

Differences in Organizational Commitment between Male and Female Higher Secondary School Teachers

Dr. Dayal Sandhu, Chandrika Chahar and Amit Kumar

Abstract--- *The present study investigated the organizational commitment with reference to gender amongst higher secondary school teachers. Descriptive Survey method is used for the research. Descriptive research design is used to accomplish the objective of the study. A sample of 110 higher secondary school teachers working in government and private schools were taken from Mathura district of Uttar Pradesh by random sampling technique. Mean, S.D., analysis of variance and t-test is used for analyzing the collecting data.*

Keywords--- *Self Efficacy, Organizational Commitment, Work Engagement, Higher Secondary School Teachers.*

I. INTRODUCTION

Teaching in the 21st century poses a number of challenges for teachers. Due to these challenges, teachers need to take on more roles in their schools to address the expectations of students, parents and the community. These expectations have brought about the need for lifelong learning, with competencies such as research, critical thinking, problem-solving, teamwork, and the use of information and communication technologies, which has considerably changed responsibilities of teachers. In addition, teachers' competence in certain fields and their satisfaction has become a must for organizational performance and productivity. Self-efficacy is an individual's belief about his/her capability to manage responsibilities. More specifically, teacher self-efficacy is about the desired learning objectives of a teacher to improve his/her students' learning. Better educational outcomes depend on the level of teacher self-efficacy. Low levels of teacher self-efficacy may inhibit the level of achievement at school. There are certain personal and environmental factors in developing self-efficacy. Teacher self-efficacy has three dimensions, which are efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management. A teacher with a high level of self-efficacy is successful in student engagement, instructional strategies and classroom management by letting students participate in the lesson, improving teaching practices and carrying out a good orchestration of the learning environment. Work engagement is a relatively new construct. Olivier and Ruthann (2007), suggest that work is an expression of the individual performing the task. According to Kahn stated (1990), "people, while at work, make significant contributions either physically, emotionally or cognitively. What is most important at work is to understand when people are completely engrossed in their job and fully exhibited their physical, emotional as well as cognitive abilities at work and when they remain completely withdrawn and dis-associated from their tasks. This movement between commitment and withdrawal is termed as personal engagement and personal disengagement. When there is personal engagement people anchor themselves to their work roles and are productive to the fullest extent without any restraint in exhibiting their holistic abilities". One of the most

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important factors in the development of passion for teaching is teachers' ongoing commitment and dedication to students and learning. Passionate teachers are fiercely devoted to their work and greatly inspire their students. "The strength of any profession depends upon the degree of commitment of its members. It is widely accepted that a distinguishing feature that teachers have is, their dedication and commitment to the development of student achievement.

II. ORGANIZATIONAL COMMITMENT

The concept of organizational commitment refers to teachers' loyalty to their organizations and a procedure that teachers cooperate in organizational decision making. According to Robbins 2001, "Organizational commitment is a working attitude of employees who have a sense of identification to accomplish organizational goals and wish to maintain good relationship with members within the organization". Mowday and et.al 1979, "It is the relative affiliated level of an individual feeling in an organization". Teacher's commitment towards organization is a teacher's psychological recognition of university aims and morals and readiness to turn out to be a fellow of an organization to toil substantially firmer which is more than an individual welfare. The vigorous progresses of an institution relay on whether the institutional fellows can combine together to yield great cohesiveness and also they are keen to give their best endeavor for the institution. According to Allen and Meyer, (2000) "Organizational commitment can also be defined as a psychological state that characterizes an employee's 'relationship with the organization and reduces the likelihood that employee will leave it".

Objectives

1. To study the Work Engagement of higher secondary school teachers with reference to gender.

Hypotheses

H01: There will be no significant difference in Work Engagement of higher secondary school teachers with reference to gender.

III. DELIMITATION OF THE STUDY

The research study will be delimited to the followed attributes:

1. The present study is delimited to Higher Secondary Schools Teachers of Mathura District (U.P.), India.
2. The present study is delimited for demographic variable which is gender.

IV. METHOD OF STUDY

Methodology is a way of performing a research work and is familiar with the nature of the problem. Keeping the nature of the problem in mind, the researcher will follow Descriptive Survey Method. Under this method the researcher will use comparative as well as correlation method.

V. SAMPLE OF THE STUDY

The sample of the study will be 110 Teachers of Higher Secondary Schools of Mathura District (U.P.). For the present investigation, schools will be selected by using convenience/accidental sample selection method and the

units of teachers will be selected by random sampling. As a whole, mix sampling method of sample selection will be used.

Tools

The following tool was used to collect the necessary data and information:

- Organizational Commitment scale by Dhar, Mishra and Srivastava (2002).

VI. STATISTICAL TECHNIQUES

For analysing this objective critical ratio has been applied which is computed in Table no 1 for finding significant difference exist or not in organizational commitment scores amongst Higher secondary school Teachers with respect to gender.

Table 1: Showing statistical measures of organizational commitment scores with respect to gender

Gender	N	Mean	SD	Critical Ratio	
				Calculated Value	Level of Significance
Male	50	21.22	9.51	2.52	Significant at 0.05 level
Female	60	19.42	7.24		

It is also observed, that Critical Ratio (CR) value (2.52) is greater than the table value(1.96) at 0.05 level of significance which is found to be significant which indicates that null hypothesis that there exists no significant difference between male and female teachers of the Higher secondary school Teachers with respect to organizational commitment is rejected. Therefore, it appears that male teachers comparatively more contribute to the achievement of goals and welfare of their organization than female teachers. The result has found support in following researches; Indartono (2013), Jeena (2015), Cogaltaya (2014), Khali and Asmawi (2012). These researches reported male teachers have stronger organizational commitment than female teachers. One of the common explanations found in supported studies is that this may be due to the position of males in the hierarchy of the organizations. This condition can be inferred that for female teachers the source of their commitment and recognition is related not only with their professional life but also with their domestic roles. Male teachers comparatively more readiness to be with the firm goals and values because they consider the organization has an abundant deal of meaning to them and also 'they have to' be because of the organization advantages as well as their requirement it would be expensive to leave it. Male teachers are able to isolate their attention to their family at work that in turn concentrates to follow the rule in order to enhance their work outcomes whereas females regardless of of their professional life have to give attention to their family also.

VII. CONCLUSION

Hence it is concluded that there is significant difference in organizational commitment amongst higher secondary school Teachers with respect to gender. Gender plays a significant role in determining organizational commitment amongst Higher secondary school Teachers. Male teachers working in higher secondary school teachers are found to be comparatively more committed with their respective jobs than female teachers.

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