

Organizational Commitment with Reference to Gender and Work Experience of Secondary School Teachers

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ABSTRACT

Organizational commitment is the devotion that employees have with their organisation for the pursuit of certain but the basic goals of life. It provides an individual with the identity for the development of self worth. The employees' commitment to their organisation gives them a sense of belongingness and a clear understanding of its objectives. Commitment towards organisation can determine ones efficacy, performance and overall productivity. The paper explores the organizational commitment level of secondary school teachers. It takes into account gender and work experience as demographic variables. Sample was drawn through stratified sampling technique from various secondary schools of Kashmir, India. 720 teachers' responses were collected through online and personal visits. Organisational commitment scale constructed by Jamal and Raheem (2014) was employed. Analysis was done by using t-test and ANOVA. The findings revealed that secondary school teachers' work experience and gender varied significantly.

Keywords: *Organisational commitment, Gender, Work experience, Teacher*

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Introduction

Organizational commitment (OC) is a psychological bond characterized by a desire to identify with values and objectives and not a passive loyalty to participate in decision of a specific organization (Allen and Meyer, 1990). It entails a proactive engagement with the organization in which individual contribute not only for its wellbeing but also make efforts to relate their personal ideals and ambitions with those of the organization. Commitment to one's organisation is associated with employee's willingness to invest their time and energy in the organisation through their behaviours and decisions throughout time (Becker, 1960; Kanter, 1968). Such behavior is always obligated to, identified with, and attached to the organizations productivity. Mowday et al. (1979) explanation of organizational commitment is based on a three tier definition-(a) adherence to the organization's objectives and principles, (b) readiness to work hard on its behalf and (c) determination to stay as a member of the specific organisation till better opportunities are indeed ahead . It is of great importance to be committed with one's organization as it helps in better performance (Walton, 1985), empowerment (Tadesse, 2019), turnover intentions (Shore & Martin, 1989), enhance morale (Punia, 2000) and job satisfaction (Williams and Hazer, 1986). As a result, the organization and employee relation holds foremost factor (Porter et al., 1974) in ensuring satisfaction to employee's identification, values and work becomes a significant predictor for positive organisational outcomes. So

individual considered the system as a whole (Grusky, 1966) in which willingness, time and energy are devoted to organization and links individuals attitude and identity to organizational goals to work hard for achieving those goals (Kanter, 1968; Meyer & Allen, 1997; Sheldon, 1971). Employees committed to their organisation identify themselves with its values and objectives and wants to be a member of that organisation (Miller, 2003). Organizational commitment is conceptualized as a social instinct with arousal of emotional representation; employees stick by the organizations' ideas and objectives out of a sense of connection and belonging (Asmin et al., 2013). It is a person's mindset that compels them to freely carry out their duties for organization's success. Organizational commitment fosters a mindset that preserves a person's identity and fosters the motivation to work hard and do their jobs well.

Out of all the broad work-related behaviors, scholars are most interested in teacher commitment.

As teaching is seen as a noble (Liu, and Onwuegbuzie, 2012) and intensive vocation in which teachers put a lot of efforts and are believed to produce institutional and personal-level outcomes including personnel turnover, presentation and a person's decision to stay in or leave a company (Razak et al., 2010). Moreover, the assessment of the factors responsible for school achievement and the accomplishment of academic goals has been one of the most significant areas that have received attention over the past few decades (Ganjali et al., 2019). Teachers significantly improve the lives of

their students by both the behaviors they exhibit and the lessons they impart.

Literature Review

Literature shows that several work characteristics such as education, experience, and the nature of the institution have an impact on how committed employees are (Griffeth et al., 2000; Chagatai et al., 2006; Brimeyer et al., 2010; Ramay, 2010; Meyer et al., 2011; Islam et al., 2012). Most often, committed personnel are frequently motivated by achievements and innovations and are keenly interested in improving performance (Morrow, 1993) and are less inclined to depart (Mathieu and Zajac, 1990; Tett and Meyer, 1993) regular attendance (Meyer et al., 2002) perform efficiently to accomplish set goals (Cooper and Viswesvaran, 2005; Riketta, 2002), and act as responsible corporate citizens (Riketta, 2002). In a meta-analytic investigation on organizational commitment and work results Randall (1990) discovered a positive correlation between elements such as job performance, work effort, attendance, punctuality and loyalty to a company. Meyer and Allen (1997) demonstrated that strong commitment is characterized by more explicit involvement and participation in Organisational Commitment Behaviour than the weak commitment. The conventional job of the teacher has evolved and become more complex (Bartlett, 2004) teachers experience job overload as a result of having excessive responsibilities and obligation to parents, education reform, and the principal (Ross et al., 2011). Leithwood, 2006 notes that

teachers' bad relationships with the principal as well as overwork have decreased their organizational commitment. Blase & Blasé, 2006 provide evidence of current instances of principals mistreating teachers, including denial of leave, limiting their ability to express views and opinions, avoiding, role ambiguity, limiting their ability to put their suggestions, unnecessary yelling, untruthfulness, pointing fingers, bias, unfair job appraisal, excessive monitoring, transfer or suspension threats, public humiliation and criticism, nonsensical assignment, deception, inappropriate sexual remarks and bigotry. These occurrences are hardly ever acknowledged, they persist and undermine teachers' organizational commitment (Blase & Blase, 2003). Moreover, organizational commitment is influenced by numerous personal factors including gender, age and length of service (Meyer & Allen, 1997). Age and length of service are two major aspects that precede OC since they are important indicators of work experience (Becker, 1960). Longer tenured Employees are more likely to be commitment since they are more likely to develop an emotional attachment to the organisation that would prevent them from leaving their employment (Newstrom, 2007).

Significance

The success of any educational system needs committed teachers. They serve as the focal point of the educational system and are responsible for several significant tasks. Commitment and perseverance is considered primary element for determining effectiveness and competence of teachers for providing

better quality education (Hueberman, 1993; Joolideh et al., 2008). Teachers perception regarding commitment is crucial be it for school success, teaching- learning process and in successful implementation of educational policies. Organizational commitment captures employees' interest at work (Tadesse, 2019), teachers' interest and attitudes forms core element of their sense of work environment includes their commitment to profession, team work, student and school. Highly dedicated teachers continue to remain part of an organisation they work for (Cohen, 1993). Moreover, committed employees follow organisation values and goals voluntarily and with least expectations (Firestone and Pennell, 1993). The effectiveness of schools as a whole is influenced by the motivation, dedication and job satisfaction of the teachers. Therefore it is important to understand their interests and attitudes towards the organisation (Tsui and Cheng, 1999).

Objectives

- a) To study the organisational commitment of secondary school teachers withreference to gender.
- b) To study the organisational commitment of secondary school teachers acrossdifferent teaching experiences.

Hypotheses

There exists no significant difference in organizational commitment of secondary school teachers with reference to:

- a) Gender
- b) Teaching experience

Methodology

The research design of the study is descriptive. Stratified sampling technique was used to gather data from 720 secondary school teachers through personal visits and online questionnaire distribution from all districts of Kashmir, India. Jamal and Raheem (2014) organisational commitment scale was adopted to serve the purpose. The scale consists of 4 dimension with 42 items based on 5 point rating scale. The reliability of scale is 0.91. To realize the objectives of study t -test and ANOVA was employed.

Analysis and Interpretation

Table1. Gender differences on Organizational Commitment

t-test for Equality of Means 95% confidence									
Equality of Variances (Levene's test)									
	Mean	SD	F	Sig. t	Mean difference	Std. Error difference	Interval of the Difference		
		Sig. (2-tailed)					Lower	Upper	
Male	3.97	.68							
DV	2.101	.128	2.680	0.012	.1464	.0406	.7	.02570	.22541
Female	3.06	.91							

To compare organizational commitment of male and female, independent sample t-test was performed. Significant gender differences were found in the scores ($t=2.680$, p value= 0.012) with Mean score for males ($M=3.97$, $SD=.68$) was higher than that of the females ($M=3.06$, $SD=.91$). There was a substantial mean difference in the scores (mean difference= $.14$, 95% confidence interval: 0.025 to 0.225) was significant. Hence H_1 was not supported.

Table 2. One way ANOVA results

Test of Homogeneity of variances					ANOVA	
Teaching Experience(years)	Mean	Std. Deviation	Levene's statistic	Sig.	F	Sig.
1-9	4.7780	1.29	4.487	.003	8.328	.000
9-16	3.9820	1.96				
16 above	4.4427	0.94				
Group Differences						
Teaching Experience	Mean Difference	Sig.		95% Confidence Interval[LL-UL]		
1-9 & 9-16	-.87322	.000	-1.3316	-.4098		
9-16 & 16above	-.60223	.000	-1.0725	-.2270		

M= Mean; SD= Standard deviation; TE=Teaching experience”

The hypothesis tests if the organizational commitment of teachers differs significantly across teaching experience. Teachers were divided into three different levels as per their teaching experience (level1: 1-9years; level2:9-16years; level3: 16 above). The ANOVA results indicate substantial differences between teachers organizational commitment ($F=8.328$, $p<.001$). The assumption of equal variance was not assumed since the Levene statistic is significant. Post hoc comparisons were evaluated to look for differences between various levels. Findings revealed the mean score for 1-9level ($M=4.77$, $SD=1.29$) was substantially diverse from 9-16 level ($M=3.98$, $SD=1.96$) and 16 above level ($M=4.44$, $SD=0.94$) differ substantially from 9-16 level. The mean differences were found significant at 0.05 level. However, between 1-9 & 16 above years of experience no substantial differences were detected. Table2 summarize the one way ANOVA results.

Discussion

The analysis's findings depicted the gender and teachers

work experience effect on various levels. It was found that organisational commitment is in the favour of male teachers (Aven et al. 1993; Eren, 2004; Kumasey et al., 2014). Males' have high continuance commitment and easier adoption of norms and values than females (Khan, 2017). Females are more committed to their family roles and identify motherhood more important than work (Arbak & Kesken, 2005 as cited in Aydin, 2011; Dixon et al., 2005). Consequently the findings revealed teachers having below 9 year experience and above 16 years of experience differ significantly in organisational commitment. Organisational commitment is high when teachers are appointed in teaching profession but slightly decreases with increase in experience (Srinivasan & Selvi 2016; Khan, 2017).

Conclusion

Administrators, educators and teachers can better gauge their degrees of commitment by understanding the concept of organisational commitment. The obligations and difficulties of delivering an excellent and high-quality education, in which teachers play a crucial role, fall on the shoulders of educational institutions. Teachers that are skilled, motivated, and dedicated are crucial in providing such kind of education. It is suggested that teachers have access to all accessible facilities for improvement and upgrading in order to succeed. For this, appropriate faculty development programmes, orientation courses, concrete promotion policy, and authority recognition should be incorporated.

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