ORGANIZATIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR DEMOGRAPHIC VARIABLES

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Abstract

Though the concept of commitment as the investment of human resources has long been associated with the professional characteristics of teachers but today it is widely recognized that teachers’ commitment to the school is very important. Thus, the investigators made a comparative study of organizational commitment of secondary school teachers in relation to their socio-demographic variables. Organizational commitment was treated as dependent variable and the independent variables comprised of gender, type of schools, locality, academic stream, teaching experience and educational qualifications. For the purpose of investigation, descriptive survey method was employed. The sample comprised of 400 secondary school teachers working in government and private schools located in Rohtak Division affiliated to Haryana Board of School Education. Multi-stage stratified random sampling technique was used to select the sample for the present study. Personal Data Sheet prepared by the investigators and Organizational Commitment Scale (OCS) by Hyde and Roy (2006) were used for the collection of data. The obtained data was analyzed using means, S.D’s and ‘t’-test. Significant differences were found in the organizational commitment of teachers with respect to their type of schools, academic stream and teaching experience. However, it was reported that there were no significant differences in organizational commitment among teachers with regard to gender, locality and educational qualifications. The study also expressed the need to strengthen the organizational commitment of teachers by motivating them and providing them better working conditions so as to channelize their capabilities.

Keywords: Organizational Commitment, Gender, Type of Schools, Locality, Academic Stream, Teaching Experience and Educational Qualifications

Introduction

The importance of human beings as one of the most important factors of production can’t be denied. It has also been observed that effectiveness of an organization multiplies if the human resources as well as the problems are properly taped. So, every organization needs to recognize that the human element and organization are synonymous. A well-managed organization does not look to capital investment but to employees, as the fundamental source of improvement. For the success of any organization committed employees are considered as the most important assets whereas the non-committed workers are the biggest liabilities as it leads to absence of enrichment, fulfillment in their life and work. That’s why every organization spends too much money, time and effort to fit square pegs into square holes. Steers (1977) indicated that individuals enter the organization with specific skills, desires and goals and expect a work setting where they can use their skills, satisfy their desires and achieve their goals. The extent to which organization is perceived as facilitating these ends; the organizational commitment is likely to increase. On the other hand if the organization is perceived as failing to provide sufficient opportunities along with these lines, organizational commitment is likely to diminish.

Commitment refers to an individual’s attraction and attachment to the work and the organization. It is part of a teacher’s affective or emotional reaction to their experience in a school setting (Ebemier& Nicklaus, 1999). Organizational commitment is the relative strength of an individual’s identification with and involvement in an organization. It may be defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization. It may be defined as a state of being in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee 2001). Pareek (2004)
defined organizational commitment as a person’s feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. It has been defined and measured in several different ways. But the various definitions and measures share a common theme that organizational commitment is a bond or linking between the individual and the organization.

With the continuing research efforts a full-fledged three-component model of organizational commitment was developed by Meyer & Allen (1991). According to Meyer and Allen’s three component model of commitment there are three “mindsets” which can characterize an employee’s commitment to an organization: affective, normative and continuance commitment. The affective commitment arises from job conditions and met an expectation that is; did the job provide the rewards that the employee expected? Continuance commitment is produced by the benefits accrued from working for the organization and by the lack of available alternative jobs. The normative commitment comes from the employee’s personal values and from the obligation that the person feels towards the employer. These obligations come from favours that the organization has done such as paying the person’s school expenses.

Every organization aspires to have individuals who are highly committed. The educational organizations such as schools, colleges and universities also require teachers who are committed to their profession and well-being of the students. They need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. Thus, it has been said that the teacher commitment is at the center of school organizational reform. Though the concept of commitment as the investment of human resources has long been associated with the professional characteristics of teachers but today it is widely recognized that teachers’ commitment to the schools is very important. The committed teacher consider it morally right to stay in the school, regardless of how much status enhancement or satisfaction the organization gives him or her over the years. So, at this juncture, it can be said that organizational commitment is one of the key phenomena which governs the motivation of the teacher at their work place and subsequently makes them feel satisfied with work. Therefore, deeper knowledge of components of organizational commitment is needed to better understanding of the attitudes and behaviour of the modern workforce.

Though there are various correlates of organizational commitment such as job satisfaction, work motivation, organizational climate etc. but the socio-demographic variables also play an important role in determining organizational commitment. Pedro and David (1986) revealed that gender and experience influence job satisfaction to a great extent. Pedro (1992) found that years of experience were negatively correlated with organizational commitment. Hawkins (1998) revealed that organizational tenure was an important predictor of organizational commitment whereas gender was not significant enough to enter the stepwise multiple regression equation. Mathew (2003) found that teachers having high work values were more committed to the organization and the older teachers possessed more normative commitment. Maheshwari (2004) observed that female teachers exhibited higher organizational commitment than their male co-professionals and age, academic achievement, socio-economic status and length of the teaching experience were found to be the discriminator of professional commitment among the teachers. Kumar and Patnaik (2004) found no significant differences in organizational commitment were related to sex, age group and teaching experience of the teachers.

Joolideh and Yeshodhara (2008) in their study found that the female teachers had better organizational commitment than the male teachers and significant difference was observed between government and private high school teachers only in normative commitment. Khan and Kord (2009) revealed that there were no significant differences between gender, education level, monthly salary and job tenure of the employees on the mean scores of organizational commitment. Misra, Ansari and Khan (2009) reported that private school teachers showed higher organizational commitment as compared to the public school teachers. Sood and Anand (2010) found significant differences in organizational commitment of teachers with regard to gender, marital status and teaching experience. Kumari and Jafri (2011) reported that the female teachers have higher commitment level as compared to the male teachers. Zilli and Zahoor (2012) revealed that the females have had significantly higher level of organizational commitment.

Despite the plethora of research already conducted on organizational commitment, there have been many discrepancies in both the way commitment has been conceptualized and defined. Additionally, the context of work and the culture of the profession might have different influences on employee commitment and thus, there is a need to examine commitment for the teachers. The literature reveals that teacher’s
commitment to the organization or lack of thereof has a variety of important organizational consequences. Also, the literature indicates that teachers with strong commitment to the organization work harder at their jobs and perform better than those with lower levels of commitment. So, there is a need to strengthen the organizational commitment of teachers by motivating them and providing them better working conditions so as to channelize their capabilities. Thus, the investigators undertook the present study to compare the organizational commitment of secondary school teachers in relation to demographic variables such as gender, type of schools, locality, academic stream, teaching experience and educational qualifications.

Variables

1. Dependent Variable: Organizational Commitment.
2. Independent Variables: (a) Gender, (b) Type of Schools, (c) Locality, (d) Academic Stream, (e) Teaching Experience, (f) Educational Qualifications

Objectives of the Study

To compare the organizational commitment of secondary school teachers with respect to gender, type of schools, locality, academic stream, teaching experience and educational qualifications.

Hypotheses of the Study

The following hypotheses were tested in the present study:

- \( H_01 \) There exists no significant difference in organizational commitment between male and female teachers.
- \( H_02 \) There exists no significant difference in organizational commitment between teachers working in government and private schools.
- \( H_03 \) There exists no significant difference in organizational commitment between teachers belonging to rural and urban area.
- \( H_04 \) There exists no significant difference in organizational commitment between teachers of science and arts group.
- \( H_05 \) There exists no significant difference in organizational commitment between more experienced and less experienced teachers.
- \( H_06 \) There exists no significant difference in organizational commitment between teachers having graduate and post-graduate qualifications.

Methodology

In the present study, descriptive survey method was used. The independent variables i.e. gender, type of schools, locality, academic stream, teaching experience and educational qualifications were varied at the two levels as shown below in the schematic design. On the basis of teaching experience, the teachers having more than five years of experience were considered as more experienced teachers and those having less than five years of teaching experience were considered as less experienced ones.

Sample

A sample of 400 secondary school teachers working in schools affiliated to HBSE located in Rohtak, Jhajjar and Sonepat cities was drawn using multi-stage stratified random sampling technique. The state Haryana has four divisions namely Ambala, Gurgaon, Hisar and Rohtak. Out of these four divisions, Rohtak division was chosen randomly by using lottery method. At the second stage, all the six districts of Rohtak division were written on the separate chits and three districts Rohtak, Jhajjar and Sonepat were randomly picked. From each of these districts, the list of schools prepared by the Directorate of Education was procured. Thereafter, forty schools were selected randomly as each school was having 10-12 secondary teachers. In this way, 400 secondary school teachers constituted the final sample for the present study. A layout of the sample selected for the present study has also been illustrated in the Fig.1.
Fig. 1: Layout of Sample Selected for the Study

**Tools Used**

1. Personal Data Sheet prepared by the investigators to collect the personal information of the subjects.

2. Organizational Commitment Scale by Dr. Anukool M. Hyde and Mrs. RishuRoy (2006) to assess the Organizational Commitment of teachers. It is a Likert type five-point scale with 30 items and the coefficient of reliability was found to be 0.89.

**Statistical Techniques Used**

Means, SD’s and t-test were used to compare the organizational commitment of teachers with regard to their socio-demographic variables.

**Data Analysis and Interpretation**

The major objective of the study was to compare the organizational commitment of secondary school teachers in relation to demographic variables i.e. gender, type of schools, locality, academic stream, teaching experience and educational qualifications. To achieve the objectives of the study, the data were subjected to t-test. The mean scores for the organizational commitment of teachers with respect to their socio-demographic variables have been presented graphically in the Fig. 2.

Table-1 depicts that the ‘t’-value 0.782 for the mean scores of organizational commitment between male and female teachers is not significant. Thus, the null hypothesis $H_{01}$, “There exists no significant difference in the organizational commitment between male and female teachers” stands retained. It can further be concluded that male and female teachers do not differ significantly with regard to their organizational commitment. The present finding is in agreement with Anari (2012) who also observed that there were no significant differences among male and female teachers concerning their organizational commitment. On comparison of mean scores it was revealed that female teachers (126.551) possessed higher organizational commitment than their male counterparts. This result is in tune with the findings of Pedro (1992), Aydin, Sarier&Uysal (2011) and Kumari and Jafri (2011) who revealed that female teachers possessed higher organizational commitment than male teachers.

However, the ‘t’-value 6.689 (vide Table-1) for the mean scores of organizational commitment between teachers working in government and private schools is significant at 0.01 level. Therefore, the hypothesis $H_{02}$, “There exists no significant difference in organizational commitment between teachers working in government and private schools” is rejected. The present finding is supported by the findings of Misra, Ansari & Khan (2009) and Joolideh & Yeshodhara (2008) who revealed that the government and private school teachers differed significantly on organizational commitment and the private school teachers possessed higher organizational commitment than the government school teachers. The comparison of
mean scores indicates that the teachers working in private schools (130.230) scored higher on organizational commitment that those working in the government schools (120.620).

Table-1: ‘t’ values for Mean Scores of Organizational Commitment of Teachers With respect to their Socio-demographic variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD’s</th>
<th>t-values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>217</td>
<td>125.405</td>
<td>14.514</td>
<td>0.782 (NS)</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>183</td>
<td>126.551</td>
<td>14.673</td>
<td>6.689**</td>
</tr>
<tr>
<td>Type of Schools</td>
<td>Govt.</td>
<td>179</td>
<td>120.620</td>
<td>16.229</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>221</td>
<td>130.230</td>
<td>11.441</td>
<td></td>
</tr>
<tr>
<td>Locality</td>
<td>Rural</td>
<td>191</td>
<td>125.104</td>
<td>15.506</td>
<td>1.076 (NS)</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>209</td>
<td>126.684</td>
<td>13.672</td>
<td></td>
</tr>
<tr>
<td>Academic Stream</td>
<td>Science</td>
<td>167</td>
<td>128.838</td>
<td>12.281</td>
<td>3.562**</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>233</td>
<td>123.845</td>
<td>15.723</td>
<td></td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>More Experienced</td>
<td>181</td>
<td>120.121</td>
<td>15.680</td>
<td>7.542**</td>
</tr>
<tr>
<td></td>
<td>Less Experienced</td>
<td>219</td>
<td>130.721</td>
<td>11.622</td>
<td></td>
</tr>
<tr>
<td>Educational Qualifications</td>
<td>Graduate</td>
<td>174</td>
<td>127.459</td>
<td>13.266</td>
<td>1.883 (NS)</td>
</tr>
<tr>
<td></td>
<td>Post-graduate</td>
<td>226</td>
<td>124.752</td>
<td>15.441</td>
<td></td>
</tr>
</tbody>
</table>

**= Significant at 0.01 level   NS= Not Significant

A close perusal of the Table-1 reveals that the teachers belonging to rural and urban area do not differ significantly with respect to their organizational commitment. Therefore, the hypothesis $H_{03}$, “There exists no significant difference in organizational commitment between teachers belonging to rural and urban area” is retained. Further the comparison of mean scores reveals that the teachers belonging to urban area (126.684) possessed higher organizational commitment than the teachers belonging to rural area (125.104). It can also be inferred from the above cited table that the mean scores of organizational commitment between teachers belonging to urban and rural area” is not significant. Thus, the null hypothesis $H_{04}$, “There exists no significant difference in the organizational commitment between teachers of science and arts group” stands retained. In context of mean scores, it was found that the science group teachers (128.838) possessed higher organizational commitment than the teachers of arts group (123.845). The present finding is in contrast with the findings of Sharma (2008) who found that science and arts teachers were equally committed.

An examination of the Table-1 reveals that the mean scores of organizational commitment between the more experienced and less experienced teachers is significant at 0.01 level. Therefore, the hypothesis $H_{05}$, “There exists no significant difference in organizational commitment between more experienced and less experienced teachers” is rejected. This in contrast with the findings of Kumar and Patnaik (2004) who found no significant differences in organizational commitment of teachers with respect to their teaching experience. On comparing the mean scores, the less experienced teachers (130.721) were found to possess higher organizational commitment than the more experienced teachers (120.121). This result substantiated by the findings of Tiwari and Misra (2008) who concluded that less experienced teachers had higher level of organizational commitment than their counterparts.

Table-1 also illustrates that teachers having graduate and post-graduate qualifications do not differ significantly with respect to their organizational commitment as the ‘t’-value 1.883 was found to be non-significant. Thus, the hypothesis $H_{06}$, “There exists no significant difference in organizational commitment between teachers having graduate and post-graduate qualifications” is rejected. The above result is in contrast with the findings of Khan and Kord (2009) who reported that there were no significant differences in the educational qualifications of employees on their organizational commitment. Further the comparison of mean scores yields that the teachers having graduate qualifications (127.459) scored higher on organizational commitment than those having post-graduate qualifications (124.752).
Findings of the Study

- No significant difference was found in the organizational commitment between male and female teachers respectively. On comparison of mean scores it was revealed that female teachers possessed higher organizational commitment than their male counterparts.

- The study revealed that teachers working in government and private schools differ significantly from each other with respect to their organizational commitment. In the context of mean scores, it was found that the teachers working in private schools possessed greater organizational commitment than those working in government schools.

- There was no significant difference in the organizational commitment between the teachers belonging to rural and urban area. Further the comparison of mean scores revealed that the teachers belonging to urban area possessed higher organizational commitment than the teachers belonging to rural area.

- A significant difference was observed in the organizational commitment of teachers of science and arts group. On the comparison of mean scores, the science group teachers reported higher organizational commitment than the teachers of arts group.

- The mean scores of organizational commitment of the more experienced and less experienced teachers were found to differ significantly and the less experienced teachers were found to possess higher organizational commitment than the more experienced teachers.

- There was found no significant difference in the organizational commitment between the teachers having graduate and post-graduate qualifications. Further the teachers having graduate qualification scored higher on organizational commitment than those having post-graduate qualifications.

Educational Implications

The present study revealed that organizational commitment is a vital factor contributing to the effectiveness of the education system. The more committed the teachers are to the schools, the more motivated they would be and more willing to work. The committed teachers feel greater responsibility, reducing the need monitor and supervise. They are expected to be less likely to leave the organization resulting in the reduction of recruitment and selection expenditures. In order to lower the turnover rates of teachers, ways should be explored to increase the organizational commitment of teachers. To increase the autonomy of teachers in terms of curriculum and disciplinary matters may greatly enhance their commitment. An understanding of teacher’s perception is helpful to promote organizational commitment in school. It is suggested that there is an urgent need of in-service and pre-service training program or workshops for improving the organizational commitment. The professional orientation of teachers and task autonomy also play an important role in contributing to teachers’ commitment to the organization. The teachers who are high in professional orientation would be associated with higher level of affective commitment in school disregard the low level of perceived supportive behaviour. Therefore, to emphasize
on professional growth of teachers in school will be helpful in enhancing the organizational commitment of teachers.

The findings of the present study also reveal some important following educational implications for principals, school authorities, policy-makers and administrators. Principals need to recognize that the feelings and perceptions of teachers about their schools, and their desire to attain opportunities for professional growth, are beneficial to the organization itself. School authorities should identify the ways and means through which teachers can be provided with facilitating work environment which will influence their job satisfaction and commitment to the organization. The findings of the study should also be acknowledged by policy-makers outside the school on the assumption that achieving high levels of organizational commitment and job satisfaction are important to them. Administrators in the field of education must ensure fair promotional policy, congenial working conditions and incentives for the hard work of teachers.

References


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