

Assessment Of Organizational Commitment Of Secondary Level Teachers In Relation To Certain Demographic Variables

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ABSTRACT

Teacher has got important responsibilities and plays a main role in our educational system. The output of the schools depends upon the teachers and their level of organizational commitment. So this research is aimed at empirically examining teachers' commitment to the school organization. In this study an attempt has been made to find the level of organizational commitment secondary level teachers. The subjects of the research are 350 teachers from 34 secondary schools in Puducherry region. Normative survey method was adopted for the investigation. The sample was taken by employing stratified random sampling technique. The tools namely organizational commitment scale was constructed and validated by the investigator for collecting the data. The data were analyzed by using descriptive analysis and differential analysis techniques. The major finding was that the level of organizational commitment of secondary level Teachers is average, there is a significant difference between organizational commitment of secondary level teachers with regard to Gender and Type of management and there is no significant difference between organizational commitment of secondary level teachers with regard to Locality.

Key words: Secondary level teachers, Organizational commitment, Gender, Locality,
Type of management,

INTRODUCTION

Organizational commitment, in a general way, is the employee's psychological affection with the organization. It is the relative strong point of an individual's recognition and involvement in an organization. It may be defined as a state in which an employee identifies with a particular organization and its goals, and wishes to retain membership in the organization.

Organizational commitment is an attitude or a direction towards the organization which links or attaches the identification of the person to the organization. It includes three components: (a) belief in the organization's goals and values (b) willingness to exert effort on behalf of the organization and (c) desire to remain in the organization. Organizational commitment is a powerful tool that may be used as aid to achieve upper level of performance.

SIGNIFICANCE OF THE STUDY

Organizational commitment is an important for organizational and professional notion, wherein many scholars from different disciplines have shown their keen interest. Organizational commitment has significant implications for the society, organizations, employees, and even management. Educational organizations are the most important organizations in the societies, and human beings are the most important output of educational organizations, investigating organizational commitment and its role in making such organizations more effective is among the priorities. Studying the organizational commitment of teachers, recognizing the effective factors on it, and endeavouring to enhance it, are some practical solutions to achieve the goal of raising consciousness and social discipline in the entire staffs including university teachers. It is found that teacher having dedication and strong commitment towards their profession always find it easy to be ready to do whatever they have to do in school and can involve themselves in it whole heartedly. The teachers with strong commitment to the school find it easy to be interest in whatever they do and can involve themselves in it whole heartedly. Therefore the present study is conducted to address the issue of organizational commitment of secondary level teachers.

OBJECTIVES

- To find out the level of organizational commitment of teachers at the secondary level.
- To establish the normality of the organizational commitment of teachers at the secondary level.
- To find out whether there is any significant difference in the organizational commitment of teachers at the secondary level with respect to Gender.
- To find out whether there is any significant difference in the organizational commitment of teachers at the secondary level with respect to Locality.
- To find out whether there is any significant difference in the organizational commitment of teachers at the secondary level with respect to type of management.

HYPOTHESES

- ❖ The level of organizational commitment of teachers at the secondary level is high.
- ❖ There is no significant difference in the organizational commitment of teachers at the secondary level with respect to Gender.
- ❖ There is no significant difference in the organizational commitment of teachers at the secondary level with respect to Locality.
- ❖ There is no significant difference in the organizational commitment of teachers at the secondary level with respect to Type of management.

METHOD OF THE STUDY AND SAMPLE

Normative survey method of research was used. The present study was conducted on 350 secondary level teachers, out of which 123 male and 227 female secondary level teachers of Puducherry region. The sample was selected by using stratified random sampling technique.

MEASUREMENT OF INSTRUMENT

Organizational commitment scale (OCS) constructed and validated by the investigator (2016) includes commitment to students, commitment to work group, commitment to teaching work, commitment to school and commitment to teaching profession. The items of the scale of Organizational commitment consist of five alternative choices strongly agree, agree, undecided, disagree, strongly disagree including “favourable” and “unfavourable” statements. For the favourable items the score ranges from 5 to 1 and the unfavourable items the score ranges from 1 to 5. The coefficient of internal consistency has been found to be 0.97.

STATISTICAL ANALYSIS

Descriptive analysis and differential analysis techniques were employed to find out the organizational commitment of secondary level teachers.

RESULTS AND ANALYSIS

Hypothesis-1

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

TABLE-1
MEAN AND STANDARD DEVIATION OF
ORGANIZATIONAL COMMITMENT OF TEACHERS AT SECONDARY LEVEL

Variable	N	Mean	S. D
Organizational Commitment	350	208.18	26.32

Organizational commitment scale consisted of 54 items and 5 dimensions. The maximum score of this scale is 270. The computed mean and standard deviation of organizational commitment scores of the teachers at secondary level for the entire sample are found to be **208.18** and **26.32** respectively.

TABLE-2
LEVEL OF ORGANIZATIONAL COMMITMENT

Variable	N	Score Range	Level
Organizational Commitment	87	187 & below	Low
	173	188-228	Average
Commitment	90	229 & Above	High
Total	350		

From the above table-2 the mean value lies in between 188-228. Hence, it is concluded that the organizational commitment of teachers at secondary level is average. So the research hypothesis is rejected.

TABLE- 3
DISTRIBUTION OF SCORES FOR ORGANIZATIONAL COMMITMENT

Variables	Mean	Median	Mode	Skewness	Kurtosis	Min	Max
Organizational Commitment	208.18	210.50	213	-.242	-.674	135	259

From the table-3 the mean, median and mode of the organizational commitment is found to be 208.18, 210.50 and 213 respectively. These scores do not vary much. And it is also verified that the scores of skewness and kurtosis range from -1 to +1. The minimum and

maximum scores for the entire sample were also computed and they are found to be 135, 259. It indicates that the scores of the organizational commitment were distributed normally.

Hypothesis: 2

There is no significant difference in the organizational commitment of teachers at the secondary level with respect to Gender.

TABLE-4

**MEAN DIFFERENCE BETWEEN MALE AND FEMALE SECONDARY LEVEL
TEACHERS IN RESPECT OF ORGANIZATIONAL COMMITMENT**

Variables	Sub Samples	N	Mean	SD	't' value	Level of significance at 0.05 level
Organizational Commitment	Male	123	200.24	25.49	4.25	Significant
	Female	227	212.48	25.81		

From the table- 4it is clear that the mean value of the male and female teachers are found to be 200.24 and 212.48 respectively and the't' value is 4.25. The calculated't' value 4.25 is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that male and female secondary level teachers differ significantly in their organizational commitment.

Hypothesis: 3

There is no significant difference in the organizational commitment of teachers at the secondary level with respect to Locality.

TABLE-5

**MEAN DIFFERENCE BETWEEN RURAL AND URBAN SECONDARY LEVEL
TEACHERS IN RESPECT OF ORGANIZATIONAL COMMITMENT**

Variables	Sub Samples	N	Mean	SD	't' value	Level of significance at 0.05 level
Organizational Commitment	Rural	157	205.54	26.39	1.70	Not Significant
	Urban	193	210.33	26.14		

From the table-5 it is clear that the mean value of the rural and urban teachers are found to be 205.54 and 210.33 respectively and the 't' value is 1.70. The calculated 't' value 1.70 is less than the table value at 0.05 level of significance. Hence the null hypothesis is accepted. It is concluded that rural and urban secondary level teachers do not differ significantly in their organizational commitment.

Hypothesis: 4

There is no significant difference in the organizational commitment of teachers at the secondary level with respect to Type of management.

TABLE-6

MEAN DIFFERENCE AMONG PRIVATE, GOVERNMENT AIDED AND GOVERNMENT SCHOOL TEACHERS IN RESPECT OF ORGANIZATIONAL COMMITMENT

Variable	Source of variation	Sum of squares	df	Mean Square	'F' value	Level of significance at 0.05 level
Organizational Commitment	Between Groups	71034.364	2	35517.182	72.12	Significant
	Within Groups	170879.296	347	492.448		
	Total	241913.660	349			

From the table-6 it is clear that 'F' value 72.12, is significant at 0.05 level of significance. Hence, the null hypothesis is rejected. It is concluded that there is a significant difference in the organizational commitment of secondary level teachers with respect to different types of management. The organizational commitment scores of two sub groups are compared for significance of difference and 't' test is applied. The analysis is given below.

TABLE-7
MEAN DIFFERENCE BETWEEN PRIVATE-GOVERNMENT AIDED,PRIVATE-GOVERNMENT, GOVERNMENT- AIDED AND GOVERNMENT SCHOOLTEACHERS IN RESPECT OF ORGANIZATIONAL COMMITMENT

Variable	Sub-Samples	N	Mean	SD	't' value	Level of significance at 0.05 level
Organizational Commitment	Private	155	196.76	23.52	0.55	Not significant
	Government Aided	50	194.52	29.04		
	Private	155	196.76	23.52	11.76	Significant
	Government	145	225.10	17.54		
	Government Aided	50	194.52	29.04	8.84	Significant
	Government	145	225.10	17.54		

Form the table-7it is concluded that private and government Aided secondary level teachers do not differ significantly in their organizational commitment , private and government,government aided and government secondary level teachers differ significantly in their organizational commitment. Hence, the null hypothesis is rejected.

FINDINGS OF THE STUDY

- The level of organizational commitment andof secondary level teachers is average.
- There is a significant difference between organizational commitment of secondary level teachers with regard to Gender.
- There is no significant difference between organizational commitment of secondary level teachers with regard to Locality.

- There is a significant difference between organizational commitment of secondary level teachers with regard to Type of management

RECOMMENDATIONS BASED ON THE FINDINGS OF THE STUDY

In the light of the above mentioned findings of the study, the following recommendations have been given:

1. By providing a congenial environment, school principals can increase the teachers commitment to the school
2. Promotions based opportunities can also endorse the commitment level of teachers.
3. Proper supervision and inspection of head can develops the sense of accountability among the teachers.
4. Through special lectures and training programs that focus on developing transformational leadership qualities among teachers.

CONCLUSION

The findings of the present study shows that the level of organizational commitment of teachers at secondary level is average. The school principal should involve the teacher's decision making process and convey their responsibilities, then they can feel belongingness and family atmosphere in school. Government should provide different types of professional development programmes. Then the teacher's commitment level will be increase.

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