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A STUDY OF ORGANIZATIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER AND TYPES OF SCHOOL

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ABSTRACT

In the present study an attempt was made to compare organizational commitment of secondary school teachers in relation to gender and types of schools of District Darbhanga(Bihar). A sample of 100 teachers was selected, 50 each from government and private schools .Both from government and private schools 50% male teachers were drawn and 50% female teachers. Teachers organizational commitment scale (TOCS) constructed and standardized by Dr. Sajid Jamal and Dr. Abdul Raheem was administered.

Findings revealed that in general, the Secondary school teachers showed above average organizational commitment. Moreover, the private school's teacher and more committed than their government counterparts . The findings of the study also showed that female teachers are more committed than their male counterparts.



KEYWORDS :Secondary School Teachers, Teachers' Organizational Commitment , Government School, Private School.

INTRODUCTION

Teacher is the backbone of the educational system, maker of mankind and architect of the nation. According to John Adam-“Teacher is the maker of man.” According to Kothari Commission (1966)-“Teacher is destiny maker. The

destiny are the role model of the student because they try to follow their model teacher in his manners, costumes, etiquettes, style of conversation and his get up. He is their Ideal. According to Hoy , Tarter and Kottkaing (1991), effective teachers need high level of organizational commitment because high level of students achievement requires dedicated teachers who contribute effectively. The committed teachers usually have the ability to set goals for themselves and recognize their own personal value system. They are supposed to be one of the main pillars of a sound and progressive society. Therefore, all such good working conditions , environment, climate and administrative support must be provided to the teachers which are very important to elicit their commitment and perform their job properly.

Organizational commitment refer to the Individual's psychological attachment to the organization. There are many definitions about commitment. We can consider commitment as a kind of obligation which limit individual's free will (Oxford) Dictionary. 1969). There are many reasons why an organizational should increase the level of commitment in its members (Blanchard, 1999). Buchanan defined organizational commitment as a kind of emotional and excessive solidarity to organization's values and objectives, regardless of its instrumental usefulness. Dory and Ayorson have defined organizational commitment as the level of individual's loyalty to organization. Cohen states that commitment is a force that binds on individuals to a course of action of relevance to one or more targets. Haunt and Morgan looked at organizational commitment from different point of view: micro dimension and macro dimension. In micro dimension level, commitment is defined as commitment to specific organizational groups which include work groups, supervisor, and top management. In macro dimension level commitment is defined as commitment to organization as a system.

In other words, commitment is an attitude about employee's loyalty towards organization and it is a continuous process that show itself by individual's participation in organizational decisions, paying attention to members and organization's welfare and success. Liman. W. Porter & his colleagues have defined organizational commitment as relative level of defining individual's identity in relation to organization and his participation in it. Based on this definition organizational commitment includes three factors.

1. Accepting organization's objectives and value
2. Having tendency towards strong effort for organization.
3. Having strong tendency to continue membership in organization.

Nelson (1999) has proposed the power of the five I's - interesting work, information, involvement, independence and increased visibility. 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 can not succeed without their efforts and commitment. Thus, it has been said that the teacher commitment is at the centre of school organizational reform, and organizational commitment is one of the key phenomenon which governs the motivation of the teacher at their work place, and subsequently makes them feel satisfied with work.

SIGNIFICANCE OF THE STUDY:

Profession of teaching is the most important and challenging in the world. It is the teacher who embodiment of knowledge, who can help and guide your masses. It is an accepted fact that the teacher is the creator of future citizens. He/she is the pivot of a school. The quality of education is largely determined by the quality of teachers who make its personality, attitude, morale, commitment, work value or a teacher assumes a paramount significance is determining the quality of education.

The educational organizations such as school need committed teachers to achieve their objectives and could not succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. The teachers who are not committed to their workplace are likely to put less effort in the classroom as compared to the teachers with high level of commitment. Teachers with less emotion and feeling value in his work, affect the quality of education and national growth. Unless the

teacher is greatly motivated, fully involved in work and committed, all other attempts that are taken to effect any improvement in the field of teaching are bound to be futile. It is therefore necessary to identify causes for this serious problem. Determining the factors that keep teachers committed to do their best at their job, educational administrator, need to concern how a high level of teacher's commitment can be aroused, directed and sustained.

STATEMENT OF THE PROBLEMS:-

In this study , it is attempted to study, compare and relate the organizational commitment of secondary school Teachers. Thus , the study is entitled as "A study of Secondary school Teacher's organizational commitment in relation to gender and types of school."

OBJECTIVES OF THE STUDY:

1. To know the level of organizational commitment of secondary school teachers.
- 2.To compare the organizational commitment of Government and Private secondary school teachers.
- 3.To compare the organizational commitment of male and female teachers.
- 4.To compare the organizational commitment of Government male and Government female teachers.
- 5.To compare the organizational commitment of Private male and Private female teachers.
- 6.To compare the organizational commitment of Government male and private male teachers.
- 7.To compare the organizational commitment of Government female and Private female teachers.
- 8.To compare the organizational commitment of Government male and Private female teachers.
- 9.To compare the organizational commitment of Private male and Government female teachers.

HYPOTHESIS OF THE STUDY:

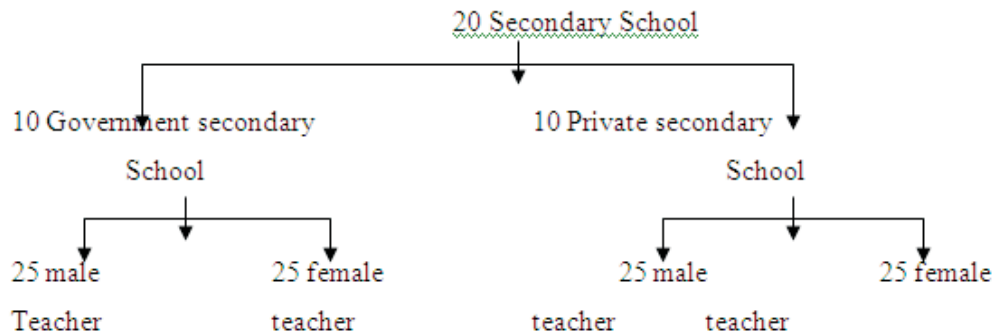
- 1.There is no significant level of organizational commitment of secondary school teachers.
- 2.There is no significant difference in the level of organizational commitment of Government and Private secondary school teachers.
- 3.There is no significant difference in the level of organizational commitment of male and female teachers.
- 4.There is no significant difference in the level of organizational commitment Government male and Government female teachers.
- 5.There is no significant difference in the level of organizational commitment of Private male and Private female teachers.
- 6.There is no significant difference in the level of organizational commitment of Government male and Private male teachers.
- 7.There is no significant difference in the level of organizational commitment of Government female and Private female teachers.
- 8.There is no significant difference in the level of organizational commitment of Government male and Private female teachers.
- 9.There is no significant difference in the level of organizational commitment of Private male and Government female teachers.

METHODOLOGY:

The present study is descriptive in nature and examining the organizational commitment of secondary school teachers working in different types of schools, consequently, organizational commitment has been taken as the dependent variable while gender (male and female) and types of

school (Government and Private school) have been taken as the independent variables.

DESIGN OF THE STUDY:



Sample: In the present study Twenty (20) secondary schools that includes 10 Government school and 10 Private school selected purposively to full fill the demand of the sample. At school level sample collected by stratified random sampling. So, that sample consists of fifty percent (50%) male teacher and fifty percent (50%) female teachers from both schools.

The detail of the sample is in the table given below:-

School	Number of the teachers		Total
	Male	Female	
Government School	25	25	50
Private School	25	25	50
Total	50	50	100

Tool: The investigator used the Teachers organizational commitment scale (TOCS) developed by Dr. Sajid Jamal and Dr. Abdur Raheem which is published by National psychological corporation, kacherighat, Agra. It is a Likert type five point scale developed by Sajid Jamal and Abdul Raheem to assess the organizational commitment of teachers. The test constituted 42 items based on 4 dimensions commitment to school, commitment to teaching work, commitment to work group and commitment to teaching profession which have been framed in both the language English and Hindi .

PROCEDURE FOR DATA COLLECTION:

In the beginning researcher met to the principal of both government and private secondary school and got the permission for data collection. After getting permission researcher was met individually to the teachers, explained the purpose of the study and were instructed how to respond to the tool organizational commitment scale (OCS). Researcher requested to the teacher to cooperate with her for successful completion of the research with her for successful completion of the research. After collection of the data, all the questionnaire were scored as per the respective scoring key and all the scores were subjected to statistical analysis Statistical Technique: Following are the statistical technique employed for analyzing the data collection in the present study

- (a)percentage.
- (b)Mean
- (c)Standard Deviation

(d)T-test

ESULT AND INTERPRETATION

Data analysis is consider to be important step of the research. After collection of data with the help of tool and techniques, the next step is to analyze and interpret data. The analysis of data was done with the help of both descriptive statistics and inferential statistics. The descriptive statistical technique like percentage(%) mean, standard deviation and for the inferential statistics t-test were used during data analysis.

The hypothesis were tested using t-test at 0.05 level and 0.01 level of significance.

Objectives 1- To know the level of organizational commitment of secondary school teachers.

Table I-Level of commitment of Secondary school teachers

S. No.	Level of Commitment	No. of Teachers	Percentage
1.	Extremely high organizational commitment	42	42%
2.	High organizational commitment	49	49%
3.	Above average organizational commitment	8	8%
4.	Average organizational commitment	1	1%
	Total	100	100%

It is cleared from Table I that 99% of the secondary school teachers showed above average organizational commitment ie the percentage of extremely high organizational committed teacher is 42%, high organizational committed teacher is 49% and above average organizational committed teacher is 8%. Thus the null hypothesis no. 1 “The is no significant level of organizational commitment of secondary school” teacher is rejected.

Objective 2-To Compare the organizational commitment of Government and Private secondary school teacher.

Table II Mean, SD and t-value of government and private school teacher.

Variable	N	Mean	SD	t-test	Level of significance
Government School	50	187.6	1.0	6.2	0.01
Private School	50	189.06	1.8		

Significant at 0.01 level

It is observed from Table II that mean value of government school teacher is 187.6 and private school teacher is 189.06, standard deviation of government school is 1.0 and private school is 1.8 and t-value is 6.2 which is significant at 0.01 level. Thus the null hypothesis no. 2 “There is no significant difference in the level of organizational commitment of government and private secondary school teachers” is rejected. This show that there is a significant difference in the level of organizational commitment of government and private school teacher. Hence it is revealed that private school’s teacher and more committed than their government counterparts.

Objective 3-To Compare the organizational commitment of male and female teachers.

Table III Mean, SD and t-value of male and female teachers

Variable	N	Mean	SD	t-test	Level of significance
Male	50	187.9	1.3	8.0	0.01
Female	50	188.7	1.6		

Significant at 0.01 level

It is cleared from Table III that mean value of male teacher is 187.9 and female teacher is 188.6, standard deviation of male teacher is 1.3 and female teacher is 1.6 and t-value is 8.0 which is significant at 0.01 level. Thus the null hypothesis no. 3 “There is no significant difference in the level of organizational commitment of male and female teachers” is rejected. This show that there is a significant difference in the level of organizational commitment of male and female teachers. So, above table also revealed at female teachers are more committed that their male counterparts.

Objective 4 -To Compare the organizational commitment of Government male and Government female teachers.

Table IV Mean, SD and t-value of govt. male and Govt. female teachers

Variable	N	Mean	SD	t-test	Level of significance
Government Male Teacher	25	185.64	1.1	1.8	NS
Government Female Teacher	25	189.56	9.7		

Significant at 0.01 level

It is observed from Table IV that mean value of government male teacher is 185.64 and female teacher is 189.56, standard deviation of male teacher is 1.1 and female teacher is 9.7 and t-value is 1.8 which is significant at 0.01 level. Thus the null hypothesis no. 4 “There is no significant difference in the level of organizational commitment of government male and government female teachers” is accepted. This show that there is no significant difference in the level of organizational commitment of government male and female teachers.

Objective 5- To Compare the organizational commitment of Private male and Private female teachers.

Table V-Mean, SD and t-value of govt. male and Govt. female teachers

Variable	N	Mean	SD	t-test	Level of significance
Private Male Teacher	25	190.28	1.6	6.4	0.01
Private Female Teacher	25	187.84	2.1		

Significant at 0.01 level

It is cleared from Table V that mean value of private male teacher is 190.28 and female teacher is 187.84, standard deviation of private male teacher is 1.6 and female teacher is 2.1 and t-value is 1.8 which is significant at 0.01 level. Thus the null hypothesis no. 5 “There is no significant difference in the level of organizational commitment of private male and private female teachers” is rejected. This shows that there is a significant difference in the level of organizational commitment of private male and private female teachers. So, above table also shows that private male teachers are more committed than private female teachers.

Objective 6-To Compare the organizational commitment of Government male and Private male teachers.

**Table No. 4.6
Mean, SD and t-value of govt. male and private male teachers**

Variable	N	Mean	SD	t-test	Level of significance
Government Male Teacher	25	185.64	9.7	2.2	0.05
Private male Teacher	25	190.28	1.6		

Significant at 0.01 level

It is observed from Table VI that mean value of government male teacher is 185.64 and private female teacher is 190.28, standard deviation of government male teacher is 9.7 and private male teacher is 1.6 and t-value is 2.2 which is not significant at 0.01 level. Thus the null hypothesis no. 6 “There is no significant difference in the level of teacher’s organizational commitment of government male and private female teachers” is rejected. This show that there is a significant difference in the level of organizational commitment of government male and private male teachers.

Objective 7 -To Compare the organizational commitment of Government female and Private female teachers.

Table VII Mean, SD and t-value of govt. female and private female teachers

Variable	N	Mean	SD	t-test	Level of significance
Government female Teacher	25	189.56	1.1	7.1	0.01
Private female Teacher	25	187.84	2.1		

Significant at 0.01 level

It is cleared from Table VII that mean value of government female teacher is 189.56 and private female teacher is 187.84, standard deviation of government female teacher is 1.1 and private male teacher is 2.1and t-value is 7.1 which is not significant at 0.01 level. Thus the null hypothesis no. 7 “There is no significant difference in the level of teacher’s organizational commitment of government

female and private female teachers” is rejected. This shows that there is a significant difference in the level of organizational commitment of government female and private female teachers. So, above table also revealed that government female teachers are more committed than private female counterparts.

Objective 8- To Compare the organizational commitment of Government male and Private female teachers.

Table VIII Mean, SD and t-value of govt. male and private female teachers

Variable	N	Mean	SD	t-test	Level of significance
Government Male Teacher	25	185.64	9.7	6.3	0.01
Private female Teacher	25	187.84	2.1		

Significant at 0.01 level

It is observed from Table VIII that mean value of government male teacher is 185.64 and private female teacher is 190.28, standard deviation of government male teacher is 9.7 and private male teacher is 2.1 and t-value is 6.3 which is not significant at 0.01 level. Thus the null hypothesis no. 8 “There is no significant difference in the level of organizational commitment of government male and private female teachers” is rejected. This shows that there is a significant difference in the level of organizational commitment of government male and private female teachers. So, above table also shows that private female teachers are more committed than government male teachers.

Objective 9- To Compare the organizational commitment of Private male and Govt. female teachers.

Table IX Mean, SD and t-value of private male and govt. female teachers

Variable	N	Mean	SD	t-test	Level of significance
Private Male Teacher	25	190.28	1.6	8.7	0.01
Government female Teacher	25	189.56	1.1		

Significant at 0.01 level

It is cleared from Table IX that mean value of private male teacher is 185.64 and government female teacher is 189.56, standard deviation of private male teacher is 1.6 and government female teacher is 1.1 and t-value is 8.7 which is not significant at 0.01 level. Thus the null hypothesis no. 9 “There is no significant difference in the level of teacher’s organizational commitment of private male and government female teachers” is rejected. This show that there is a significant difference in the level of organizational commitment of private male and government female teachers. Hence, it is also revealed that private male teachers are more committed than government female counterparts.

DISCUSSION –

From the result of the study it is clear that 99 percent of the secondary school teachers have above average organizational commitment. This finding support the past research that the teacher’s commitment to school and work is high and their commitment to educational works and teaching

profession is very high. (Babaoglan & Ertruk, 2013).

The next finding of this study on the basis of types of school revealed that private school teachers are more committed than their government counterparts. This may be due to low facility and more burden of work in the government schools. This finding supports the past study that private school teachers possessed more organizational commitment than the government school teachers (Gupta & Gehlawat, 2013)

The next finding of this study revealed that there is significant difference in the level of teacher's organizational commitment of male and female teachers. This finding also revealed that female teachers are more committed than male teachers. This result is in the line with the findings Zilli & Zahoor (2012) and Kumari & Jafri (2011).

Further from the result it is clear that no significant difference has been found in the level of teacher's organizational commitment of government male and female teachers.

The next finding of this study revealed that there is significant difference in the level of teacher's organizational commitment of private male and female teachers. This result contradicts with the findings of Burak (2013)

The next finding of this study revealed that there is a significant difference in the level of teachers' organizational commitment of government and private male teachers. But in the level of organizational commitment of government and private female teachers have found to be significantly different. Government female teachers possessed more commitment than private female counterparts.

The next finding of this study showed that private female teachers are more committed than government male teachers. Similarly, next result also revealed that private male teachers are more committed than their government female counterparts.

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