

Impact of Gender, Job Satisfaction, and School Type on Secondary School Teachers' Organisational Commitment

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Abstract

The goal of the current study was to determine the main and interaction impacts of gender, work satisfaction, and school type on secondary school teachers' organisational commitment. The study used the Normative Survey Method. The study's independent variables were gender, job satisfaction, and school type; the dependent variable was organisational commitment. The sample of 480 secondary school teachers employed in the cities of Rohtak, Jhajjar, and Sonapat in the Rohtak Division of Haryana was chosen using a multi-stage random selection approach. To gauge teachers' organisational commitment and work satisfaction, the researchers utilised the Organisational Commitment Scale (OCS) by Hyde and Roy (2006) and the work Satisfaction Scale (JSS) by Dixit (1993). After testing the data's homogeneity using Hartley's Test of Homogeneity of Variance, a balanced three-way ANOVA with a $2 \times 2 \times 2$ factorial design was used for analysis. The study's results showed that gender and school type had substantial main impacts on teachers' organisational commitment, whereas the triple interaction effect of gender, job satisfaction, and school type on organisational commitment was found to be non-significant. Teachers' organisational commitment was found to be significantly impacted by the interactions between work satisfaction and school type, job satisfaction and gender, and school type and gender. Additionally, the study identified several educational implications for administrators, principals, and instructors to improve job satisfaction and organisational commitment of teachers.

Key words: Organizational Commitment, Type of Schools, Job Satisfaction, Gender

Introduction

It is impossible to dispute the significance of humans as one of the most crucial components of manufacturing. Additionally, it has been noted that an organization's effectiveness increases when both its problems and its human resources are appropriately taped. Committed and contented human resources are regarded as the most valuable assets for any organization's success, while disgruntled and uncommitted employees are the biggest liabilities since they prevent them from finding fulfilment and enrichment in their lives and careers. Similarly, as they manage matters on the national agenda, educational institutions are among the most significant organisations in any country. Their effective functioning depends firmly on its coordination in the direction of societal expectation. Schools, colleges, universities, and other educational institutions are accountable for fulfilling these requirements. However, schools serve as the foundation for turning pupils into law-abiding

citizens. Since teachers have been the most important impact in the educational system, it is unthinkable to imagine schools without them.

Because low teacher commitment lowers student accomplishment, educational institutions like schools need teachers who are dedicated to both their organisations and the welfare of their pupils. And since these students are the ones who shape any nation's destiny, there is a risk. Teachers who are very committed find it easy to be enthusiastic about anything they do and can give it their all. Since they are less likely to depart, the extremely dedicated teachers want to stay connected to the schools and further organisational objectives. As a result, schools must raise their instructors' organisational commitment. Kovach (1977) asserts that a key element of organisational commitment is job satisfaction. While high job satisfaction is a sign of a well-managed firm, poor job satisfaction is one of the most reliable indicators of worsening conditions in an organization. In a similar vein, if a teacher is dissatisfied with his work, he cannot continue to be dedicated to the organization. Additionally, teacher work satisfaction is a complex concept that is essential to teacher retention. As a result, it plays a major role in determining teachers' organisational commitment, which in turn affects how effective schools are.

In general, an employee's psychological attachment to the company is known as organisational commitment. It is a gauge of how likely an employee is to stick with the company in the future. According to Miller and Lee (2001), organisational commitment is a state of being in which members of the organization are tied by their actions and beliefs that sustain their activities and their personal involvement in the organization. The degree to which a person is satisfied with their work is referred to as job satisfaction. People form views regarding their jobs, coworkers, supervisors, and working environments when they are employed by a company. Job satisfaction is the term used to describe this collection of attitudes. According to Spector (1997), "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" is the definition of job satisfaction. To put it another way, job satisfaction is the degree to which employees find their work pleasant or unfavourable; it results from the alignment of job requirements with employee expectations.

Teachers' job satisfaction has an unquestionable place in educational research since it is thought to be a crucial component for the enhancement of the educational system. According to a study by Fresko, Kfir, and Nasser (1997), commitment could only be directly predicted by job satisfaction. Feather and Rauter (2004) discovered a favourable correlation between teachers' work satisfaction and organisational commitment. According to Gupta and Jain (2003), a number of elements affect job satisfaction, including pay, security, working conditions, advancement, recognition, and more. According to Chugtai and Zafar (2006), teachers' organisational commitment was strongly correlated with their personal traits and aspects of job satisfaction. According to Jamal, Hasan, and Raheem (2007), organisational commitment and job satisfaction were positively connected. According to Khan and Kord (2009), organisational commitment and work satisfaction are significantly correlated. According to Sharma (2010), dedicated and contented educators are typically top achievers who boost the organization's output. Mishra (2011) found a favourable correlation between organisational commitment and work satisfaction. Anari (2012) discovered a strong and positive correlation between teachers' job satisfaction and organisational commitment.

Organisational commitment among instructors has not been thoroughly examined, according to a detailed examination of the review of studies. Additionally, it was discovered that occupational and industrial-organizational psychologists have conducted the majority of studies on organisational commitment. Organisational commitment has received very little attention in educational contexts. In light of this, the purpose of this study was to examine how secondary school teachers' organisational commitment is impacted by their gender, job satisfaction, and school type.

Variables Involved

The dependent variable in this study is organisational commitment, while the independent variables are job satisfaction, school type, gender, and teaching experience.

Objectives of the Study

The present study asserted to meet the following objectives:

1. To study the effect of type of schools on organizational commitment of secondary school teachers.
2. To study the effect of job satisfaction on organizational commitment of secondary school teachers.
3. To study the effect of gender on organizational commitment of secondary school teachers.
4. To find out the interaction effect of type of schools and job satisfaction on organizational commitment of secondary school teachers.
5. To find out the interaction effect of job satisfaction and gender on organizational commitment of secondary school teachers.
6. To find out the interaction effect of type of schools and gender on organizational commitment of secondary school teachers.
7. To find out the interaction effect of type of schools, job satisfaction and gender on organizational commitment of secondary school teachers.

Hypotheses

The following null hypotheses were formulated in correspondence with the above stated objectives:

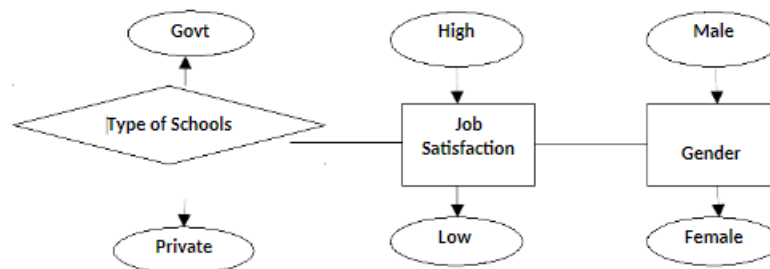
- H₀₁** There exists no significant difference in organizational commitment between teachers working in government and private schools.
- H₀₂** There exists no significant difference in organizational commitment between government school teachers with high and low level of job satisfaction.
- H₀₃** There exists no significant difference in organizational commitment between male and female teachers.
- H₀₄** There exists no significant interaction effect of type of schools and job satisfaction on organizational commitment of secondary school teachers.

- H₀₅** There exists no significant interaction effect of job satisfaction and gender on organizational commitment of secondary school teachers.
- H₀₆** There exists no significant interaction effect of type of schools and gender on organizational commitment of secondary school teachers.
- H₀₇** There exists no significant interaction effect of type of schools, job satisfaction and gender on organizational commitment of secondary school teachers.

Design of the Study

The normative survey approach was employed in this investigation. The three stages of the study's execution are covered below:

I. Main Effects Phase: In this phase the main effects of type of schools, job satisfaction and gender on organizational commitment were studied separately. In this study the independent variables i.e. type of schools, job satisfaction and gender were varied at two levels as shown below:



II. Double Interaction Phase: In this phase, an attempt was made to find out the interaction effect of type of schools and job satisfaction; job satisfaction and gender; type of schools and gender; on the organizational commitment of secondary school teachers.

III. Triple Interaction Phase: A combined interaction effect of all the independent variables i.e. type of schools, job satisfaction and gender on organizational commitment of teachers was explored separately.

Population

The target population for this study was the teachers employed by the Haryana Board of Secondary Education (HBSE) in both public and private secondary schools.

Sample

Using a multi-stage stratified random sampling technique, a sample of 600 secondary school teachers employed by HBSE-affiliated government and private schools in the cities of Rohtak, Jhajjar, and Sonapat was selected. These were then divided into groups according to gender, job satisfaction, and school type. The teachers having job satisfaction scores above 154 were categorised as teachers with high level of job satisfaction and those having scores below 148 were referred to as the teachers with low level of job satisfaction. In this way, the final sample of 480 teachers was selected in accordance with the paradigm's 2×2×2 cells (60 in each cell), the breakdown of which is provided in Table 1.

Table-1

Breakup Details of the Sample

Type of Schools	High Job Satisfaction (120)	Low Job Satisfaction (120)
Govt School Teachers (240)	Male (60)	Female (60)
Private School Teachers(240)	Male (60)	Female (60)

Tools Used

1. Organizational Commitment Scale by Dr. Anukool M. Hyde and Mrs. Rishu Roy (2006) to assess the Organizational Commitment of teachers.
2. Job Satisfaction Scale by Dr. (Mrs.) Meera Dixit (1993) to assess the Job Satisfaction of teachers.

Procedure of the Study

According to the manuals' standardized instructions, the scales were delivered to all 600 secondary school teachers employed by HBSE-affiliated public and private schools. Every respondent was personally contacted and asked to complete the questionnaires. Additionally, it was made clear that every statement needed to be addressed and that none should go unanswered. Additionally, the secrecy of their answers was guaranteed. The time limit was strictly adhered to during the administration of all tests in accordance with the authors' instructions. Ultimately, the questionnaires were gathered, and the response sheets were scored strictly in accordance with the guidelines provided in the relevant manual.

Statistical Techniques Used

The main effects and interaction effects of the variables—school type, job satisfaction, and gender—on organisational commitment were examined using the Balanced Three Way Analysis of Variance (ANOVA) with $2 \times 2 \times 2$ Factorial Design. The "t" test was added when the F-value was determined to be significant. Since Three Way ANOVA is highly sensitive to heterogeneity of variance, the assumption of homogeneity of variance was additionally tested using Hartley's Test of Homogeneity of Variance.

Data Analysis

Data from a $(2 \times 2 \times 2)$ factorial study with a randomised group design was analysed for variance in order to meet the study's objectives. Government schools (A1) and private schools (A2) were the two types of schools that were coded as A in the current study. Teachers with high job satisfaction (B1) and those with poor job satisfaction (B2) were the two levels at which the second independent variable, job satisfaction (coded as B), was altered. In a similar vein, the third independent variable, gender (coded as C), was divided into two categories: male (C1) and female (C2). Table 2 displays the means and standard deviations of several subsamples. The summary of ANOVA $(2 \times 2 \times 2)$ has also been presented in Table-3, which is analyzed in terms of main effects and interaction effects. The schematic layout of $2 \times 2 \times 2$ factorial design for the effect of type of schools, job satisfaction and gender has further been illustrated in Fig.1.

Table-2

Mean's and S.D's of Sub Samples of 2×2×2 Design for Organizational Commitment of Teachers with respect to Type of Schools, Job Satisfaction and Gender

Type of Schools (A)	Job Satisfaction(B)	Male (C ₁)	Female (C ₂)
Govt Schools (A ₁)	High Job Satisfaction(B ₁)	Mean=128.900 S.D.=13.309 N= 60	Mean=128.516 S.D.=11.455 N=60
	Low Job Satisfaction(B ₂)	Mean=110.500 S.D.=13.094 N=60	Mean=115.916 S.D.=16.161 N=60
Private Schools (A ₂)	High Job Satisfaction(B ₁)	Mean=131.400 S.D.=12.111 N=60	Mean=133.950 S.D.=11.766 N=60
	Low Job Satisfaction(B ₂)	Mean=127.300 S.D.=11.382 N=60	Mean=129.850 S.D.=12.334 N=60

Table-3

Summary of 3 Way ANOVA (2×2×2 Factorial Design) for Organizational Commitment of Teachers with respect to Type of Schools, Job Satisfaction and Gender

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares(MS)	F-Ratio
A (Type of schools)	1	2614.17	2614.17	16.625**
B (Job Satisfaction)	1	5.633	5.633	0.0358 (NS)
C (Gender)	1	3040.963	3040.963	19.340**
A×B Interaction	1	2217.963	2217.963	14.10**
B×C Interaction	1	739.196	739.196	4.701 (NS)
A×C Interaction	1	9611.466	9611.466	61.127**
A×B×C Interaction	1	133.367	133.367	0.846 (NS)
Between Cells	7	18362.53	-	
Within Cells	472	74215.466	157.236	
Total	479			

**=Significant at 0.01 level

NS=Not Significant

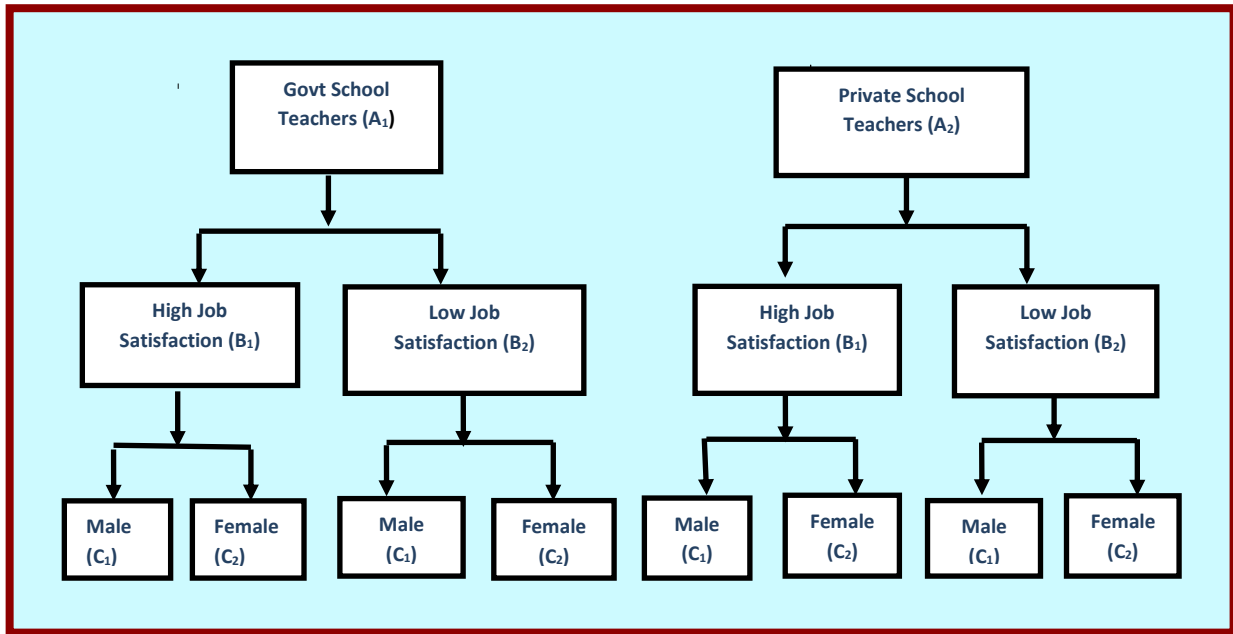


Fig.1: Schematic Layout of 2x2x2 Factorial Design for Effect of Type of Schools, Job Satisfaction and Gender on Organizational Commitment of Teachers

Results & Discussion

➤ Main Effects of Type of Schools, Job Satisfaction and Gender on Organizational Commitment of Teachers

It is clear from Table 3 that the main effect of school type on organisational commitment has an F-ratio of 16.625, which is significant at the 0.01 level. This suggests that secondary school teachers' organisational commitment is unaffected by school type. As a result, the null hypothesis Ho1, which states that "there exists no significant effect of type of schools on organisational commitment of secondary school teachers," is rejected. The findings of Joolideh and Yeshodhara (2008), who discovered no appreciable variations in organisational commitment between government and private school instructors, contradict with this outcome. Teachers with high and low job satisfaction levels do not substantially differ in their organisational commitment, according to Table 3's F-ratio (0.0358) for the main effect of job satisfaction on organisational commitment, which is not significant at the 0.01 level. As a result, the null hypothesis Ho2 is maintained. The results of Fresko, Kfir, and Nasser (1997) and Mishra and Srivastava (2001), who found that job satisfaction is a significant predictor of organisational commitment and directly influences it, contradict with the current conclusion..

Additionally, Table 3 shows that the F-ratio (19.340) for the main effect of gender on organisational commitment is significant at the 0.01 level, indicating that teachers' organisational commitment is significantly influenced by their gender. As a result, the null hypothesis Ho3—"There exists no significant

effect of gender on organisational commitment of secondary school teachers"—is disproved. This result is consistent with that of Mishra (2011), who discovered a significant difference in organisational commitment between males and females. The "t" values were calculated in order to conduct additional research, and they are shown in Table 4.

Table-4
‘t’-values for the Mean Scores of Organizational Commitment with respect to Type of Schools

Group	N	Mean	S.D.	‘t’- value
Govt School Teachers	240	120.958	15.871	7.679**
Private School Teachers	240	130.625	11.335	
Male Teachers	240	124.525	14.572	1.905 (NS)
Female Teachers	240	127.058	14.550	

**Significant at 0.01 level

NS= Not Significant

Table 4 shows that the mean organisational commitment scores between instructors in government and private schools are significant at the 0.01 level, with a "t"-value of 7.679. When comparing mean scores, it was discovered that instructors at private schools had a higher mean organisational commitment score (130.625) than those in public schools (120.958). This outcome is consistent with the findings of Misra, Ansari, and Khan (2009), who found that instructors at private schools had greater organisational commitment than teachers in public schools.

Additionally, Table 4 shows that the "t"-value of 1.905 for the mean organisational commitment scores between male and female teachers is not significant at the 0.01 level. Additionally, the mean scores show that female teachers are more committed to the organization than their male counterparts. The results of Kumari and Jafri (2011), Zilli and Zahoor (2012), and Nagar (2012), who discovered that female instructors exhibit greater organisational commitment than male teachers, corroborate the current study. Figure 2 shows the mean scores for the primary effects of gender and school type on organisational commitment.

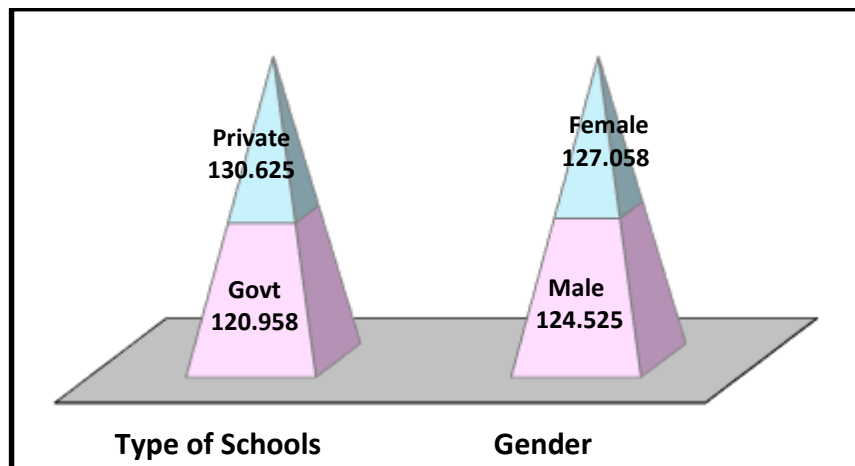


Fig. 2: Mean Scores for Main Effect of Type of Schools and Gender on Organizational Commitment of Teachers

➤ **Double Interaction Effects**

A×B (Type of Schools × Job Satisfaction)

Table 3 shows that the F-ratio between work satisfaction and school type is 14.10, which is significant at the 0.01 level and suggests that job satisfaction and school type interact. As a result, the null hypothesis Ho4—"There exists no significant interaction effect of type of schools and job satisfaction on organisational commitment of secondary school teachers"—is disproved. A line graph illustrating the substantial interaction between work satisfaction and school type on organisational commitment is also shown in Fig. 3.

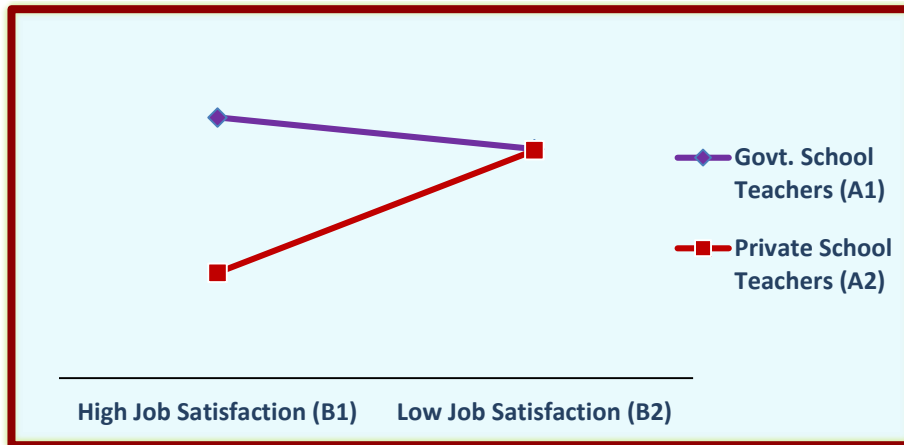


Fig. 3: Interaction Effect of Type of Schools (A) × Job Satisfaction (B) on Organizational Commitment of Teachers

B×C (Job Satisfaction × Gender)

A quick look at Table 3 shows that the F-ratio of 61.127 between gender and job happiness is highly significant at the 0.01 level, suggesting that gender and job satisfaction have a strong interaction effect on secondary school teachers' organisational commitment. The null hypothesis Ho5 is thus disproved. Additionally, a line graph showing the interaction between gender and work satisfaction and organisational commitment is shown in Fig. 4. Because the two lines overlap, the graphical representation of B×C interaction shows that there is a strong interaction effect of B×C factors on organisational commitment.

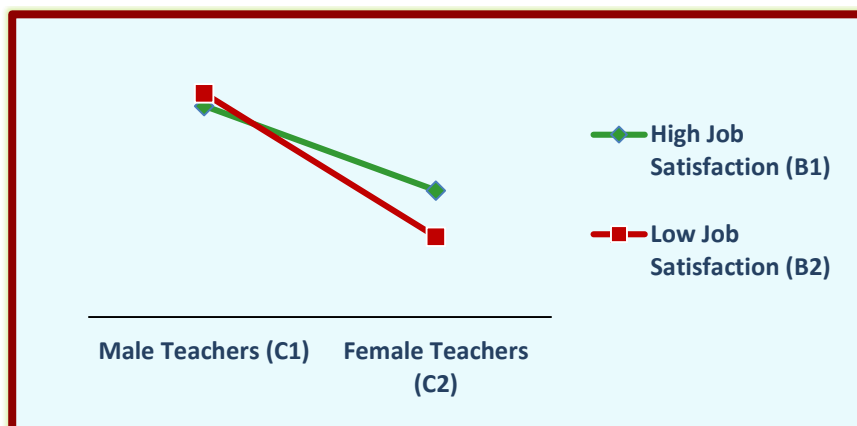


Fig. 4: Interaction Effect of Job Satisfaction (B) × Gender (C) on Organizational Commitment of Teachers

A × C (Type of Schools × Gender)

The interaction between school type and gender is significant at the 0.05 level, as indicated by the F-ratio (4.701) in Table 3. The null hypothesis Ho6, which states that "there exists no significant interaction effect of type of schools and gender on organisational commitment of secondary school teachers," is thus disproved. In Fig. 4.1.9, the interaction effect of gender and school type on teachers' organisational commitment is also shown as a line graph. The intersection of A1 and A2 in this figure supports the conclusion that there is a highly significant interaction effect between the type of schools and work satisfaction.

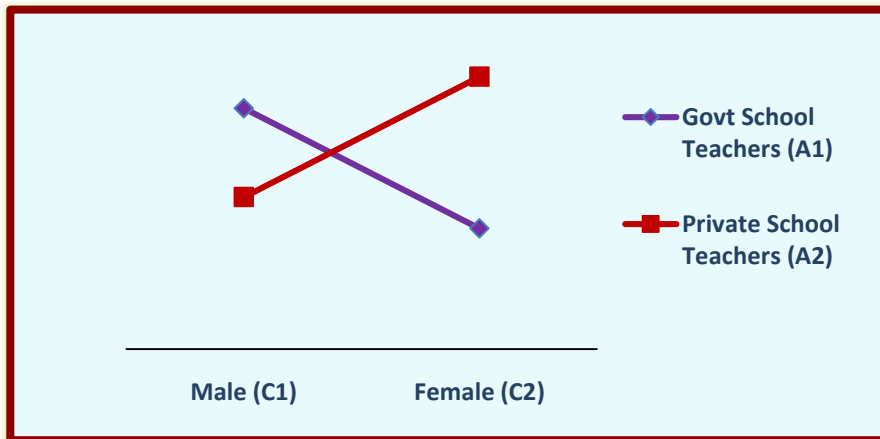


Fig. 5: Interaction Effect of Type of Schools (A) × Gender (C) on Organizational Commitment of Teachers

➤ Triple Interaction Effect

A × B × C (Type of Schools × Job Satisfaction × Gender)

Table 3 shows that the F-ratio (0.846) for the interaction between gender, job satisfaction, and school type is not significant at the 0.01 level. This suggests that there is no interaction between gender, job satisfaction, and school type. The null hypothesis Ho7, which states that "there exists no significant interaction effect of type of schools, job satisfaction, and gender on organisational commitment of secondary school teachers," is thus upheld. Therefore, it can be said that secondary school teachers' organisational commitment is not much impacted by the type of school, work happiness, or gender.

Findings of the Study

- The organisational commitment of teachers at government and private schools was found to differ significantly. Additionally, compared to teachers at government schools, those in private schools showed greater organisational commitment.
- The study found that teachers' organisational commitment was not considerably impacted by their job satisfaction, which suggests that instructors with high job satisfaction levels do not significantly differ from one another in terms of organisational commitment.
- Teachers' organisational commitment was shown to be significantly impacted by their gender, although there was no discernible difference between male and female teachers.

- Secondary school teachers' organisational commitment was significantly impacted by both job satisfaction and school type.
- Secondary school teachers' organisational commitment was significantly impacted by the relationship between job satisfaction and gender.
- The study found that secondary school teachers' organisational commitment was significantly impacted by both gender and school type.
- Gender, job satisfaction, and school type did not significantly interact with secondary school teachers' organisational commitment.

Educational Implications

According to the current study, organisational commitment has a significant role in the efficiency of the educational system. Devoted educators feel more accountable, which lessens the need for supervision and monitoring. It is anticipated that they will be less inclined to leave the company, which will lower the costs associated with recruitment and selection. Teachers' organisational commitment should be increased in order to reduce their turnover rates. Giving teachers more control over curriculum and disciplinary actions could significantly raise their dedication. Teachers' organisational commitment will be strengthened by the focus on their professional development in the classroom.

According to the study, one of the main factors influencing teachers' organisational commitment is job happiness. The principle must implement a few straightforward tactics in order to achieve a high degree of job satisfaction from the teachers. Teachers should be given a range of worthwhile assignments because monotonous, repetitive labour frequently results in job discontent. Teachers should be given the freedom to work at their own pace, and supervision should be carried out discreetly. In terms of enhancing the aspects of the job, the management should offer the chance for a proper workspace, amenities to reach one's rank and prestige in the workplace, etc. The results of this study therefore show some significant educational implications for educators, principals, and school administrators in order to increase their organisational commitment and job satisfaction, which will ultimately improve the educational system.

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