

Impact of Various Variables on Teachers Commitment Towards Secondary School

Gaurav Rustgi¹, Vandana Goswami² and Varsha Rustagi³

¹Research Scholar, Department of Management, Banasthali Vidyapith, INDIA.

²Professor, Department of Management, Banasthali Vidyapith, INDIA.

³Research Scholar, Department of Management, Banasthali Vidyapith, INDIA.

¹Corresponding Author: gauravrustgi@gmail.com



www.ijrah.com || Vol. 2 No. 2 (2022): March Issue

Date of Submission: 16-03-2022

Date of Acceptance: 30-03-2022

Date of Publication: 31-03-2022

ABSTRACT

Growth of education sector can be expanded, if the faculties; teaching in the education sector are satisfied and committed. They are the asset to the organization. They are the one who can bring and responsible for bringing the positive changes in the society. They act as a powerful tool for moulding the behaviour of the students. They instruct, guide and give direction to the students so that the students can have healthy growth and stable life. They provide the creativity, innovative ideas for growth of the students and provide necessary knowledge not only relevant to the subjects but also give knowledge for their social and economic development. The present Study has attempted to investigate the relationship between Teacher Commitment of secondary school and age, sex and marital status. The Study was carried out on a selected sample (614) secondary school teachers drawn from various secondary schools of Delhi NCR. The descriptive analysis, 't' test, percentage, frequency was applied to realize the objectives. Data was collected and analyzed with the help of SPSS package. Based on the data analysis major findings and conclusion were drawn.

Keywords- Organizational Commitment, Secondary Schools, Education, Teachers.

I. INTRODUCTION

Education is the important part of the society and for the human development. It is essential and plays significant role in growth and development of the country. Without education there will be no value of life. It is necessary for enhancing the knowledge and skills of the employees. It makes you to understand and have the knowledge of things in a different perspective where you can understand the problems of the others and contribute to more developed society and nation. The prime objective of education is; development of the human resources in a way so that more skilled and knowledgeable human resource capital can be produced. It makes mandatory for the teachers to be more satisfied and happy at the workplace. If the teachers are satisfied at the workplace then it is obvious that they would put their entire energy and efforts towards giving and

providing sufficient amount of knowledge to the students. The job satisfaction of the employee reflects the attitude of the employees and it has been proved by number of the research studies.

The types of the environment where the employees are working determine the attitude of the employees towards the work and towards its Organisation. If the environment is friendly then it would be reflected in the attitude of the employee working in the organization. The friendly environment results into the positive attitude of the employees towards its superiors, subordinates and organization. The negative atmosphere at the workplace would result into the negative behaviour of the employee towards the work. He would not like to complete his tasks, duties and responsibilities at time. Sometimes it is possible that he would show the negative attitude towards the way of working by showing the frustration and anger; or by giving some excuses for not completing the work. This

frustration may further lead to stress and would affect the productivity of the employee. Therefore, it becomes necessary for the employees to be happy and satisfied at workplace. They would show the positive behaviour and attitude in the organization.

Job satisfaction of the faculties working in the education sector may be reflected by the perception of the person towards its profession. The way an individual perceives his profession also measures his satisfaction level. For example, teaching, whether in the schools or giving lectures in the colleges, it is always perceived as a respectful job and the people in the society also have positive attitude towards the people working in the education sector. They know that they are the one who are putting their every effort towards the betterment of the society by providing the quality education. This automatically gives a lot of satisfaction to the individuals who are contributing towards this field.

Growth of education sector can be expanded, if the faculties; teaching in the education sector are satisfied and committed. They are the asset to the organization. They are the one who can bring and responsible for bringing the positive changes in the society. They act as a powerful tool for moulding the behaviour of the students. They instruct, guide and give direction to the students so that the students can have healthy growth and stable life. They provide the creativity, innovative ideas for growth of the students and provide necessary knowledge not only relevant to the subjects but also give knowledge for their social and economic development.

Teachers satisfied with their job are said to be committed to the organization. Various researchers have found that there is strong association between job satisfaction and organizational commitment. Sometimes, Commitment of employees towards particular organization arises as they think that it is their moral duty to do so. Sometimes they have this feeling that if they would leave the organization, it might be possible that they would not get the same salary, good supervisors or friendly environment at some other work place. The feeling of an individual about his / her organization varies from person to person.

For giving the quality education, practical knowledge related to the theoretical concept of the particular subject, a number of the private colleges, universities as well as the government universities are opening up. They have the highly qualified teachers who are capable of providing not only the subjective knowledge but also give practical knowledge to the students. They bring creativity and innovative views to the subjects. Now days the colleges and universities are having better infrastructure, new technologies, providing internet facility to the students as and when required; contributing to high standard of teaching; and the quality of education is also improving.

The colleges and universities in the private sector are playing a great role in the development of the

education sector. Due to the private colleges and universities, more students can take admission into the college and universities. These colleges are offering various programmes and courses which make the students to face the challenges which are taking place due to the globalization. They provide training to the students so that they can face the competition and meet the challenges outside the colleges and universities. They are also contributing to the development of the teachers. Seminars, workshops and conferences are being organized in order to enhance their knowledge. These educational institutions are providing huge opportunities for the students as well as for the employees to enhance themselves and shaping up their future. It is the great area for making the career especially for the women. The females who cannot do the jobs on regular basis, can give lectures as a guest where they are getting a good opportunity to balance their family and career. But educational institutions are also facing many ups and downs. The competition is taking place at an extreme level. In the starting years the payment for the faculty was good and everyone was secure and happy at their position. It was easy to work in the private sector. Good payment system and friendly environment were key highlights. But today the things are different. Due to increase in the competition level, everyone is running towards securing their job and the politics are being played at an extreme level. Therefore, it is becoming difficult to bear the organizational politics and to remain in the organization.

II. ORGANIZATIONAL COMMITMENT

Organizational Commitment is psychological attachment of people towards organization. Job Satisfaction may be defined as likeness of the employees towards their work. Various researches have been done to find out the various dimensions of job satisfaction, various factors which affects the job satisfaction; to know correlation between job satisfaction and organizational commitment. Job Satisfaction has also been examined under various demographics factors such as gender, age, education, and race and work experience. It is been considered as an important area of research because one of reasons for employees to leave the organization is job dissatisfaction.

Success of educational institutions not merely depend on how much and to what extent they can make use of competencies of its faculties in order to teach the students but also depend on how much efforts an educational institution or university is making in order to stimulate the commitment in its faculties. Commitment is necessary to motivate the employees. Organizational commitment plays an important role in order to develop the feeling of belongingness in its employees which will make them to work harder for the growth and success of the organization. It brings the security in the employee

which is very must at the workplace. Job security will motivate the employees to concentrate on their work. Greater commitment also results in increased efficiency, career advancement, increase in the intrinsic awards and compensation etc.

If the faculties would remain committed to its institutions, then it would benefit the organizations in many ways. Faculties are switching their jobs from one institution to another quite often. Commitment will bring the stability in the organization. It will increase employee tenure. It will reduce the labour turnover. Whenever the institutions or universities hire the employees, they spend a lot of money in the recruitment and training of the employees. It requires investing a large amount of time along with money. If the faculties leave the organization, then it becomes the cost for the organization if the human capital is not utilized properly. Commitment brings the satisfaction which would help the employees to stay longer which means reduction in the cost of the organization.

In today's environment, there are so many changes taking place whether it is technological, social, political or any other. These changes affect not only the corporate sector but also have an impact on the education sector. The retaining of the employees and sustaining them in the organization has become a quite difficult task. It has become necessary for the organizations to have a regular check on the need of the employees and to have continuous feedback about the working of the organization. If the needs of the employees are met then they remain happy and committed towards the organization. Beside this, changes keep taking place in the institutions or any other organization. These changes can be related to anything. The organizations should communicate to the employees about these changes, should clearly define the main reasons behind changes and the importance of the changes to be introduced in the workplace. It becomes necessary to provide the better training to implement the changes. If the individuals remain concentrated on their work then it becomes easier for them to face any challenges and survive in any circumstances.

III. REVIEW OF LITERATURE

Keerthana (2021), the most difficult part of managing human resources is figuring out how to improve the performance of employees and keep them engaged in the company for a long period. The success and growth of the company depends on the contributions of its employees. The performance and growth of an organization is directly related to the level of employee commitment. Organizations must therefore do everything in their power to keep their workers happy in order to encourage higher levels of dedication in the workplace. The primary goal of this study is to examine the many elements that influence faculty members' organizational commitment in Indian higher education

institutions. Experienced faculty members create superior results, and those who are kept engaged by the organization are more likely to show a strong sense of loyalty to it.

Josheena (2021), This study aims at investigating the job satisfaction and institutional commitment among school teachers in Malappuram district. 30 respondents from government school, 30 respondents from aided schools and 30 respondents from private school were taken for the purpose of the study. Data collected was analyzed with both descriptive and inferential statistics using SPSS version 21. Independent sample t-test and chi-square test has been used in this study to analyses the job satisfaction and institutional commitment level among male and female teachers and government, aided and private school teachers. On comparing the job satisfaction level and institutional commitment between government and aided and public-school teachers. Job satisfaction influences job commitment towards the institution.

Jaiswal and Agarwal (2018), According to a comprehensive review of research on topics such as educators' work values and leadership behaviour, extensive study has been done on a variety of aspects of organizations' commitment and representatives' leadership conduct, but not on work values. Another finding is the lack of research into the current characteristics of organizational commitment, work values, and leadership behaviour among secondary school principals. The findings reveal that a large number of researchers have attempted to examine the relationship between factors like gender, the subject matter under consideration, skill and the experience of instructors and other such specifics in their studies of organizational commitment and leadership behaviour.

Srinivasan and Selvi (2016), The researchers in this study were interested in discovering how committed employees were to their company. Teachers can and do make a big effect in the lives of their students both directly and indirectly by the curriculum they teach and the way they conduct themselves. The study drew on the experiences of 300 classroom teachers. SPSS 21 was used to conduct the statistical analysis. Teachers' organizational commitment was found to be high, according to the data. Male and female high school instructors do not differ much in their roles. It's clear that urban and rural high school teachers are very different.

Sinani (2016), In order to perform at a high level, employees must be motivated and committed to the company they work for. Despite several studies on motivation and organizational commitment, little study has been done in Albania on the relationship between different forms of motivation and organizational commitment. There is a dearth of research into the relationship between these two variables in Albania and their effects on human resources within companies and institutions that led to the implementation of this study. To conduct this study, the quantitative scientific

technique is employed. Work Motivation Questionnaire and Organizational Commitment Questionnaire were utilized to collect data. Teachers' organizational commitment is influenced by motivating factors, according to a study.

Mohamed and Ruth (2016), No matter how experienced a teacher may be, their schools face a dearth of information and uncertain future events that are causing them stress. Egypt has tried to use education as a means of reaching economic stability and organizational success, therefore this study examines the impact of several sorts (strategic, structural, and job-related) of uncertainty on teachers' organizational commitment approaches (affective, continuance, and normative). The hypotheses were tested using correlation and regression after 150 of the 200 dispersed questionnaire sets were collected. Organizational commitment approaches were found to have a negative connection with three categories of uncertainty (strategic, structural, and job-related) (affective and continuance). Teachers' normative commitment did not appear to be linked to their level of degree of uncertainty.

Singh and Sharma (2014), Organizational commitment were examined as a factor in job satisfaction in this study. Teachers in higher education institutions in India's Western Uttar Pradesh region were randomly selected to participate in a study. Employee commitment and job satisfaction were assessed in this study's sample of participants. Linear regression and the t-test were used to analyse the data. Teachers' job happiness was significantly influenced by their level of organizational commitment, according to the findings. The findings of this study have consequences for educational leaders, planners, and advisers who are responsible for developing strategies and programmes targeted at increasing employee loyalty and work satisfaction.

Shah et. al (2013), Teachers' organizational commitment was found to be influenced by a variety of work characteristics. Researchers disagree on the relative importance that different traits categories, such as experience, education and kind of organizations have on a person's commitment. Three-component model was used in an existing study to collect the commitment profile of 312 faculty members of Institute of Management Sciences of Pakistan (IMSP). For this study, both t and ANOVA statistical tests were used to determine whether or not there was a statistically significant difference in the mean level of engagement among faculty members at Pakistan's higher education institutions.

Melva (2012), This study investigated the antecedents of organizational commitment across heterogeneous groups of employees in private educational institutions in the Philippines. While the study supported the Allen-Meyer model of the multidimensionality of organizational commitment, it did not provide support for their finding that the sets of

antecedents which influence organizational commitment differ from the antecedents of continuance commitment. Although there were different antecedents of affective commitment and continuance commitment, there were also similar antecedents for both.

Simo et. al (2010), According to this research, it is hoped that this study would shed light on the relationship between subjective success, emotional and long-term commitment, and intention to leave the company. Research in this area is lacking despite the importance of organizational commitment and subjective success in today's professional context. A structural equations model was used to evaluate the hypotheses, and the results show that employees' perceptions of their professional career success have a positive relationship to emotional commitment but a negative relationship to their commitment to staying with their current employer. According to current research, there will be a correlation between the two types of commitment and the desire to quit. Conclusions are drawn based on the current change in psychological contracts and professional career profiles, and future research directions are suggested in light of this study's findings.

IV. HYPOTHESIS OF THE STUDY

Hypothesis 1: There is a significant relationship between sex and organizational commitment of teachers

Hypothesis 2: There is a significant relationship between age and organizational commitment of teachers

Hypothesis 3: There is a significant relationship between marital status and organizational commitment of teachers

V. RESEARCH METHODOLOGY

5.1 Research Design

The present Study is a descriptive in research, where in normative survey method was used to obtain data of different secondary schools of Delhi NCR.

5.2 Sampling Design

- **Sample Technique:** The sample was drawn using the stratified random sampling approach by the current researcher. This is a technique that uses random selection within each subgroup to ensure a representative sample and avoid bias.

- **Sample Size:** A sample of 614 teachers was chosen from Government and Private schools.

5.3 Tools of Research

Teacher Commitment Scale: Teacher Commitment Scale developed and standardized by Rupa and Lakshmi (2013) was used to measure the Teacher Commitment of secondary school teachers.

5.4 Collection of Data

After all of the essential tools were standardized, the data collection process began. The researcher gathered data by visiting all of the selected schools in the Delhi NCR. All of the teachers were given

specific instructions to reply precisely. The chosen instructors were asked to complete the Teacher Commitment Scale, Leadership Effectiveness Sale, and Organizational Culture Scale, among other instruments. On average, the Researcher spent 1.5-2.0 hours getting all of the selected teachers to reply to the scales.

5.5 Statistical Techniques

- Percentage
- Frequency
- t-test

VI. ANALYSIS AND INTERPRETATION OF DATA

6.1 Descriptive Statistics

Table 1: The table shows sample distribution over Sex

Sl. No.	Group	Frequency	Percentage
1	Male	354	57.7
2	Female	260	42.3
	Total	614	100.00

Table 1 shows the number of secondary school teachers in the study. There are 172 (35.00%) of male secondary school teachers and 442 (65.00%) of female secondary school teachers.

Table 2: Cross tabulated data for secondary school male and female teachers with different type of school management.

Sl. No.	Group	Frequency	Percentage
1	Government School	283	46.1
2	Private School	331	53.9
	Total	614	100.00

Table 2 shows the percentage of selected teachers of government and private schools. There are 283 (46.1%) government school teachers in the Study and 331 (53.9%) private aided school teachers.

Table 3: Cross tabulated data for secondary school male and female teachers with different age group.

Sl. No.	Group	Frequency	Percentage
1	Younger (<35 years)	437	71.2
2	Older (>35 Years)	177	28.8
	Total	614	100.00

Table 3 shows the percentage of teachers from different age group i.e. younger and older groups. There are 437 (71.2%) teachers are in younger age group and 177 (28.8%) are in older age group.

Table 4: Cross tabulated data for secondary school male and female teachers with different marital status.

Sl. No.	Group	Frequency	Percentage
1	Married	298	48.6
2	Unmarried	316	51.4
	Total	614	100.00

Table 4 shows the percentage of teachers with different marital status i.e. married and unmarried groups. There are 298 (48.6%) teachers who are married and 316 (51.4%) teachers who are unmarried.

6.2 Hypothesis Testing (T-Test Analysis)

To examine the effect of background and independent variables on the dependent/criterion variable 't' test was used. The 't' test shows the effect of selected background and independent variables on Teacher Commitment of secondary school teachers.

Hypothesis 1: There is a significant relationship between sex and organizational commitment of teachers

Table 5: Table showing size of sample, mean, standard deviation and 't' value of Teacher Commitment of secondary school male and female teachers.

Variable	N	Mean	S.D.	't' value	Level of significance
Sex	Male	354	196.047	19.645	0.47 NS
	Female	260	196.678	18.022	

^{NS} Not Significant

The above Table 5 shows a comparison level of Teacher Commitment of male and female secondary school teachers. The mean scores of male and female teachers are 196.047 and 196.678 and their standard deviations are 19.645 and 18.022 respectively.

The obtained 't' value 0.47 is less than the table value 1.97 (df=898) required to be significant at 0.05 level and it is not found to be statistically significant even at 0.05 level of significance. This indicates that level of teacher commitment of both male and female groups is similar hence the null hypothesis is accepted. Thereby there is no significant difference on this variable on the basis of sex.

Hypothesis 2: There is a significant relationship between age and organizational commitment of teachers

Table 6: Table showing size of sample, mean, standard deviation and 't' value of Teacher Commitment of secondary school younger and older teachers.

Variable	N	Mean	S.D.	't' value	Level of significance
Age	Younger	437	196.671	19.398	0.40 NS
	Older	177	196.173	17.496	

Not Significant

The above Table 6 shows a comparison of younger and older secondary school teacher commitment. The mean scores of younger and older secondary school teachers are 196.671 and 196.173 and their standard deviations are 19.398 and 17.496 respectively.

The obtained 't' value 0.40 is less than the table value 1.96 (df=898) required to be significant at 0.05 level and it is not found to be statistically significant even at 0.05 level of significance. This indicates that the level of teacher commitment of both younger and older groups is similar and there is no significant difference between the group on the basis of age. Hence, the null hypothesis is accepted.

Hypothesis 3: There is a significant relationship between marital status and organizational commitment of teachers

Table 7: Table showing size of sample, mean, standard deviation and 't' value of Teacher Commitment of secondary school married and unmarried teachers.

Variable	N	Mean	S.D.	't' value	Level of significance
Marital Status	298	755	196.394	18.392	0.22 NS**
	316	145	196.786	19.699	

Not Significant

The above Table 7 shows a comparison of married and unmarried secondary school teachers' level of teacher commitment. The mean scores of married and unmarried teachers are 196.394 and 196.786 and their standard deviations are 18.392 and 19.699 respectively.

The obtained 't' value 0.22 is less than the table value 1.97 (df=898) required at 0.05 level of significance and it is not found to be statistically significant even at 0.05 level of significance. Hence, the null hypothesis is accepted. This indicates that the level of teacher commitment of both married and unmarried groups is similar and thereby there is no significant difference between groups of this variable on the basis of marital status.

VII. CONCLUSION

According to the findings and conclusions of the study, it is necessary to work together in structuring the school organizational culture, rewarding excellent teachers either by the school or by the Department of Education, and improving teachers' ability in terms of moral hierarchy levels in order to increase/improve level of teacher commitment in schools. According to the study's findings, there is no significant difference in total commitment among secondary school teachers for all evaluated variables. People with more experience become more committed to their pupils, institution, society, and students because they have a better

understanding of their field and understand the worth of their profession. Teachers were studied in this study, and it was shown that more experienced teachers are more aware of situations, and they have the ability to change students and make a nation great.

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