022

APPENDIX-F

CERTIFICATE OF VALIDITY



Effect of Teachers' Equity Sensitivity on Their Organizational Commitment at Secondary School Level

Nadia Umar

M.Phil. scholar, Department of Education, Faculty of Social Sciences
National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the standardized instruments, Equity Sensitivity instrument developed by Jason Matthew Kain (2008) and Organizational Commitment instrument by Allen and Meyer(1991) adopted by the scholar towards her thesis have been assessed by me. I find these instruments adequate to measure the equity sensitivity (benevolent, entitled and equity sensitive) on their organizational commitment (affective, continuance, normative). Responses thus collected will add treatment of the subject in a scientific manner.

It is certified that these two scales may be adopted and used for data collection with fair amount of confidence.

Name: Dr Zarina Akhlaq

Designation: APC Education

Institution: International Islamic University
Islamabad

Signature: [Handwritten Signature]

Date: 1-6-2022

Department of Education
Faculty of Social Sciences
International Islamic University,
Islamabad

APPENDIX-G



DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML1-3/2021-Edu/851

Dated: 27-09-2021

WHOM SO EVER IT MAY CONCERN

Ms. Nadia Umar D/O Muhammad Omar, student of Mphil (Edu) Department of Education National University of Modern Languages Islamabad is engaged in project of Research Work

She may please be allowed to visit your Institution to obtain the required information for her Research Work

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

ML1-3/2021-Edu/851
her Research Work

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

her Research Work

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.



Dr Wajeeda Shahid
Head,
Department of Education.

APPENDIX-H



National University of Modern Languages
Quality Enhancement Cell
Sector H-9, P.O. Shaigan, Islamabad, Pakistan
Tel: +92-51-9265100 Ext 2246/2247
Web: www.numl.edu.pk

Dated: Jan 13, 2023

Faculty of Social Sciences

Subject: Turnitin Report of MPhil Thesis of Ms Nadia Umar (Educational Sciences)

1st- Attempt


This is to state that **MPhil** thesis of **Ms Nadia Umar** has been run through Turnitin Software on **January 13, 2023**. Paper ID is 1992218516 and similarity index is 09%. This is within the limit prescribed by the Higher Education Commission.

The subject similarity index report is attached for further processing, please.

Dean FSS


16/01/2023




(Dr. Khushbakht Hina)
Director
Quality Enhancement Cell


23/1/23

PROOF READING CERTIFICATE

APPENDIX-I



Effect of Teachers' Equity Sensitivity on their Organizational Commitment at

Secondary School Level

By

Nadia Umar

National University of Modern Languages, Islamabad

It is certified that the research work with the title "Effect of Teachers' Equity Sensitivity on their Organizational Commitment at Secondary School Level" conducted by Nadia Umar has been checked and proofread for the language and grammatical errors.

Name: Rukaiza Khan
Designation: Assistant Professor
Institution: National University of Sciences & Technology
Signature: [Handwritten Signature]
Date: 08/06/23

Rukaiza Khan
Lecturer, Dept. of Engg Mgmt
NUST College of F&ME

APPENDIX -J

Names of Schools

1. Pak Turk Maarif International School

(Park Road, Chak Shehzad, Islamabad)

2. The Educators

(G-6/1-3, Islamabad)

3. Bahria Foundation College

(F-11/3, Islamabad, Main Lehtrar Road, Islamabad)

4. Al Firdous Community Model School

(17 Meel, Islamabad)

5. Read Foundation High School

(Bharakahu, Islamabad)

6. Sultana Foundation High School

(Farash Town, Islamabad)

7. The Police Foundation Model School

(Bharakahu, Islamabad)

APPENDIX-K

Cover Letter for Questionnaire

Effect of Teachers' Equity Sensitivity on their Organizational Commitment at Secondary School Level

Dear Respondent,

I am an M. Phil Scholar (Education) conducting research on the above mentioned topic .I request you to fill this attached questionnaire .The first part of the questionnaire consists of demographic information. The second part of the questionnaire is about the equity sensitivity and the last part is related to the teachers' organizational commitment. You are requested to give your response against the opinions ranging from **SD=1, D=2, N =3, A=4, SA=5** indicating your preferences of responses like **Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.**

This questionnaire is made for a research purpose and all the responses and information, provided by the respondent will be kept confidential.

Nadia Umar

M. Phil

(Education)

NUML,

Islamabad

Demographic Information of the Teachers.

Please mark any one of the following options.

1. Gender:

- Male
- Female

2. Age:

- 25-35 years
- 36-45 years
- 46-55 years
- 55+ years

3. Qualification

- B.A/BSc
- M.A/MSc
- M. Phil
- PhD

4. Professional Experience

- 1-5 years
- 6-10 years
- 11-15 years
- 15+ years

5. Salary

- Rs.3000-24000
- Rs.25000-30000
- Rs.31000-35000
- Rs.36000-40000
- Rs.40000+

6. Job Status

- Contract
- Permanent

Equity Sensitivity

Read the questionnaire carefully and circle the most appropriate response option where: **Strongly Disagree(SD)=1, Disagree(D)=2, Neutral(N)=3, Agree(A)=4, Strongly Agree(SA)=5**

Equity Sensitivity						
i) Benevolent						
S.no.	Statement	SD	D	N	A	SA
1.	I don't mind putting lots of effort towards organizational goals even when I receive a smaller reward than I deserve.	1	2	3	4	5
2.	As long as it is in the best interest of the organization and my co-workers, I can tolerate receiving low rewards.	1	2	3	4	5
3.	I don't mind being rewarded the smallest for my efforts as long as I have helped my co-workers.	1	2	3	4	5
4.	I can tolerate receiving a small reward for my effort as long as it is in the best interest of the organization.	1	2	3	4	5
ii) Entitled						
5.	It does not bother me when I am over-rewarded for my effort compared to my co-workers.	1	2	3	4	5
6.	I don't mind receiving a large reward for a small amount of effort.	1	2	3	4	5
7.	I don't mind receiving more than I give to the organization.	1	2	3	4	5

8.	I don't mind receiving a large reward even when I don't deserve it.	1	2	3	4	5
iii) Equity Sensitive						
9.	Workers who put in the same effort should be rewarded equally.	1	2	3	4	5
10.	My efforts and rewards should be equal to my co-workers.	1	2	3	4	5
11.	People who receive the same rewards as I do should work equally as hard as I.	1	2	3	4	5
12.	When I exert the same effort as other workers, I should be rewarded equally.	1	2	3	4	5
13.	I should work equally as hard as people who receive the same rewards as I do.	1	2	3	4	5

Organizational Commitment

Read the questionnaire carefully and circle the most appropriate response option where:

Strongly Disagree(SD)=1, Disagree(D)=2, Neutral(N)=3, Agree(A)=4, Strongly Agree(SA)=5

Organizational Commitment						
i) Affective Commitment						
S.no.	Statement	S D	D	N	A	SA
1.	I would be very happy to spend the rest of my career with this organization.	1	2	3	4	5
2.	I enjoy discussing my organization with people outside it.	1	2	3	4	5
3.	I really feel as if this organization's problems are my own.	1	2	3	4	5
4.	I feel like 'part of my family' at this organization.	1	2	3	4	5
5.	I feel 'emotionally attached' to this organization.	1	2	3	4	5
6.	This organization has a great deal of personal meaning for me.	1	2	3	4	5
7.	I feel a strong sense of belonging to this organization.	1	2	3	4	5
8.	I think that I could easily become as attached to another organization as I am to this one.	1	2	3	4	5
ii) Continuance Commitment						
9.	Too much in my life would be disrupted if I leave my organization.	1	2	3	4	5
10.	Right now, staying with my job at this organization is a matter of necessity as much as desire.	1	2	3	4	5

11.	I believe I have too few options to consider leaving this organization.	1	2	3	4	5
12.	One of the few serious consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere.	1	2	3	4	5
13.	One of the major reasons I continue to work for this organization is that leaving this organization would require considerable personal sacrifice.	1	2	3	4	5
14.	It would be too costly for me to leave my organization now.	1	2	3	4	5
15.	I am afraid of what might happen if I quit my job without having another one lined up.	1	2	3	4	5
16.	It would be hard for me to leave my organization right now.	1	2	3	4	5
iii) Normative Commitment						
17.	I think that people these days move from organization to organization too often.	1	2	3	4	5
18.	I believe that a person must always be loyal to his/her organization.	1	2	3	4	5
19.	Moving from one organization to another seem unethical to me.	1	2	3	4	5
20.	If I got another offer for a better job I would not leave my organization.	1	2	3	4	5
21.	I would not leave my organization right now because of my sense of obligation to it.	1	2	3	4	5
22.	I was taught to believe in the value of remaining loyal to one organization.	1	2	3	4	5
23.	Things were better in the days when people stayed with one organization for most of their careers.	1	2	3	4	5