

## Gender Differences in the Level of Organisational Commitment Among School Teachers

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### ABSTRACT

The research was aimed at finding the gender differences in organisational commitment among schoolteachers. For this purpose, the Organizational Commitment Questionnaire (Meyer and Allen, 1993) was administered on 80 schoolteachers, out of which 40 were male and 40 were female. The subjects were assessed on their overall level of commitment towards the organisation and the three subscales of organisational commitment- normative, continuance and affective. Results showed a significant difference in organisational commitment among male and female schoolteachers however, no significant difference was found in the three subscales.

**Keywords:** *Organisational Commitment, Gender Differences, Schoolteachers*

Organisational Commitment may be defined as, “a state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation” (Miller, 2003). We may therefore identify the commitment towards an employee’s organisation, that he/she is willing to maintain due to the vested interests as organisational commitment.

A more descriptive outlook towards organisational commitment may be defined as “an attachment to the organisation, characterised by an intention to remain in it; an identification with the values and goals of the organisation; and a willingness to exert extra effort on its behalf” (Porter et al, 1974). By this, we may understand that the commitment toward an organisation is a conscious effort that is further influenced by the extraneous variables of an organisation.

Another defining factor of being committed to an organisation is the loyalty one showcases towards the organisation. This loyalty is explained when an individual is willing to make an effort on behalf of the organisation they belong to, committed to goal achievement and the effort to maintain their membership (Cohen, 2007).

One characteristic feature of organisational commitment is behaviour (Morrow, 1993). “Organisational commitment as behaviour is visible when organisational members are

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committed to exist groups within the organisation” (Reichers, 1985). Another characteristic is defined by understanding the attitude of an employee towards the organisation (Morrow, 1993).

Committed workers are more likely to contribute to a better economy and increased levels of productivity, as per the societal point of view. On a more individual level, committed workers receive better compensation and a better enhancement in their careers. However, at the same time, highly committed individuals are more susceptible to stress and strains. (Mathieu & Zajac, 1990; Mowday et al., 1982)

### ORGANISATIONAL COMMITMENT MODEL

A tri-dimensional model by Meyer and Allen (1997) was conceptualised to understand the different ways that make an individual commit towards their organisation, and how it affects employee’s behaviour.

Allen and Meyer (1990) identify three types of commitment:

- Affective Commitment
- Continuance Commitment
- Normative Commitment.

#### *Affective Commitment*

Affective Commitment is “emotional attachment to the organization such that the strongly 6 committed individual identifies with, is involved in, and enjoys membership in, the organization” (Allen & Meyer, 1990). Factors such as job role clarity, challenges, clarity about goals, receptiveness by management, interpersonal employee relations, equity, participation, and dependability are understood in affective commitment. This commitment usually pertains to the desire of an individual to establish a rewarding relationship with their organisation. The extent to which an individual identifies himself/ herself with the organisation usually serves to the extent of affective commitment they have towards the organisation. Individuals’ affective attachment to their organisations is firstly based on identification with the desire to establish a rewarding relationship with an organisation. (Allen & Meyer, 1990).

#### *Continuance Commitment*

Continuance Commitment “refers to commitment based on the costs employees associate with leaving the organization” (Allen & Meyer, 1990). There are 2 sub-categories in continence commitment as per various researches- low alternative (LoAlt) and high sacrifice(HiSac) (Jaros, 1997; Meyer, Allen, 1990). . High sacrifice employees continue working due to the realisation of costs of leaving the job. On the other hand, low alternative employees remain with an organization because of a perceived lack of other viable employment opportunities. Meyer and Allen (1997) define continuance commitment as “awareness of the costs associated with leaving the organisation”.

#### *Normative Commitment*

Normative Commitment may be defined as “a feeling of obligation to continue employment” Meyer and Allen (1997). The internalised norms and beliefs of an individual make him/ her continue with the employment (Allen & Meyer, 1990). It is also found that employees who are high on normative commitment tend to outperform the employees who are low on this aspect (Meyer & Allen, 2004). Meyer and Allen (1991) are also of the view that “this moral obligation arises either through the process of socialisation within the

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society or the organisation". The reciprocity component plays an integral role in normative commitment. An employee believes that his kindness is a response to all that the organisation does for him/ her.

Gender differences in organisational commitment have always played an important role. All researchers tend to portray a different result altogether (Arbak & Kesken, 2005; Aven, Parker, & McEnyoy, 1993). A few studies indicated that women have a higher organisational commitment (Kamer, 2001; Dixon, Turner, Cunningham, Sagas, & Kent, 2005) due to higher commitment toward the task at hand. Being a minority is often disadvantageous for women as it hampers their self-esteem, self-image and attitude towards the job (Cohen, Broschak, & Haveman, 1998). Other research indicated that higher salaries and positions for men make them more committed to the organisation than women (Arbak & Kesken, 2005). There is also evidence against gender has a significant impact on organisational commitment (Balay, 2000).

As the fundamental organisation of education, schools not only fulfil an organisational purpose but also facilitate educational and administrative purposes. Increased levels of organisational commitment are a characteristic feature of effective schools. Schools, where teachers showcase higher levels of organisational commitment, are more effective. (Web, Metha and Jordan, 1992)

Prior research tends to showcase mixed results when gender differences in organisational commitment are questioned. This research aims to identify the significant gender differences in organisational commitment among school teachers.

### METHODOLOGY

#### *Sample*

The sample for the present study consisted of various public and private senior secondary schools based in Chandigarh (N= 80; n=40). All the participants were in the age group of 24- 58 years of age. A total number of 147 questionnaires were sent out of which 132 were received. A total number of 21 forms were incomplete and were not eligible for evaluation. Out of the remaining 111 forms, 59 were filled by females and 52 were filled by males. A total number of 80 forms were selected for the current study.

#### *Design*

The study aimed to analyse the gender differences in organisational commitment among male and female school teachers. The data for the current research was collected using google forms. Responses were arranged and scored according to the instructions in the manual. Scores were calculated, tabulated and interpreted to find the significant difference in scores of male and female teachers using - way ANOVA.

#### *Tools Used*

*The Organizational Commitment Questionnaire (Meyer and Allen, 1993):*

The OCQ was used to assess the organisational commitment. This scale comprises three sub-scales namely, Affective commitment, Continuance commitment, and normative commitment. The OCQ comprises 24 items, which are rated on a seven-point Likert scale, ranging from 1 to 7 where:

- 1: Strongly Disagree
- 2: Disagree
- 3: Slightly Disagree

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4: Neither Agree nor Disagree

5: Slightly Agree

6: Agree

7: Strongly Agree.

This scale has both positive and negative statements where item serial numbers 2,6,9,10, 11, 13,16,22 and 24 are negative, others are all positive. The positive statements are marked as 7, 6,5,4,3,2 and 1 for response options 1 to 7; and the negative statements are marked as 1,2,3,4,5,6 and 7. The total score gives a measure of the commitment of an employee towards his organization. The resulting score represents an individual's level of organizational commitment. The reliability of this scale is 0.73.

### RESULTS

*Table 1: Mean and SD of Organisational Commitment Scores*

ORGANISATIONAL COMMITMENT		
GENDER	MEAN	SD
Male	99.475	6.68
Female	93.45	7.23
Total	96.4625	7.55

*Table 2: Mean and SD of scores in Normative, Affective and Continuance Commitment*

AFFECTIVE COMMITMENT		
GENDER	MEAN	SD
Male	32.95	4.79
Female	31.28	4.42
Total	32.11	4.66
CONTINUANCE COMMITMENT		
GENDER	MEAN	SD
Male	34.05	4.37
Female	32	3.60
Total	33.03	4.11
NORMATIVE COMMITMENT		
GENDER	MEAN	SD
Male	32.48	5.42
Female	30.18	6.16
Total	31.33	5.88

Table 1 shows the mean and standard deviation of males, and females and the total number of subjects for their scores in organisational commitment. A total of 40 males and 40 females were evaluated. The total mean is 80 respondents. The Standard deviation for males, females and total came out to be 6.68, 7.23 and 7.55 respectively.

Table 2 shows the mean and SD of males and females and total subjects on the subscales of Organisational Commitment.

Affective Commitment: The mean for males came out to be 32.95, for females came out to be 31.28 and the total came out to be 32.11. The SD for males, females and total subjects came out to be 4.79, 4.42 and 4.66 respectively.

Continuance Commitment: The mean for males came out to be 34.05, for females came out to be 32 and the total came out to be 33.03. The SD for males, females and total subjects came out to be 4.37, 3.60 and 4.11 respectively.

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Normative Commitment: The mean for males came out to be 34.48, for females came out to be 30.18 and the total came out to be 31.33. The SD for males, females and total subjects came out to be 5.42, 6.16 and 5.58 respectively.

*Table 3. shows the one-way ANOVA calculations for Organisational Commitment*

SOURCE OF VARIATION	SUM OF SQUARES	DEGREES OF FREEDOM	MS	F
Between	106653.01	1	106653.1	1336.5**
Within	6223.88	78	79.80	

\*\*  $F_{.99}(1,78) = 6.96$

*Table 3.1 shows the ANOVA calculations for Affective Commitment*

SOURCE OF VARIATION	SUM OF SQUARES	DEGREES OF FREEDOM	MS	F
Between	56.11	1	56.11	2.64
Within	1655.87	78	21.22	

*Table 3.2 shows the ANOVA calculations for Continuance Commitment*

SOURCE OF VARIATION	SUM OF SQUARES	DEGREES OF FREEDOM	MS	F
Between	84.05	1	84.05	5.24
Within	1251.9	78	16.05	

*Table 3.3 shows the ANOVA calculations for Normative Commitment*

SOURCE OF VARIATION	SUM OF SQUARES	DEGREES OF FREEDOM	MS	F
Between	105.8	1	105.8	3.15
Within	2623.75	78	33.63	

Table 3 shows the results for Organisational Commitment (composite score). The difference between the mean score of males ( $M = 99.475$ ) for organisational commitment was higher than that of females ( $M = 93.45$ ) and this difference was found to be significant ( $F_{(1,78)} = 1336.5, p < 0.01$ ).

Tables 3.1, 3.2 and 3.3 show the one-way ANOVA results for the three subscales of organisational commitment (affective, continuance and normative). As can be seen from the F values, none of the three values came out to be significant.

## DISCUSSION

The computed value of F for organisational value exceeds the critical value of F at df (1,78). This implies that there is a significant difference between male and female school teachers in overall organisational commitment.

However, there was no significant difference found in the subscales of organisational commitment, i.e., Normative Commitment, Continuance Commitment and Affective commitment.

The results also indicate that males have a higher level of organisational commitment as compared to females. Research indicates that this could be because females are more committed to family roles, whereas males view work as their top priority (Aven et al. 1993;

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**Eren, 2004**). Supporting research indicated that females have low levels of commitment. (**Arbak & Kesken, 2005; Dixon et al., 2005; Yalçın & İplik, 2005**).

**Reichers (1985)** believes that high organisational commitment is indicative of an individual's willingness to put an effort to stay in an organisation. "High organisational commitment means identifying with one's employing organisation" (**Miller, 2003**).

On the other hand, lower levels of organisational commitment are indicative of the fact that the individual is not willing to exert efforts to maintain the position in the organisation (**Reichers, 1985**).

**Meyer and Allen (1997)** also believe that factors such as age, gender and years of service also tend to affect the levels of organisational commitment. Gender Differences in commitment may be characterised by experiences that are linked to gender (**Mathieu & Zajac, 1990**).

In comparison to the job satisfaction predictor, organisational commitment is said to be a better predictor of employee turnover (**Miller, 2003**).

**Arnold (2005)** is of the view that positive experiences tend to foster a better organisational commitment. Organisations can only have their employees commit to the organisation once the organisation itself understands the psychology behind commitment (**O'Reilly, 1989**).

The findings of the current study have significant implications in the area of organisational behaviour. Organisational commitment has a direct effect on an employee's job satisfaction and motivation. It is also important in determining and understanding the reasons behind absenteeism and turnover. Organisations need to ensure that employees are committed to the organisation. Committed employees are more productive and an asset to the organisation. In the context of schools, it becomes all the more necessary to provide teachers with a conducive environment that fosters their commitment to the organisation as they play an active role in facilitating the future of the students.

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### **Conflict of Interest**

The author declared no conflict of interest.

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