

Gender, School type and Organizational Commitment: A Comparative Study on teachers of primary and high schools

Deepika Gupta, Research Scholar, Punjab Technical University, Jalandhar, INDIA

deepika.2615@gmail.co

Dr. Harinder Singh Gill, Director, Principal, Rayat-Bahra Institute of Management, Hoshiarpur, Punjab, India. harindersinghmajitha@yahoo.co.in

Abstract - The purpose of this research paper is to know the concept of organizational commitment and the variance in teacher's commitment based on type of school and gender. A survey-based descriptive research was carried out on teachers working in primary and high schools in three different districts of Punjab- Amritsar, Gurdaspur and TarnTaran. The questionnaire was administered to total of 750 teachers working in primary and high schools of three districts of Punjab. T- test was used to check the variance towards different dimensions of organizational commitment. The results of the study showed no significant difference in commitment of males and females whereas based on type of schools, primary school teachers showed high affective commitment as compare to high school teachers.

Keywords: Organizational commitment, Gender, Teachers, Schools

I. INTRODUCTION

Organizational Commitment

Organizational Commitment is of keen importance and play a very indispensable role in the research related to organizational behavior. It is of great interest for researchers, practitioners and scientists. Organizational Commitment has been generally defined as "the relative strength of an individual's identification with an involvement in the organization"^[1]. Employees who are committed to their organizations are more likely to stay with them and are focussed towards their organizational objectives and goals^{[2],[1],[3],[4]}. Job satisfaction, variety of tasks, autonomy, authority and responsibility are the various facets that has a positive effect on organizational commitment^{[5],[6]}. However, elements such as stress, ambiguity, tensions in workplace may result in lower level of commitment towards organizational goals^[7]. The main components of organizational commitment are affective commitment, normative commitment and continuance commitment^{[8],[9]}. **Affective Commitment** is a emotional attachment of any person towards his/her organization^{[10],[11]}. **Continuance Commitment** is willingness to stay with the present organization^[12]. **Normative Commitment** is the obligation of employees towards his/her organization^[13].

A. Role of school in performing organizational commitment

Organizational commitment is an important construct for exploring and investigating the relationship between

individuals and organizations. When individuals seek to maintain their attachment or bond with the organization, willing to devote more of his/her efforts to complete task and appreciate the values of employers are highly committed towards the organization^[14]. High commitment is required in the organization because highly committed employees are assumed to have low rate of absenteeism and turnover, high level of efforts for productivity and performance, and less cost is required to train that employee.¹ Organizational Commitment is differed in private and public sector^[15]. There are various factors which effect the commitment of employees working in any organizations like job security, higher wages for work done, increased status of job. These elements are more in public sector than in private sector. Culture also plays an important role in employees' commitment. Few organizational cultures emphasized on team work, security and respect for individual while some focus on personal rewards and initiative^[16]. So, these factors vary from organization to organization which effect the commitment of a person towards his/her organizations. Educational system depends highly upon academicians whose satisfaction and commitment towards organization is highly important. Successful running of the educational system is the key to develop societal expectation^[17]. Due to national culture the behaviour, expectations and performance of individuals may be different^[18].

B. Role of gender in performing organizational commitment

Gender plays an important role in assessing one's commitment towards their job because based on one's behavior, person likes or dislikes his/her job. An individual's attitude towards his/her commitment for organization has been influenced by existence or non-existence of few variables^{[14],[19]}. Employees with higher level of organizational commitment are tends to be more productive, more responsible, more compatible, loyal, and satisfied from his/her work which results in lesser cost to the organization^[20]. Organizational commitment is different according to race and gender^[21]. Males and females use different criteria for their work assessment. Females employees cannot work for long hours in an organization^[22]. They get fewer opportunities for promotion which is very much important to fulfil their expectations^[23], also having less time for their friends and family, for their hobbies, less time for household activities^[24].

In this study an effort was made to compare Organization Commitment of teachers working in primary and high schools of Punjab based on type of schools and gender. To achieve the objective, the present work has been divided into two objectives.

- 1.To study the variance in Organizational Commitment based on type of schools.
- 2.To study the variance in Organizational Commitment based on gender.

II. METHOD

A. Participants/Sample

The data for the study were compiled mainly from the primary resources through structured questionnaire. Administrative set up of Punjab school education department is headed by Education Secretary followed by Director General School Education (DGSE), DPI (Elementary) and DPI (Secondary), Circle Education Officer (CEO), District Education Officer (DEO) and Block Education Officer (BEO). There are 3 Circle Education Officer (CEO) namely- Jalandhar, Nabha and Faridkot. Out of these three, CEO Jalandhar had been selected randomly. Under CEO Jalandhar, there are 8 districts namely- Jalandhar, Gurdaspur, Pathankot, Hoshiarpur, Kapurthala, TarnTaran, S.B.S Nagar and Amritsar. Out of these 8 districts three districts were selected randomly viz Amritsar, Gurdaspur and TarnTaran. Schools were selected based on their establishment year from each block of these districts. The total sample of 750 teachers (375 primary teachers and 375 high school teachers) were selected from various schools of three districts. The questionnaire was personally administered by the teachers of primary and high schools.

They were informed of the purposes of the study and confidentiality was ensured.

B. Measurement

Organizational Commitment Scale^[10] describes three dimensions i.e. affective, normative and continuance commitment. The original scale with 24 items was developed in 1991 but in 1997 it was shortened to 6 items in each type of commitment with total of 18 items which was used to collect the primary data for the research. Each item was answered by using 5-point Likert Scale ranging from 1 (disagree completely) to 5 (agree completely). The overall reliability^[25] of the scale estimates exceeds 0.79.

C. Data Analysis Tools

Questionnaire of this study was entailed of two parts. First part included questions regarding demographic profile of respondents, in which information regarding socio demographic profile of the participants, which included the following: locality, gender, marital status, age, educational qualification, spouse level of education, number of children, teaching experience, type of house, own salary, family income was asked. Socio- demographic profile of respondents were analysed using frequency (count) and percentage. The mean scores for different dimensions of organizational commitment were as: Affective Commitment (3.67), Continuance Commitment (3.46) and Normative Commitment (3.50). Reliability analysis was performed to check the internal consistency of the scale (Cronbach, 1951). The alpha values for three dimensions were as follows: affective commitment ($\alpha=0.924$), continuance commitment ($\alpha=0.906$) and normative commitment ($\alpha=0.899$). The overall alpha value of organizational commitment scale was ($\alpha=0.906$). Results stated that, the Cronbach alpha value of the present scale ranged from 0.899 to 0.924, indicating acceptable consistency (Nunnally and Bernstein 1994; Bland and Altman, 1997). Further statistical techniques like T-test was applied to check the significant variance in the mean score of different dimensions of organizational commitment w.r.t. to independent variable i.e. type of schools (primary and high) and gender (males and females).

III. RESULTS AND ANALYSIS

In this section, findings of the study were discussed. First, socio demographic profile of respondents was explained. In the next part, variance in organizational commitment based on type of schools and gender were discussed.

Table1: Socio- Demographic Characteristics of Respondents from All Schools

S.no	Profile	Category	Public schools	
			Count	Percentage
1	Locality	Urban	66	8.8%

		Rural	684	91.2%
		Total	750	100.00%
2	Gender	Male	334	44.50%
		Female	416	55.50%
		Total	750	100.00%
3	Age	18-30	44	5.9%
		31-40	368	49.1%
		41-50	228	30.4%
		51-58	86	11.5%
		Extension of two years	24	3.2%
		Total	750	100.00%
4	Marital Status	Single	10	1.3%
		Married	730	97.3%
		Divorced	5	0.7%
		Widowed	5	0.7%
		Total	750	100.00%

Source: Author's Calculation Based on Primary Data.

Note1: Primary Data has been obtained from three Districts of Punjab (Amritsar, Gurdaspur and Tarntaran)

Note 2: %= percentage of total

A. Variance in Organizational Commitment based on Type of Schools

The teachers working with primary and high schools may be different with respect to their level of commitment towards organization. Here the commitment was divided into 3 types i.e. affective commitment, continuance commitment and normative commitment. The data for the study was collected from the school teachers belongs to two different groups like primary and high schools. T-test was applied to check the significant variance in the mean score of different dimensions of organizational commitment w.r.t. to independent variable i.e. type of schools (primary and high). The below table 2 provides the descriptive statistics including mean, standard deviation and t-statistics for three types of organizational commitment.

H_0 : "There exists no significance difference between primary and high school teacher with respect to their commitment level"

Table 2: Variance in Dimensions of Organizational Commitment based on Type of Schools

Dimensions	Primary Schools		High Schools		Values	
	Mean	S.D.	Mean	S. D.	T-Values	P-Value
NC	3.53	.854	3.48	.831	.614	0.539
CC	3.44	.891	3.48	.881	-.584	0.560
AC	3.76	.871	3.58	.841	2.893	0.004

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Source: Author's calculation based on primary data.

Note: Primary data has been obtained from three districts of Punjab (Amritsar, Gurdaspur and Tarntaran).

The descriptive statistics associated with teachers' organizational commitment w.r.t. type of schools is reported in Table 2. Statistics revealed that in primary schools, teacher's Affective Commitment ($\bar{X}=3.76$) was highest followed by Normative Commitment ($\bar{X}=3.53$) and Continuance Commitment ($\bar{X}=3.44$). Similarly, it was found that in high schools, the mean score of Affective Commitment ($\bar{X}=3.58$) was greater than Normative Commitment ($\bar{X}=3.48$) and Continuance Commitment ($\bar{X}=3.48$). Further, the result of independent sample t- test indicated that the p value of t- statistics in case of affective commitment was found to be less than 5 percent level of significance. Hence, with 95 percent confidence level it can be concluded that null hypothesis of no significance difference between primary and high school teachers with respect to affective commitment ($t=2.893$, $p=0.004$) cannot be accepted. It was also found that the average level of affective commitment of primary school teachers was greater ($\bar{X}=3.76$) than the average level of affective component of high school teachers ($\bar{X}=3.57$). In addition, the results of independent sample t- test provided that the p value of t- statistics in case of *normative and continuance commitment* was found to be more than 5 percent level of significance. Hence, with 95 percent confidence level it can be concluded that null hypothesis of no significance difference between primary and high school teachers with respect to normative ($t=.614$, $p=0.539$) and continuance commitment ($t=-.584$, $p=0.560$) can be accepted. Hence, it can be concluded that the *normative and continuance commitment* were same for both high school and primary teachers.

B. Variance in Organizational Commitment based on Type of Gender

The male and female teachers may be different with respect to their organizational commitment (OC) towards organization. Here the organizational commitment was divided into 3 different dimensions i.e. affective commitment, continuance commitment and normative commitment. The data for the study was collected from male and female teachers of primary and high schools of all the three districts. T-test was applied to check the significant variance in the mean score of different dimensions of organizational commitment w.r.t. independent variable i.e. gender. The below Table 3 provides the descriptive statistics including mean, standard deviation and t-statistics for three different dimensions of Organizational commitment.

H_0 : “There exists no significance difference between male and female teacher with respect to their commitment level”

Table 3: Variance in Dimensions of Organizational Commitment based on Gender

Dimensions	Male		Female		Values	
	Mean	S.D.	Mean	S. D.	T-Values	P-Value
NC	3.47	.883	3.54	.807	-1.173	.241
CC	3.45	.902	3.46	.873	-.182	.856
AC	3.65	.880	3.69	.845	-.626	.532

Source: Author's calculation based on primary data.

Note: Primary data has been obtained from three districts of Punjab (Amritsar, Gurdaspur and Tarntaran).

The descriptive statistics associated with teachers' organizational commitment w.r.t. gender is reported in Table 3. The mean score in case of male teachers was highest for Affective Commitment ($\bar{X}=3.65$) followed by Normative commitment ($\bar{X}=3.47$) and Continuance Commitment ($\bar{X}=3.45$). Similarly, for female teachers, the mean score was highest for Affective Commitment ($\bar{X}=3.69$) followed by Normative commitment ($\bar{X}=3.54$) and Continuance Commitment ($\bar{X}=3.46$). The result of independent sample t- test indicated that the p value of t-statistics in case of all the three dimensions, normative commitment ($t=-1.173, p=.241$), continuance commitment ($t=-.182, p=.856$) and affective commitment ($t=-.626, p=.532$) was found to be more than 5% level of significance. Hence with 95% confidence level it can be concluded that null hypothesis of no significance difference between male and female teachers with respect to their commitment towards organization can be accepted. Hence, it was concluded that the male and female teachers working in different schools in Punjab have same level of commitment towards their job.

IV. CONCLUSION

Based on analysis made on the data gathered through the above procedures, the major findings of the study are summarized below:

The present research highlighted the comparative analysis of primary and high school teachers with respect to organizational commitment. Table 2 calculated the variance in organizational commitment based on type of schools (primary and high). Type of school was important and having statistically significant difference w.r.t commitment of teachers working in selected three districts of Punjab. The result of the study showed that the most displayed dimension of organizational commitment was affective commitment and least displayed dimension was normative

commitment. This finding revealed that teachers working in both primary and high public schools in selected three districts of Punjab exhibit strong affective commitment due to their job role clarity. They have high emotional attachment and involvement towards their organization which resulted in positive behavior towards their work. Further, the findings of the study implied that there was a statistically significant difference between teachers of primary and high schools of selected three districts with respect to affective commitment. The mean score of affective commitment of primary school teachers was higher than the mean score of high school teachers. In addition, the findings of the study revealed no significance difference between primary and high school teachers with respect to continuance commitment and normative commitment. In Table 3, the study investigated the statistically significant difference exist on any of three dimensions of organizational commitment among males and females. The findings of the study signifies that males and females of primary and high schools of all the three districts engaged in affective, normative and continuance commitment to a same extent. Possible reasons for this could be that they were emotionally attached to their schools and having relatively higher feeling of moral obligation to stay in their present schools.

V. LIMITATION AND FUTURE EXTENSION

The present study was not free from limitations.

1. The first limitation of this study was that, it was conducted in the state of Punjab, so its results could be generalized only for Punjab and not for entire education sector in India.
2. Self-reported measures was used which may lead to the phenomenon of social desirability bias.
3. Our sample was drawn from teachers working in primary and high schools of selected districts.

Despite these limitations, the study could still yield useful insights among the variables considered, and thus make important contributions to the literature. More diverse sample of teachers is necessary to test the intercorrelations of the constructs by focussing longitudinal design. Research should be conducted in primary, secondary as well as higher education with greater sample size in different geographical areas while comparing urban and rural schools. Few other variables should also be considered to compare the relationship with organizational commitment.

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