



Organisational Commitment among Secondary School Teachers in relation to Gender and Type of Management of School

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Abstract

Organisational commitment is an important aspect in organisational behaviour that has become vital in the studies of organisational and occupational psychology. The present study was conducted using a descriptive correlational survey method. The population of the study is all secondary school teachers in Malappuram district, Kerala, India. The sample selected for the study is 692 secondary school teachers using proportionate stratified random sampling technique. The tool used for data collection is Organizational Commitment Scale for Teachers (OCST). The study found that there is no significant difference in organizational commitment based on gender. It is also found that there is significant difference in organizational commitment based on types of management of school.

Key Words: Organizational commitment, components of commitment, secondary school teachers

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Introduction

Teachers are unequivocally backbone of every society or a nation as the advancement and development of every society and nation substantially relies upon the potentialities of teachers. The saying 'no nation can rise above the level of teachers' vitally shows the position of teacher in all round development of students. School as an educational institution, the advancement cannot be guaranteed unless the organisational behaviours of teachers are focused well. Organisational commitment of school teachers is pertinent to entail the quality education in all aspects. The teacher behaviours in relation to emotional attachment towards school, students, teaching work, professional development, values, and ethics greatly influence the system of educational development of a nation.

Organisational Commitment

Organisational commitment is vital aspect in organisational behaviour that has become

focused in the studies of organisational and occupational psychology since it is the integral part of organisational structure in futuristic scenario (Zangaro 2001). It is growing trend in organisational behaviour which discusses the major dynamics of attachment in industrial and organisational psychology. Organisational commitment is the sense of employee's attachment and loyalty to their organisation. The central tenet of commitment is that when employee's goals are congruent with the goals of organisation in connection with their willingness to maximise effort and strong desire to maintain their membership in organisation (Cohen 2013). There are various views on dynamics of organisational commitment as discussed by Kanter (1972), Steer (1981), O'Reilly & Chatman (1986), Meyer & Allen (1991), Mayer & Schoorman (1998), Takao (1998), and Wang (2004) etc. Organisational commitment is strong willingness of employees to continue their affiliation in the organisation by devoting vital effort to achieve common organisational values and goals.

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Review of Related Studies

Agrawal & Jain (2020) found that there is no significant difference in the components of affective, continuance, normative of teachers based on gender and education level. Sethi (2020) found that government and private school teachers have significantly different in their organizational commitment but not found significant difference in the organizational commitment of based on gender. Gokyer (2018) found that there is high level commitment in the dimension of commitment to profession among high school teachers. It is also found that there is significant difference in organisational commitment based on teaching subjects. Imani, Rezpour & Bashirzadeh (2017) found that there is no significant difference in organisation commitment based on demographic variables. Getahun, Tefera & Burichaw (2016) found that there is significant difference among dimensions of organisational commitment as the affective commitment is higher than continuance and normative commitment among primary school teachers. Alsiewi (2016) found that there is no effect of pay scale and other benefits on normative commitment. It is also found that there is no significant relationship of development and promotional opportunities with the normative organisational commitment. Para (2017) reported no significant difference in the organisational commitment among secondary school teachers in relation to on teachers marital status and type of management of school.

Significance of the Study

The Commitment is important factor of success of every organisation or institution. The productivity of employees greatly influences the commitment as it is key drive in achieving the organisational values. No institutions can no longer sustain its effectiveness unless ensure proper commitment of its employees. Hence organisational commitment is unequivocally pivotal constituent of an organisation which can enhance emotional attachment to the organisation.

It is also important that the growth and development of every education system greatly depends upon the professionalism of teachers and commitment is pivotal in teacher's professional development. The development of school system cannot be guaranteed until the

teachers feel highly committed to the teaching job. Organisational commitment of school teachers is pertinent to bringing the quality education in all societies and thereby in a state. The emotional attachment of school teachers to school, students, teaching work, and professional development and other educational values and ethics highly influence the perspective of educational uplift of a society. The emotional attachment of teachers towards the school system is greatly influenced by many implicit and explicit factors which are highly influential in deciding the organisational commitment of teachers in relation to development and success of schools.

Methodology

The design for the research is a descriptive correlational survey design. Population of the study is all secondary school teachers of Malappuram district, Kerala, India. Teachers were selected from government, aided and self financing schools. The sample selected for the study is 692 secondary school teachers using proportionate stratified random sampling technique. The sample was selected from strata of male and female secondary school teachers, teachers from government, aided and self-financing secondary schools, secondary school teachers.

The tools for data collection is developed and standardized by the researcher. Organizational Commitment Scale for Teachers (OCST) is used for collection of data regarding organizational commitment among secondary school teachers. The tool for assessment of organizational commitment is prepared based on Wang's (2004) Five Component Model of organizational commitment. There are 42 statements from five dimensions. The five dimensions are affective commitment, active continuance commitment, passive continuance commitment, normative commitment, and value commitment. The statistical techniques used for the analysis were mean analysis, t-test and ANOVA.

Objectives of the Study

1. To find out the organizational commitment among secondary school teachers based on gender.
2. To find out the components of organizational commitment among secondary school



- teachers based on gender.
- To find out the organizational commitment among secondary school teachers based on type of management of school.
 - To find out the components of organizational commitment among secondary school teachers based on type of management of school

Hypotheses of the Study

- There will not be significant difference in organizational commitment among male and female secondary school teachers.
- There will not be significant difference in the components of organizational commitment among male and female secondary school.
- There will not be significant difference in organizational commitment among government, aided and self financing secondary school teachers.
- There will not be significant difference in components of organizational commitment among government, aided and self financing secondary school teachers.

Analysis

Table 1 Comparison of Organizational Commitment among Male and Female Secondary School Teachers

Gender	N	Mean	SD	df	t	p
Male	281	146.95	10.34	690	1.18	.23
Female	411	147.98	11.72			

Table-1 shows that there is no significant difference in organizational commitment among male secondary school teachers ($M= 146.95, SD=10.34$) and female secondary school teachers ($M= 147.98, SD=11.72$), $t(690) = 1.18, p=.23$.

Table 2 Comparison of Dimensions of Organizational Commitment among Male and Female Secondary School Teachers

Dimensions	Group	N	Mean	SD	df	t	p
Affective Commitment	Male	281	34.60	3.91	690	1.79	.07
	Female	411	35.12	3.65			
Active continuance commitment	Male	281	25.72	4.32	690	1.80	.07
	Female	411	26.27	3.69			
Passive continuance commitment	Male	281	15.26	2.96	690	1.84	.06
	Female	411	15.73	3.46			
Normative commitment	Male	281	35.21	3.02	690	1.95	.05
	Female	411	35.71	3.49			
Value commitment	Male	281	36.16	3.13	690	4.05	.001
	Female	411	35.14	3.30			

Table-2 shows significant difference in

dimensions of organizational commitment among male and female secondary school teachers. There is no significant difference in the dimension of affective commitment among male secondary school teachers ($M= 34.60, SD= 3.91$) and female secondary school teachers ($M= 35.12, SD= 3.65$), $t(690) = 1.79, p =.07$. There is no significant difference in the dimension of active continuance commitment among male secondary school teachers ($M= 25.72, SD= 4.32$) and female secondary school teachers ($M= 26.27, SD = 3.69$), $t(690) = 1.80, p =.07$. There is no significant difference in the dimension of passive continuance commitment among male secondary school teachers ($M= 15.26, SD = 2.96$) and female secondary school teachers ($M= 15.73, SD = 3.46$), $t(690) = 1.84, p =.06$. There is no significant difference in the dimension normative commitment among male secondary school teachers ($M= 35.21, SD =3.02$) and female secondary school teachers ($M= 35.71, SD= 3.49$), $t(690) = 1.95, p =.05$. There is significant difference in the dimension of value commitment among male secondary school teachers ($M= 36.16, SD = 3.13$) and female secondary school teachers ($M= 35.14, SD = 3.30$), $t(690) = 4.05, p <.001$.

Table 3 Analysis of Variance in Organisational Commitment among Government, Private, and Self Financing Secondary School Teachers

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	1477.17	2	738.58	5.98	.003
Within Groups	85039.02	689	123.42		
Total	86516.20	691			

Table 3 shows analysis of variance in organisational commitment among government, private and self financing secondary school teachers as there is significant difference in organisational commitment among government, private and self financing secondary school teachers, ($F(2, 689) = 5.98, p =.003$).

Further post hoc analyses using the Scheffé post hoc criterion for significance shows that there is significant difference in organisational commitment among government ($M = 146.83, SD = 10.56$) and self financing secondary school teachers ($M = 149.6, SD = 11.937$)= 2.76, $p =.05$. There is significant difference in the in organisational commitment among aided ($M = 146.35, SD = 10.72$), and self financing second-



itary school teachers ($M = 149.6, SD = 11.93$) = 3.25, $p = .004$. There is no significant difference in organisational commitment among government ($M = 146.83, SD = 10.564$) and aided secondary school teachers ($M = 146.35, SD = 10.72$) = 0.48, $p = .90$.

Table 4 Analysis of Variance of Dimension of Affective Commitment of Organisational Commitment among Government, Private and Self Financing Secondary School Teachers

Source	Sum of Squares	df	Mean Square	F	P
Between Groups	247.32	2	123.66	8.92	.001
Within Groups	9542.76	689	13.85		
Total	9790.08	691			

Table-4 shows analysis of variance in affective commitment of organisational commitment among government, private and self financing secondary school teachers as there is significant difference in the dimension of affective commitment of organisational commitment among government, private and self financing secondary school teachers, ($F(2, 689) = 8.92, p < .001$).

Further Post hoc analyses using the Scheffé post hoc criterion for significance that shows that there is significant difference in the dimensions of affective commitment of organisational commitment among government ($M = 34.11, SD = 3.82$) and self financing secondary school teachers ($M = 35.66, SD = 3.59$) = 1.549, $p < .001$. There is significant difference among aided ($M = 34.79, SD = 3.76$), and self financing secondary school teachers ($M = 35.66, SD = 3.59$) = 0.869, $p = .03$ and no significant difference among government ($M = 34.11, SD = 3.82$) and aided secondary school teachers ($M = 34.79, SD = 3.76$) = 0.680, $p = .16$.

Table 5 Analysis Of Variance of Dimension of Active Continuance Commitment of Organisational Commitment among Government, Private and Self Financing Secondary School Teachers

Source	Sum of Squares	df	Mean Square	F	P
Between Groups	245.90	2	122.95	7.98	.001
Within Groups	10611.32	689	15.40		
Total	10857.23	691			

Table -5 shows that analysis of variance in the dimensions of active continuance commitment of organisational commitment among govern-

ment, private and self-financing secondary school teachers as there is significant difference in the dimensions of active continuance commitment of organisational commitment among government, private and self financing secondary school teachers, ($F(2, 689) = 7.98, p < .001$).

Further post hoc analyses using the Scheffé post hoc criterion for significance that indicates that there is significant difference in the dimensions of active continuance commitment of organisational commitment among government ($M = 26.57, SD = 4.0$) and self financing secondary school teachers ($M = 25.22, SD = 3.23$) = 1.355, $p = .003$. There is significant difference among aided ($M = 26.41, SD = 4.36$), and self financing secondary school teachers ($M = 25.22, SD = 3.23$) = 1.191, $p = .03$. and there is no significant difference among government ($M = 26.57, SD = 4.0$) and aided secondary school teachers ($M = 26.41, SD = 4.36$) = 0.164, $p = .91$.

Table 6 Analysis Of Variance of Dimension of Passive Continuance Commitment of Organisational Commitment among Government, Private and Self Financing Secondary School Teachers

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	439.85	2	219.92	21.82	.001
Within Groups	6944.01	689	10.07		
Total	7383.86	691			

Table-6 shows analysis of variance that there is significant difference in the dimensions of passive continuance commitment of organisational commitment among government, private and self financing secondary school teachers, ($F(2, 689) = 21.82, p < .001$).

Further post hoc analyses using the Scheffé post hoc criterion for significance shows that there is significant difference in the dimensions of passive continuance commitment of organisational commitment among government ($M = 15.19, SD = 2.84$) and self financing secondary school teachers ($M = 16.64, SD = 3.54$) = 1.45, $p < .001$. There is significant difference among aided ($M = 14.85, SD = 3.04$), and self financing secondary school teachers ($M = 16.64, SD = 3.54$) = 1.79, $p < .001$ and there is no significant difference among government ($M = 15.19, SD = 2.84$) and aided secondary school teachers ($M = 14.85, SD = 3.04$) = 0.33, $p = 0.54$.



Table 7 Analysis Of Variance of Dimension of Normative Commitment of Organisational Commitment among Government, Private and Self financing Secondary School Teachers

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	431.90	2	215.95	20.76	.001
Within Groups	7167.02	689	10.40		
Total	7598.92	691			

Table-7 shows analysis variance that there is significant difference in the dimensions of normative commitment of organisational commitment among government, private and self financing secondary school teachers, ($F(2, 689) = 20.76, p < .001$).

Table 8 Multiple Comparisons of Dimension of Normative Commitment of Organisational Commitment among Government, Private and Self financing Secondary School Teachers

Type of management of school	N	Mean	SD	Mean Difference (I-J)	p
Government Aided	176	35.20	2.91	0.39	.44
Government Self Finance Aided	283	34.81	3.08	1.39*	.001
Government Self Finance	176	35.20	2.91		
Self Finance Aided	233	36.60	3.59	1.79*	.001
Self Finance	283	34.81	3.08		
Self Finance	233	36.60	3.59		

* The mean difference is significant at .05 level

Table-8 shows Post hoc analyses using the Scheffé post hoc criterion for significance that there is significant difference in the dimensions of normative commitment of organisational commitment among government ($M = 35.20, SD = 2.91$) and self financing secondary school teachers ($M = 36.60, SD = 3.59$) = 1.39 $p < .001$. There is significant difference among aided ($M = 34.81, SD = 3.08$) and self financing secondary school teachers ($M = 36.60, SD = 3.59$) = 1.791, $p < .001$ and there is no significant difference among government ($M = 35.20, SD = 2.91$) and aided secondary school teachers ($M = 34.81, SD = 3.08$) = 0.399, $p = .44$.

Table 9 Analysis Of Variance of Dimension of Value Commitment of Organisational Commitment among Government, Private and Self financing Secondary School Teachers

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	9.528	2	4.76	0.44	.64
Within Groups	7351.38	689	10.67		
Total	7360.91	691			

Table-9 shows analysis of variance that there is no significant difference in the dimension of value commitment of organisational commitment among government, private and self financing secondary school teachers, ($F(2, 689) = 0.446, p = .64$).

Findings of the Study

- There is no significant difference in organizational commitment among male and female secondary school teachers
- There is no significant difference in the dimension of affective commitment among male and female secondary school teachers
- There is no significant difference in the dimension of active continuance commitment among male and female secondary school teachers
- There is no significant difference in the dimension of passive continuance commitment among male and female secondary school teachers
- There is no significant difference in the dimension normative commitment among male and female secondary school teachers
- There is significant difference in the dimension of value commitment among male secondary school teachers
- There is significant difference in organisational commitment among government and self-financing, aided and self financing and no significant difference among government and aided secondary school teachers.
- There is significant difference in the dimensions of affective commitment of organisational commitment among government and self financing, aided and self financing and no significant difference among government and aided secondary school.
- There is significant difference in the dimensions of active continuance commitment of organisational commitment among government and self-financing, aided and self financing and no significant difference among government and aided secondary school teachers.
- There is significant difference in the dimensions of passive continuance commitment of organisational commitment among government and self-financing, aided and self financing and no significant difference among government ($M = 15.19, SD = 2.84$) and aided secondary school teachers.



- There is significant difference in the dimensions of normative commitment of organisational commitment among government and self-financing, aided and self-financing and no significant difference among government and aided secondary school teachers.
- There is no significant difference in the dimension of value commitment of organisational commitment among government, private and self-financing secondary school teachers.

Conclusion

The study explored the significant difference in organisational commitment among secondary school teachers based on gender and type of management of schools. The study concludes that there is no significant difference in organisational commitment based on gender. The finding is consistent with Suki & Suki (2011), Garipagaoglu (2013), Rathee (2016), Ul-Hassan, (2016). Srinivasan & Selvi (2016) Getahun, Tefera, Burichew, (2016). The study concludes that there is significant difference in organisational commitment among secondary school teachers based on the type of management of school. The significant difference is found in dimensions such as affective commitment, active continuance commitment, passive continuance commitment, normative commitment and there is no difference in value commitment. The secondary school teachers from private schools showed higher level of organisational commitment in all these dimensions of organisational commitment than the secondary school teachers from government and aided schools. The finding is consistent with Misra, Ansari & Khan (2009), Gupta & Gehlawat (2013), (2015), Brar (2017), Naik, Dutta & Pal, (2017)

The results of the study can be have effective implications for government, government aided of schools, educational policy makers and educational researchers and human resource practitioners to study teachers' job related organisational behaviour. It can be implemented to study how organisational behaviours especially psychological attachment to the organisation is enhanced to effectively to master other organisational dynamics as well. There should be proper provisions to ensure the organisational commitment among tea-

chers irrespective of their type of school.

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