



A STUDY ON ORGANIZATIONAL COMMITMENT OF SECONDARY LEVEL TEACHERS

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Abstract:

In a job, organizational commitment always plays a vital role in the successful establishment of the organization. In a social profession like teaching, for teachers it is very important to be committed towards their organization, which means schools or colleges. In the present study, the researcher has made an attempt to find out the level of organizational commitment of teachers at secondary level in respect of their gender, locality and Types of school. The study was conducted in Tenkasi district. Normative survey method was employed for the investigation. The investigator selected 100 teachers from 12 schools, including government and private schools by using a stratified random sampling technique. The organizational commitment scale (OCS) was used in this present study. Analyses of the data were done by applying Mean, SD and t-tests. The findings show that the level of organizational commitment of secondary level teachers is average. The subsamples: gender, locality of the school Types of the school do not differ significantly to organizational commitment.

Key Words: Teacher's Organizational Commitment, Male and Female Teachers, Rural and Urban Areas, Government and Private Secondary Schools.

Introduction:

The issue of "organizational commitment" was first researched by Whyte in 1956 and its first definition was proposed by Grusky in 1966 as "the power of an individual's commitment to an organization" (cited, Ince and Gul, 2005, 3). Organizational commitment is regarded as a prime requirement for any educational organization. The effectiveness of a teacher is determined largely by the way he feels about his job and other teachers with whom he works and by his attitude towards the organization that employs him, and these are the things considered by the whole workforce which determine the commitment of an individual. Teachers strong in commitment find it easy to be interested in whatever they do and involve themselves in it, wholeheartedly. They are rarely at a loss for things to do. They always seem to make maximum effort cheerfully and zestfully. Committed teachers have strong psychological ties to their institutions, their students and their subject areas. A committed teacher believes strongly in the object's goals and values, complies with orders and expectations voluntarily, exerts considerable effort beyond minimal expectations for the good of the object and strongly desires to remain affiliated with the object (Kanter, 1968, Monday et al.).

According to Baldy, Hyman & Scholarios (2004), this is taking place in a context where expectations and attitudes have not only changed for employees, but for employers as well. Organizations' do not expect employees to stay with them for lifelong employment, but aim to become employers of choice, by offering professional development. This changing psychological contract can be seen as a "new deal" in which high commitment and trust can only be generated through a negotiated process of reciprocity.

Dimensions of Organizational Commitment:

Meyer and Allen (1997) proposed three dimensions to understand organizational commitment, namely, Affective, Continuance and Normative Commitments. The brief description of these dimensions is presented as:

Affective Commitment:

Meyer and Allen (1997) defined affective commitment as "the employees' emotional attachment to, identification with, and involvement in the organization." Organizational members, who are committed to an organization on an affective basis, continue working for the organization because they want to (Meyer and Allen, 1991). Employees who are committed to an affective level stay with the organization because they realize their personal employment relationship as congruent with the goals and values of the organization (Beck and Wilson, 2000).

Continuance Commitment:

According to Meyer and Allen (1997), continuance commitment is "the awareness of the costs associated with leaving the organization." It is calculative in nature, because of the individual's perception or weighting of costs and risks related with leaving the current organization (Meyer and Allen, 1997). Meyer and Allen (1991) further pointed out that "employees whose primary link to the organization is based on continuance commitment remain because they need to do so. This indicated the difference between continuance and affective commitment in the organization.

Normative Commitment:

Meyer and Allen (1997) stated normative commitment as a feeling of obligation to continue employment". Internalized normative beliefs of duty and obligation make individuals obliged to sustain membership in the organization (Allen and Meyer, 1990). According to Meyer and YRA Allen (1991), "an employee with a normative commitment feels that they ought to remain with the organization.

"Need and Importance of the Study:

Education is a door to the process of modernization. It aims at developing the qualities of the citizens of the country. It is concerned with the development of the whole man and each activity must contribute to it. The failure of many developmental programmers in India can be attributed to the lack of proper education. This is also highlighted by the Report of the Indian

Education Commission (1964-66): "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of the teachers are undoubtedly the most significant." Nothing is more important than securing a sufficient supply of high quality teachers for the teaching profession, creating a better organizational structure and sustaining the commitment of teachers to their profession and the institution.

The teacher's commitment to their organization plays an important role, which leads to better achievement in the schools. Incentives and sanctions can do best to enhance teachers' involvement. The use of self-managing work teams of teachers increases the result. That is, the greatest achievement of their organizational goals. The strong attachment of the teachers to the organization is variable, which leads to the success of the organization. The teachers who are the working elements in the educational system should develop a needed commitment to their profession and organization so that the effectiveness and the efficiency of the school system are achieved. The national policy on Education (1986) underscores the need for a proper structural mechanism for educational organizations and proper development. Dimensions of organizational commitment of values, beliefs, and commitment among the working elements, namely, the teachers. The teaching profession ranks high on the success list of a society. The schools need committed teachers to achieve their goals. Commitment is not simply a human relations concept; rather, it is about generating human energy and activating the human mind. Thus, schools need to increase the level of organizational commitment among the teachers.

Objectives of the Study:

The following are the major objectives of the study.

- To find out the level of organizational commitment of teachers at secondary level
- To find out whether there is any significant difference between male and female teachers at secondary level in relation to their organizational commitment.
- To find out whether there is any significant difference between rural and urban school teachers at secondary level in relation to their organizational commitment.
- To find out whether there is any significant difference between Private and Government school teachers at secondary level in relation to their organizational commitment.

Hypotheses of the Study:

- The level of organizational commitment of teachers at secondary level is high.
- There is no significant difference between male and female teachers at secondary level in relation to their organizational commitment.
- There is no significant difference between rural and urban school teachers at secondary level in relation to their organizational commitment.
- There is no significant difference between Private and Government school teachers at secondary level in relation to their organizational commitment.

Methodology:

In order to accomplish the formulated objectives, appropriate steps have been taken to identify the relevant method for the study. The survey method is employed as an appropriate method for the study. The present study aims at studying the existing conditions in the organizational commitment of secondary school teachers in Tenkasi district.

Sample:

The sample of the present study was drawn from government and private schools. The sample comprises 100 school teachers at secondary level who were selected by applying a stratified random sampling technique. It includes 47 male teachers and 53 female teachers at secondary level.

Tool Used:

The organizational commitment scale (OCS) Malathy. M (2016). Was used in this study. It contains 54 items with five dimensions. The maximum score for an item is 5 and the minimum score is 1. Therefore, one can get a maximum score of 270 and minimum score of 54.

Statistical Techniques

The following statistical techniques have been used in the study.

- Descriptive Analysis - Mean and SD
- Differential Analysis-'t' test.

Analysis and Interpretation:

Hypothesis 1:

The level of organizational commitment of teachers at secondary level is high

Table 1

Variable	N	Mean	S.D	Level (M± S.D)
Organizational commitment of among secondary level teachers	100	205.58	30.65	236.22
				174.94

The above table indicates that the computed mean and S. D score of organizational commitment among the teachers at secondary level for the total sample is found to be 205.58 and 30.65 respectively, which indicates that the organizational commitment of teachers at secondary level is average.

Hypothesis 2:

There is no significant difference between male and female teachers at secondary level in relation to their organizational commitment.

Table 2

Sub-Sample		N	Mean	S.D	't' value	Significant of 0.05 Level
Gender	Male	47	204.22	31.58	0.42	Not Significant
	Female	53	206.76	30.02		

The above Table indicates that the calculated value of 't' 0.42 is not significant at 0.05 level. Hence the null hypothesis is accepted. It is concluded that the male and female secondary level teachers do not differ significantly in their organizational commitment.

Hypothesis 3:

There is no significant difference between rural and urban school teachers at secondary level in relation their organizational commitment.

Table 3: Comparison of Organizational Commitment Scores With Regard To Locality of the School

Sub-Sample		N	Mean	S.D	't' value	Significant of 0.05 Level
Locality of the School	Rural	41	204.72	31.84	0.24	Not Significant
	Urban	59	206.16	30.04		

The above Table indicates that the calculated value of 0.24 is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is concluded that the rural and urban school teachers do not differ significantly in their organizational commitment.

Hypothesis 4:

There is no significant difference between Private and Government school teachers at secondary level in relation their organizational commitment.

Table 4: Comparison of Organizational Commitment Scores With Regard to Types of the School

Sub-Sample		N	Mean	S.D	't' value	Significant of 0.05 Level
Type of the School	Private	67	204.19	31.50	0.38	Not Significant
	Government	33	206.71	30.70		

The above Table indicates that the calculated value of 0.38 is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is concluded that the Private and Government school teachers do not differ significantly in their organizational commitment.

Findings of the Study:

- The organizational commitment of teachers at secondary level is average,
- The male and female secondary level teachers do not differ significantly in their organizational commitment.
- The rural and urban secondary level teachers do not differ significantly in their organizational commitment.
- The Private and Government secondary level teachers do not differ significantly in their organizational commitment.

Conclusion:

The results of the study reveal that the secondary school teachers have an average level of organizational commitment. It may be due to stress and job insecurity. Locality of the school, gender of teachers and Types of school do not influence organizational commitment. If the educational administrators could help individuals in organizations to improve their commitment by taking into consideration the request, need, and expectation of different genders, then the level of commitment to the organization would be high.

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