

ORGANIZATIONAL COMMITMENT OF HIGH SCHOOL TEACHERS WORKING IN HIGHER SECONDARY SCHOOLS IN DEVAKKOTTAI EDUCATIONAL DISTRICT

R. Kalaiselvi¹ & M. Anbuhezian², Ph. D.

¹M.Ed. scholar, Government college of education, Pudukkottai-622001, TamilNadu,
Email:kprathisa999@gmail.com

²Principal(FAC), Department of Education, Government College of Education,
Pudukkottai-622001, TamilNadu (State), Email:anburohit123@gmail.com

Abstract

Education conceptualized as a factor that promotes economic growth and therefore, as an important for investment. More nations are recognizing their responsibility in the area of education. Education is seen as an investment for economic growth and as a mean to improve and create knowledge, new technologies and new ways of managing the environment. It must be centered in innovations, ranging from renovated system of training to use of space satellites. It has not only to impart information and skills but also inculcate basic value of humanism, democracy, socialism, secularism and national integration in order to make it powerful tool for social change. Education must provide a techno-informative or a sound knowledge base, empowering the person through knowledge and on which one can build later on. It must provide opportunities to acquire skills through engaging the students in a variety of processes and situations. These skills appreciate the spender of life revealed from communication with nature and man with man. The study was restricted upon 200 teachers from higher secondary schools including government and government aided schools .Among them 47 are male and 153 are female.

Keywords: Goals, Willingness, Wishes, Organizational Commitment, Higher Secondary School Teachers



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

INTRODUCTION

Education is a dynamic force in the life of every individual, influencing his physical, mental, emotional, social and ethical development. It may be interpreted to can't the process through which experience or information is gained, or it may be used to indicate the research of such training, or the product of the learning process. Using the connotation of the term, education implies experience, insight and adjustment on the part of the learner, as he is stimulated towards growth and development. According to Oliver Sheldon (1923), "Organization is the process of combining the work which individuals or groups have to perform with the facilities necessary for its execution, that the duties so performed provide the best channels for the efficient, systematic, positive and coordinate application of the

Copyright © 2018, Scholarly Research Journal for Interdisciplinary Studies

available effort” According to Balu (1974) structure is the distribution along various lines, of people, among social positions that influence the role relations among these people. To porter et al. (1975), “structure involves the particular arrangement among parts, their relatively enduring patterns of relationships”. According to Kantor (1968), organizational commitment is the willingness on the part of the members to give energy and loyalty to the organization.

SIGNIFICANCE 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. Therefore, human resource activities are preferred to given right type of education in schools and colleges act as an agent of change and human resource development manager. This is also highlighted by the Report of the Indian Education commission (1964-66) thus: “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 the quality teacher to the teaching profession, creating better organization commitment of teachers to their profession and the institution.

The teacher commitment to their organization plays an important role, which leads to better to achievement of the schools. Incentives and sanctions can do best to enhance teachers’ involvement. The use of self-managing work teams of teachers increase 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 Indian education commission (1966) observes that the destiny of Indian is being shaped in the classrooms. The principal function of education is to develop a nation, besides developing the individual self. The success of national reconstruction, the chief aim of education largely depends upon the greatest achievement of schools and colleges. Therefore, the school organization should provide proper scope for better interaction of the behavior in the educational system. The teachers who are the working elements in the educational system should develop needed commitment to their profession and organization there by the effectives and the efficiency of the school systems are achieved. The national policy on education (1986) underscores the need for proper for the educational organizations and the

proper development of values beliefs and commitment among the working elements namely, the teachers.

While underscoring the role of teachers and their professionalism in schools, the UNESCO-ILO Document of status of teachers (1967) states “it should be recognized that the advance in education depends largely on the qualification and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teachers”. The national policy on Education (1986) also says that “the teacher will continue to play a crucial role in the formulation and implementation of educational programmers”.

OBJECTIVES OF THE STUDY

The following are the major objectives of the study.

1. To find out the organizational commitment of high school teachers working in the higher secondary schools in Devakkottai Educational District.
2. To find out whether the high school teachers working in differ in terms of certain individual and institutional related variables.

HYPOTHESES OF THE STUDY

The following hypotheses are formulated to give a specific direction to the study:-

1. The high school teachers in Devakkottaieducational district have a greater level of organizational commitment.
2. There exist no significant difference among the teachers in terms of certain institutional and individual related variable.

RESEARCH METHOD

In order to accomplish the formulated objectives, appropriate steps are taken to identify the relevant method for the study. As warranted by this study, survey method is employed as an appropriate method for the study. The present study aims at studying the prevailing conditions in the higher secondary schools in Devakottai educational district regarding the existing organizational commitment of high school teachers. Therefore, survey method is very appropriate almost method for studying the present problem. Research's points out that all surveys are accompanied with questionnaires are the major tools for the collection of data. In the present study also questionnaires form the major tools for collection of data form the higher secondary school teachers.

TOOL USED

The following tool were used by the investigator in the present study:-

1. Organizational commitment questionnaire (OCQ) developed and validated by Krishnaraj(2000).

2. Personal data sheet (PDS)

All the tool are developed and validated strictly in accordance with the research norms. Prior Permission got the tool developer to use the above tool in this study through personal data sheet (PDS), the individual and institutional school related variable such as age, sex type of management, type of school, and type of teachers are collect.

RELIABILITY AND VALIDITY OF THE TOOL

1. Organizational commitment questionnaire is 0.894
2. Reliability of Organizational commitment questionnaire is 0.801

SCORING PROCEDURE OF OCQ

The following scoring procedure was suggested by the original author of tool.

A weight age of 5 is assigned 'to a very great extent 'response.

A weight age of 4 is assigned 'to a considerable extent 'response.

A weight age of 3 is assigned 'to a moderate extent 'response.

A weight age of 2 is given 'to a silent extent 'response.

A weight age of 1 is assigned 'to almost no extent 'response.

SAMPLE OF THE STUDY

In the present study, the high school teachers working in 7 government higher secondary schools and 8 aided schools in Devakottai Educational district form the population of the study. From this population, the sample of 200 high school teachers are selected by means of stratified random sampling technique. The sample of stratified on basis of the type of management of the school, sex of the school, geographical location of the school, and teacher variables such as their age, sex and their qualification. The sample in government and aided school is presented below.

Table-1: Management Wise Distribution of sample

Type of school	Number of sample	Total
Government	96	200
Aided	104	

It is maintained the sample selected is adequate and it is possible to make generalization on the basis of the data collected through the sample size.

STATISTICAL TECHNIQUES USED:

(1) Mean

(2) Standard deviation

(3) 't' Test

**ORGANIZATIONAL COMMITMENT OF HIGHER SECONDARY TEACHERS
 (GLOBAL VIEW)**

Mean and SD values are computed to find out the general commitment of high school Teachers towards their organizational the calculated values are

Table-2: Organizational commitment of higher secondary Teachers: Mean and SD Values (N=200)

Mean	SD	Max. score	Mid Value
106.0854	11.7970	120	72

The conclusions drawn from table-2 in general the teachers have greater level of commitment towards their school. The calculated mean 106.085 is above the mid value 72 of the maximum score 120 the SD values calculated 11.797

**Table-3: significance of Difference between Organizational Commitments and goals
 Mean scores of Teachers above 40 years of Age and below 20-30 years of Age**

Age	Mean	SD	N	'F'
20-30	35.823	3.109	17	0.175
30-40	36.101	3.334	80	
Above 40	35.784	3.969	103	

The above tables reveals no significant difference between below 20-30 years age and above 40 years age in the organizational commitment as revealed by the calculated F=0.175 which is not significant at 0.05 level of confidence. So it is concluded age of the teacher is not a variable.

Table-4: significance of Difference between Organizational Commitments and willingness Mean scores of Teachers above 40 years of Age and below 20-30 years of Age

Age	Mean	SD	N	F
20-30	34.937	3.732	17	0.149
30-40	35.392	3.538	80	
Above 40	35.117	4.382	103	

The above tables reveals no significant difference between below 20-30 years age and above 40 years age in the organizational commitment as revealed by the calculated F=0.149 which is not significant at 0.05 level of confidence. So it is concluded age of the teacher is not a variable.

Table-5: significance of difference between organizational commitments wishes Mean scores of Teachers above 40 years of Age and below 20-30 years of Age

Age		Mean	SD	N	F
20-30	Wishes	35.437	3.881	17	0.046
30-40		35.139	5.007	80	
Above 40		35.049	5.076	103	

The above tables reveals no significant difference between below 20-30 years age and above 40 years age in the organizational commitment as revealed by the calculated 'f'=0.046 which is not significant at 0.05 level of confidence. So it is concluded age of the teacher is not a variable.

Table-6: significance of difference between organizational commitment Total Mean scores of Teachers above 40 years of Age and below 20-30 years of Age

Age	Total of all Dimensions	Mean	SD	N	F
20-30	Score	106.625	9.351	17	0.085
30-40		106.633	10.885	80	
Above 40		105.951	12.573	103	

The above tables reveals no significant difference between below 20-30 years age and above 40 years age in the organizational commitment as revealed by the calculated F=0.085 which is not significant at 0.05 level of confidence. So it is concluded age of the teacher is not a variable.

Table-7: significance of difference between Organizational commitment goals mean scores of male and female Teachers

Gender	Goals	Mean	SD	N	't'
Male		36.2766	3.2596	47	0.7666
Female		35.810	3.760	153	

The above tables reveals no significant difference between male and female teachers in the organizational commitment as revealed by the calculated t=0.7666 which is not significant at 0.05 level of confidence. So it is concluded locality of the school is not a variable.

Table-8: significance of difference between Organizational commitment willingness mean scores of male and female Teachers

Gender	Willingness	Mean	SD	N	't'
Male		35.532	3.351	47	0.7960
Female		35	4.186	153	

The above tables reveals no significant difference between male and female teachers in the organizational commitment as revealed by the calculated t=0.7960 which is not

significant at 0.05 level of confidence. So it is concluded locality of the school is not a variable.

Table-9: significance of difference between Organizational commitments wishes mean scores of male and female Teachers

Gender	Wishes	Mean	SD	N	't'
Male		35.382	4.484	47	
Female		34.862	5.250	153	0.6135

The above tables reveals no significant difference between male and female teachers in the organizational commitment as revealed by the calculated $t=0.6135$ which is not significant at 0.05 level of confidence. So it is concluded locality of the school is not a variable.

Table-10: significance of difference between Organizational commitments Total mean scores of male and female Teacher

Gender	Total of all Dimensions	Mean	SD	N	't'
Male		107.192	10.424	47	
Female		105.673	12.123	153	0.7752

The above tables reveals no significant difference between male and female teachers in the organizational commitment as revealed by the calculated $t=0.7752$ which is not significant at 0.05 level of confidence. So it is concluded locality of the school is not a variable.

Table-11: significance of difference between Organizational commitments goals mean scores of government school and Aided school Teachers

Type of school	Goals	Mean	SD	N	't'
Govt.School		34.772	3.987	96	4.1886
Aided school		36.863	3.042	104	

The above tables reveals that there is a significant difference between government school and aided school teachers in the organizational commitment as revealed by the calculated $t=4.1886$ which is significant at 0.05 level of confidence. So it is concluded locality of the school is not a variable.

Table-12: significance of difference between Organizational commitments willingness mean scores of government school and Aided school Teacher

Type of school	Willingness	Mean	SD	N	't'
Govt. school		34.352	4.459	96	2.3704
Aided school		35.681	3.439	104	

The above tables reveals that there is a significant difference between government school and aided school teachers in the organizational commitment as revealed by the calculated $t=2.3704$ which is significant at 0.05 level of confidence. So it is concluded locality of the school is not a variable.

Table-13: significance of difference between Organizational commitments wishes mean scores of government school and Aided school Teachers

Type of school	Wishes	Mean	SD	N	't'
Govt. school		33.215	5.655	96	4.4580
Aided school		36.306	4.079	104	

The above tables reveals that there is a significant difference between government school and aided school teachers in the organizational commitment as revealed by the calculated $t=4.4580$ which is significant at 0.05 level of confidence. So it is concluded locality of the school is not a variable.

Table-14: significance of difference between Organizational commitments Total mean scores of government school and Aided school Teachers

Type of school	Total of all Dimensions Score	Mean	SD	N	't'
Govt. school		102.341	12.971	96	4.0449
Aided school		108.852	9.668	104	

The above tables reveals that there is a significant difference between government school and aided school teachers in the organizational commitment as revealed by the calculated $t=4.0449$ which is significant at 0.05 level of confidence. So it is concluded locality of the school is not a variable.

MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study.

1. The higher secondary teachers in general have greater level of commitment to their schools.
2. The age of the teachers is not a variable in influencing their organizational commitment and its dimensions.
3. There exists no significant difference between the men and women teachers in their organizational commitment and its dimensions to their schools.
4. The high school teachers working in aided and government schools differ in their organizational commitment and its dimensions.

CONCLUSION

The present study reveals that, age and sex of teachers are not influencing in the organizational commitment and its dimensions. Government and government aided schools are influencing in the organizational commitment and its dimensions. Out of 3 variables only one variable namely management of the school alone influencing the organizational commitment.

REFERENCES

- Miner John B. (1982), Theories of organizational commitment and process, Chicago, Dryden press.*
William Tyler, (1988), school organization-A sociological perspective, London, Carom Helm.
Psychological Review, 1943, vol.60
Journal of Applied Psychology, 1982, vol.6.