

A Study of Organizational Commitment of Secondary School Teachers in Relation to Locus of Control and Gender

Prof. (Dr.) Madhu Gupta¹ Sunita Kumari²

¹Professor, Dept. of Education, M.D. University Rohtak, Haryana, India

Email: madhugupta1621@gmail.com,

²Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana, India

Email: sunitakumarirohtak@gmail.com

ABSTRACT

The present study was undertaken to examine the organizational commitment of secondary school teachers in relation to locus of control and gender. Organizational commitment was treated as dependent variable whereas locus of control (internal and external) and gender (male and female) were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 350 teachers was taken using multi-stage random sampling technique. Organizational Commitment Scale by Hyde and Roy (2006) and Teachers Locus of Control Scale by Gupta and Nain (2016) were used to collect the data. Two-Way ANOVA with 2x2 factorial design was used to analyze the data. Levene's Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. Main effect of locus of control on organizational commitment of secondary school teachers was found to be not significant whereas the main effect of gender on organizational commitment of secondary school teachers was found to be significant. A significant interaction effect of locus of control and gender was found on organizational commitment of secondary school teachers

Keywords: Gender, Locus of Control, Organizational Commitment, Secondary School Teachers

INTRODUCTION

Teaching, a profession that creates all other profession, has been regarded as the most significant and noblest social service since centuries. Teaching profession has historically been perceived as the label of affection and kindness. Nowadays, it has been transformed into a quite stressful occupation (Travers and Cooper, 1996) [18]. Whole system of education revolves around the teacher. The teacher is also called as the "architect of nation", the "maker of man" and the "maker of history." In this context, Dr. Radhakrishnan (1949) had aptly observed that the teachers' place in the society is of vital importance. He acts as

the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. Educationists generally agree that the goodness of an educational programme is resolved to a big extent by the quality of learning process. Success of the learner mainly depends on the ability of the teacher. Organizations increasingly realized that employee was the key to their success and view employer-employee relationship as a mutually beneficial process. Organizations today are facing challenges and opportunities due to constantly changing world. None of the field is left untouched by these changes. So, every organization aspires

to have employees who are committed towards the fulfilment of the organizational goals. The educational organizations such as schools also need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They are rarely at a loss for things to do and always seem to make maximum efforts cheerfully and zestfully. Mowday, et. al. (1982)^[14] defined organization commitment as the state to which individual knows and is involved with his or her organization and/or is unwilling to leave it. Commitment is not simply a human relation concept, rather it is about generating human energy and activating the human mind. It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. Meyer and Allen (1997)^[11] described organizational commitment as a psychological state that binds the individual to the organization. They stated that organization commitment is a multi-directional construct with three contents, namely affective commitment, continuance commitment and normative commitment. Each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts him/herself in the workplace. Balay (2007)^[2] indicated that male teachers have significantly higher level of organizational commitment as compared to the female teachers. Sharma (2008)^[16] told that “female & male teachers were equally committed and that age-wise differences produced no differences among the teachers. Mishra (2011)^[12] indicated that no significant differences

were found between the male & female teachers with respect to teacher effectiveness; while on job satisfaction and organizational commitment they altered significantly. The female teachers found a significant organizational commitment than their male counterparts (Zilli and Zahoor, 2012)^[19]. Gupta and Gehlawat (2013)^[4] found a significant difference of male secondary school teachers than their counterparts with respect to their organizational commitment. On the other hand, teaching experience was found to have a significant effect on the organizational commitment among the teachers. Gupta and Rani (2016)^[6] reported that main effect of organizational commitment; & locality on burnout among teachers was found significant whereas gender had no significant effect on burnout among teachers. Gupta and Rani (2017)^[7] also reported that type of school locality and gender had a significant effect on burnout among teachers. Locus of control is a well-known cognitive-behavioural psychological attribute that describes an individual's specific way of perceiving the world. Rotter (1966)^[15] defined locus of control as a generalized expectancy of internal (self-initiated change orientation) versus external control (change attributed to a source or power outside of the person) over behaviour outcomes. In other words, individuals with internal locus of control orientation believe that the ability to influence outcomes resides within themselves and is the direct result of their efforts, personality strength, and intensions. On the other hand, those with external locus of control orientation believe that they don't have potential to control their outcomes. Those individuals with internal locus of control believe that their future life is affected by their efforts; while those with an external locus of control believe that many events

in their life happen by chance (Coleman and Deleire, 2003^[3]; and Miu, 2010^[13]) Locus of control was significantly related to both role ambiguity & work satisfaction. Kumar and Patnaik (2004)^[10] & Anari (2012)^[11] reported that there is no significant differences in organizational commitment related to gender. Gupta and Nain (2016)^[6] revealed that externally controlled teacher educators faced higher degree of role conflict than their counterparts. Singh and Kansal (2016)^[17] found that female teachers under training and female teachers in service showed no significance differences on internal locus of control, external locus of control and total locus of control.

A very few researches available in Indian context do not focus on organizational commitment among secondary school teachers. Hardly any research has been done to know the main effect and interaction effect of locus of control and gender organizational commitment of secondary school teachers. The lack of researches in the present area motivated the investigator to study the organizational commitment of secondary school teachers in relation to locus of control and gender.

VARIABLES USED

- Dependent Variable: Organizational Commitment
- Independent Variables: Locus of Control and Gender

OBJECTIVES OF THE STUDY

1. To find out the effect of (a) locus of control; and (b) gender on organizational commitment of secondary school teachers.
2. To find out the interaction effect of locus of control and gender on organizational commitment of secondary school teachers.

HYPOTHESES OF THE STUDY

H₀₁ There exists no significant effect of (a) locus of control; and (b) gender on organizational commitment of secondary school teachers.

H₀₂ There exists no significant interaction effect of locus of control and gender on organizational commitment of secondary school teachers.

DESIGN AND METHODOLOGY

In the present study, descriptive survey method was used. The 2x2 factorial randomized group design was used to analyze the data.

SAMPLE

A sample of 350 secondary school teachers was taken using multi-stage stratified random sampling technique. The sample of 350 teachers was also stratified on the basis of locus of control (internal/external) and gender (male/ female). 90 teachers (36 male and 54 female) who scored 75 and below were considered as teachers having internal locus of control and 95 teachers (39 male and 56 female) who scored 92 and above were considered as teachers having external locus of control. 165 teachers (scored between 76 to 91) having average locus of control were not considered in the present study. A schematic layout of the sample for the study of role conflict on the basis of locus of control and gender of secondary school teachers depicted below:

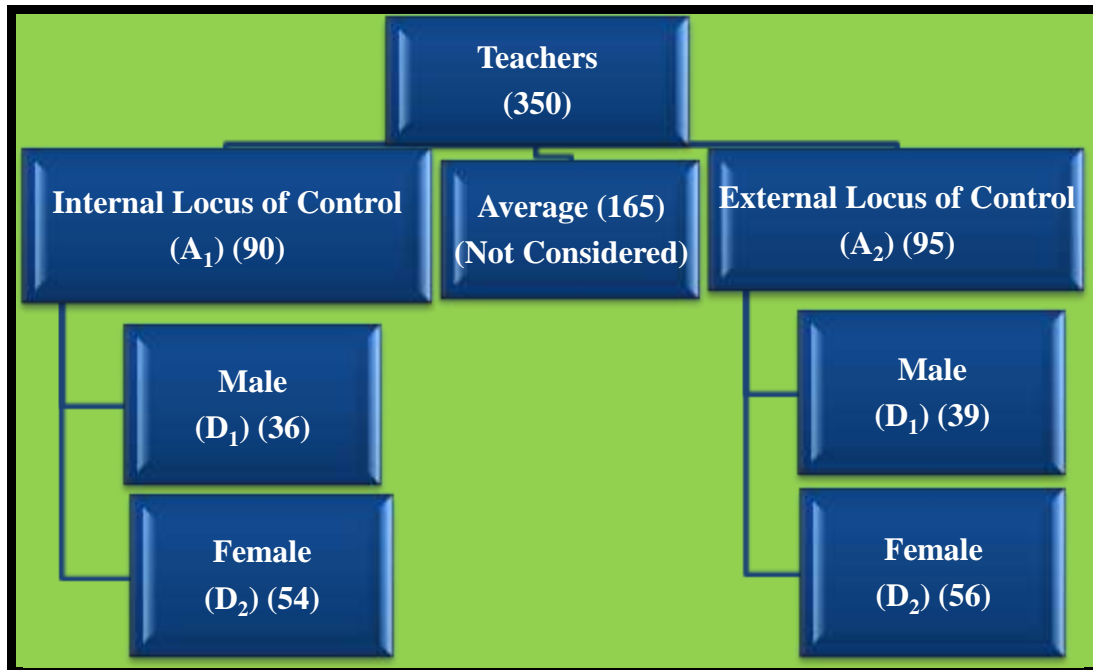


Fig: 1 Schematic Layout of the Sample for the Study of Organizational Commitment on the basis of Locus of Control and Gender of Secondary School Teachers

TOOLS USED

- **Organizational Commitment Scale** developed by Hyde and Roy (2006)^[6] was used to assess the organizational commitment among secondary school teachers. This scale contains 30 items. The split-half reliability coefficient was found to be 0.89. Besides face validity, the scale has high content validity. In order to find out the validity from the coefficient of reliability, the reliability index was calculated, which indicated high validity on account of being 0.94.
- **Teachers Locus of Control Scale** developed by Gupta and Nain (2016)^[4] to analysis the Locus of Control of secondary school teachers. The scale contains 25 items. The reliability of the scale was 0.742. The construct validity (0.762 and 0.921) of the scale was calculated by using correlation coefficient of different sub scales scores with the total teacher’s locus of control scales scores.

STATISTICAL TECHNIQUES USED

The data was analyzed using descriptive as well as inferential statistic. The Two -Way Analysis of Variance (ANOVA) with 2×2 factorial design was computed to study the main effect and interaction effect of the variables i.e. locus of control, and gender on organizational commitment of secondary school teachers. The Levene’s Test of Equality of Error Variance was used to test the assumption of homogeneity of variance before applying Two-Way ANOVA. Wherever F-value was found significant, ‘t’ test was employed for further investigation.

DATA ANALYSIS AND DISCUSSION

To study the main effect and interaction effect of locus of control and gender on organizational commitment of secondary school teachers, data were subjected to

Analysis of Variance of (ANOVA) of (2x2) factorial study with a randomized group design. In the present study, the first independent variable i.e. locus of control coded as (A) was varied at three levels i.e. internal locus of control (A_1), average locus of control (not considered) and external locus of control (A_2). The second independent variable i.e. gender coded as (B) and was varied at two levels i.e. male (B_1) and female (B_2). Levene’s test of equality of variance has been applied on the data to test the assumption of homogeneity of variance as Two Way ANOVA with 2x2 factorial design is quite

sensitive to heterogeneity of variance. It has been presented in the Table-1. The means and S.Ds of different sub samples have been presented in the Table-2. Mean organizational commitment scores of secondary school teachers in relation to locus of control and gender have been presented graphically through 3-D histograms in fig: 2. The summary of ANOVA (2x2) has been further, presented in the Table-3 which is analyzed in terms of main and interaction effect of independent variables i.e. locus of control and gender on organizational commitment of secondary school teachers.

Levene’s Test for Homogeneity of Variance

Table-1
Levene’s Test for Homogeneity of Variance

Variable	F- value	df ₁	df ₂	p-value
Organizational Commitment	0.543	3	181	0.653

Table-1 reports that $F_{(Levene)}$ is 0.543 with degree of freedom 3 and 181 ($p=0.653$) which does not fall in the critical region therefore, “the investigator retains the null hypothesis H_0 (no difference) for the assumption of homogeneity of variance and

conclude that there is no significant difference between the four group’s variances ($\sigma^2A=\sigma^2B=\sigma^2C=\sigma^2D$). Therefore, it is reasonable to believe that the variances of four groups are homogenous i.e. groups are assumed to have similar or equal variances.

Table-2
Means and S.Ds of Sub Samples of (2X2) Design for Organizational Commitment of Secondary School Teachers with respect to Locus of Control and Gender

Locus of Control	N	Gender	Mean	S.D
Internal Locus of Control	36	Male	102.19	26.65
	54	Female	98.64	26.57
External Locus of Control	39	Male	95.43	28.50
	56	Female	115.07	22.21
Total	185		103.63	26.75

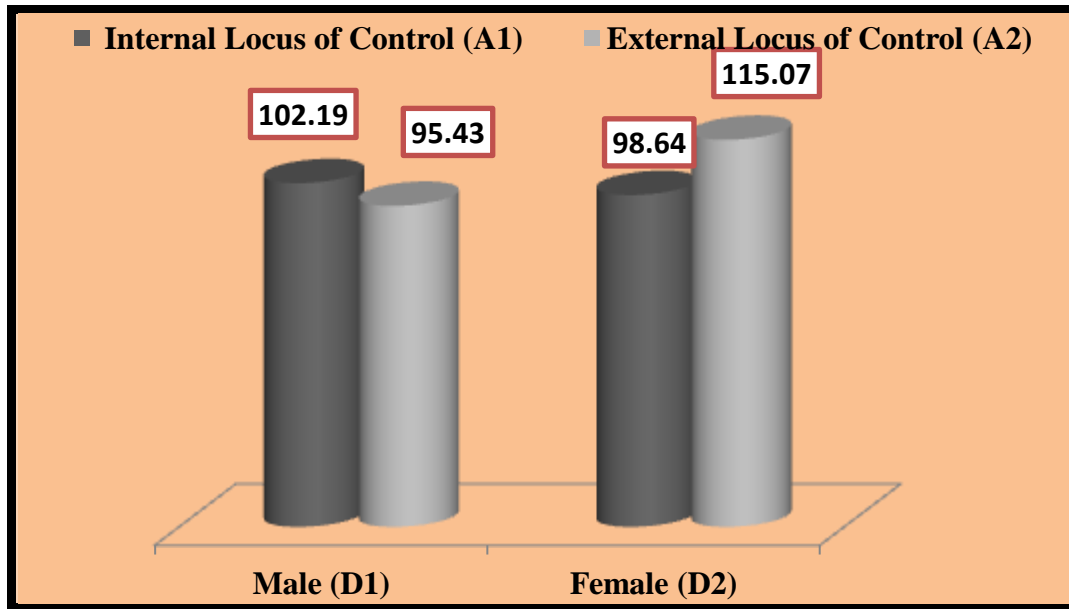


Fig: 2 Mean scores of Sub Samples of (2X2) Design for Organizational Commitment of Secondary School Teachers with respect to Locus of Control and Gender

Table-3

Summary of Two Way ANOVA (2X2 Factorial Design) for Organizational Commitment of Secondary School Teachers with respect to Locus of Control and Gender

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F-Value
Locus of Control (A)	1	1040.232	1040.232	1.565(NS)
Gender (D)	1	2882.844	2882.844	4.337*
Locus of Control x Gender (A x D)	1	5984.747	5984.747	9.004**
Between Cells	3	11363.748	-----	-----
Within Cells	181	120311.258	664.703	-----
Total	184	131675.005	-----	-----

NS =Not Significant *Significant at 0.05 level **Significant at 0.01 level

Main Effect of Locus of Control (A) and Gender (D) on Organizational Commitment of Secondary School Teachers

Locus of Control

It is clear from the Table-3 that f-value (1.565) for the main effect of locus of control on organizational commitment of secondary school teachers is found to be not significant at 0.05 level which leads to the inference that locus of control doesn't have a significant effect on organizational commitment of secondary school teachers. Therefore, the null hypothesis H_{01} , (a) "There exists no significant effect of locus of control on organizational commitment of secondary school teachers" is accepted. Therefore, it may be revealed that there is no significant effect of locus of control on organizational commitment of secondary school teachers.

Gender

F-value (4.337) vide Table-3 for main effect of gender on organizational commitment is found significant at 0.05 level which reveals that gender has a significant effect on organizational commitment of secondary school teachers. Therefore, the null hypothesis H_{01} (b), "There exists no significant effect of gender on organizational commitment of secondary school teachers" is rejected. This finding is in contrast with the findings of In order to investigate further, the 't'-value was computed and Kumar and Patnaik (2004)^[7] & Anari (2012)^[1] who reported that there is no significant differences in organizational commitment related to gender. Mean scores have been presented in Table-4.

Table-4

't'-values for the Mean scores of Organizational Commitment of Secondary School Teachers with respect to Gender

Groups	N	Mean	S.D	t-values
Male	75	98.68	27.65	2.09*
Female	110	107.00	25.69	

* Significant at 0.05 Level

Table-4 depicts that 't'-value (2.09) for organizational commitment between male and female teacher's found significant at 0.05 level. When results were seen in the context of mean scores s, it was found that the mean scores on organizational commitment of male teachers (98.68) is lower than that of the female teachers (107.00). This shows that the male teachers have less organizational commitment than their female counterparts. The present finding is in against with the finding of Balay (2007)^[2] who indicated that male teachers have significantly higher level

of organizational commitment as compared to the female teachers. This findings is in agreement with the findings of Gupta and Gehlawat (2012)^[3] who revealed that gender has a significance effect on organizational commitment". Therefore, it may be concluded that "the gender has a significant effect on organizational commitment of secondary school teachers. The mean scores for effect of gender on organizational commitment of teachers have also been presented in Fig: 3.

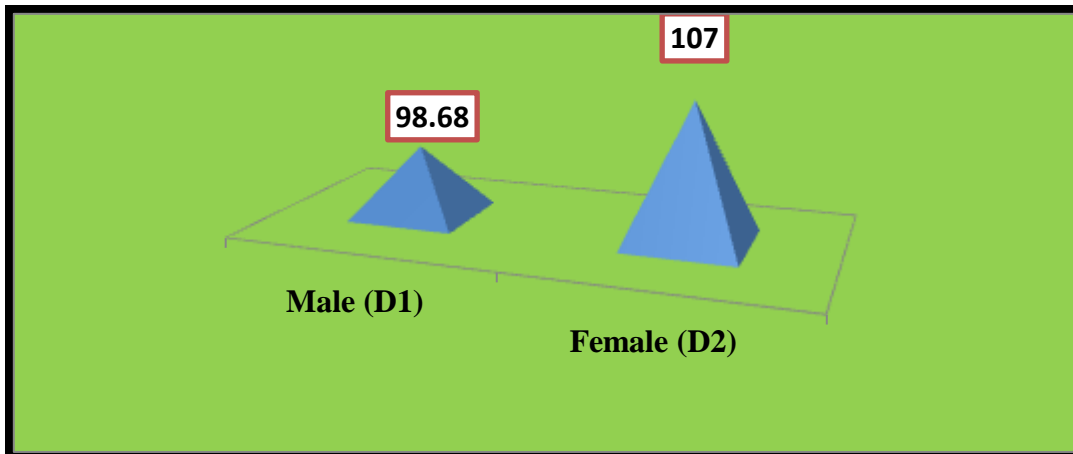


Fig: 3 Mean scores of Sub Samples of (2X2) Design for Organizational Commitment of Secondary School Teachers with respect to Gender

Double Interaction Effect of Locus of Control and Gender (AxD) on Organizational Commitment of Secondary School Teachers.

It is evident from the Table-3 that F-value (9.004) for double interaction between locus of control and gender on organizational commitment of secondary school teachers is significant at 0.01 level which leads to the inference that locus of control and gender interact significantly with each other in relation to their organizational commitment. Therefore, the null hypothesis H_{02} “There exists no significant interaction effect of locus of

control and gender on organizational commitment of secondary school teachers” is rejected. Thus, it is concluded that there is a significant interaction effect of locus of control and gender on organizational commitment of secondary school teachers. For further investigation, ‘t’ test was applied to find out the significant difference in mean scores of organizational commitment for different groups. The results for the same have been presented in the Table-5. The mean scores on organizational commitment of different groups for locus of control and gender have also been illustrated graphically in Fig: 4.

Table-5

‘t’-values for the Mean scores of Organizational Commitment of Secondary School Teachers with respect to Locus of Control and Gender

Groups	N		Mean		S.D		t-values
A ₁ D ₁ vs A ₂ D ₁	36	39	102.19	95.43	26.65	28.50	1.05 (NS)
A ₁ D ₂ vs A ₂ D ₂	54	56	98.64	115.07	26.57	22.21	3.52**
A ₁ D ₁ vs A ₂ D ₂	36	56	102.19	115.07	26.65	22.21	2.50*
A ₁ D ₂ vs A ₂ D ₁	54	39	98.64	95.43	26.57	28.50	0.55(NS)
A ₁ D ₁ vs A ₁ D ₂	36	54	102.19	98.64	26.65	26.57	0.66(NS)
A ₂ D ₁ vs A ₂ D ₂	39	56	95.43	115.07	28.50	22.21	3.76**

* Significant at 0.05 Level ** Significant at 0.01 Level (NS) Not Significant

A₁: Teachers having Internal Locus of Control

D₁: Male Teachers

A₂: Teachers having External Locus of Control

D₂: Female Teachers

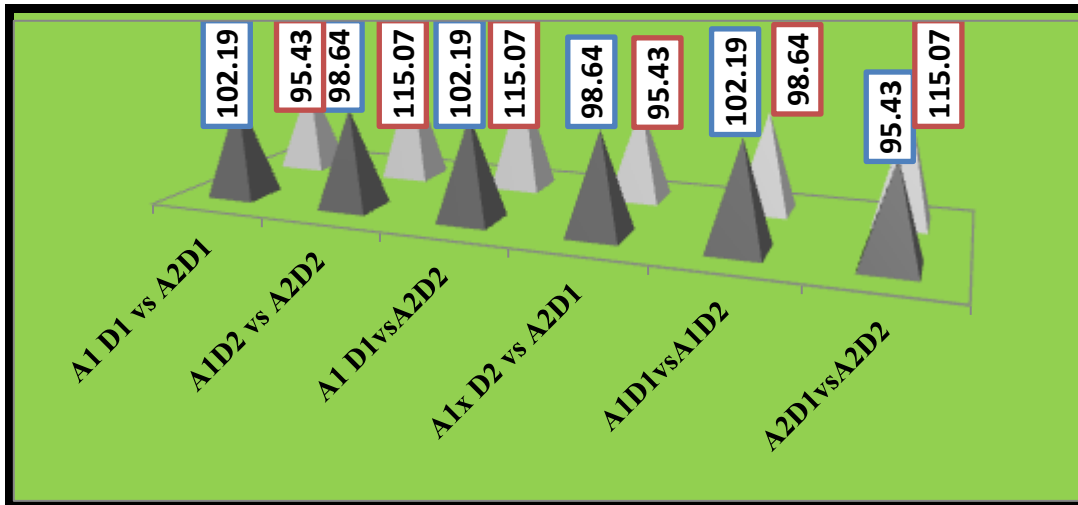


Fig: 4 Mean scores for Interaction Effect of Locus of Control and Gender on Organizational Commitment of Secondary School Teachers

It can be seen in the Table-5 that the 't'-value (1.05) for male teachers having internal locus of control (A₁D₁) and for male teachers having external locus of control (A₂D₁) is not significant at 0.05 level, which reveals that there is no significant difference between male teachers having internal locus of control and male teachers having external locus of control on their organizational commitment. Further, it can be inferred that the mean scores of male teachers having internal locus of control (102.19) which is higher than male teachers having external locus of control is (95.43) but it is not significant difference. It may lead to the conclusion that there is no significant difference between male teachers having internal locus of control and male teachers having external locus of control on organizational commitment. A glimpse at the mean scores vide Table-5 indicates that the 't'-value

(3.52) for female teachers having internal locus of control (A₁D₂) and for female teachers having external locus of control (A₂D₂) is found to be significant at 0.01 level which reveals that there is a significant difference between female teachers having internal locus of control and female teachers having external locus of control for their organizational commitment. The mean scores of female teachers having internal locus of control (98.64) is lower than that the female teachers having external locus of control is (115.07). It may therefore, be concluded that the female teachers having internal locus of control possess significantly lower organizational commitment than the female teachers having external locus of control. An examination of the Table-5 further, depicts that the 't'-value (2.50) for male teachers having internal locus of control (A₁D₁) and female teachers having external locus of control (A₂D₂)

is found to be significant at 0.05 level which reveals that there is a significant difference between male teachers having internal locus of control and female teachers having external locus of control on their organizational commitment. Further, it also reveals that the mean scores of male teachers having internal locus of control (102.19) is lower than female teachers having external locus of control (115.07). Therefore, it may be concluded that there is a significance difference between male teachers having internal locus of control than their respective counterparts. As seen in the Table-5 discloses that 't'-value (0.55) for mean scores of organizational commitment for the female teachers having internal locus of control (A_1D_2) and male teachers having external locus of control (A_2D_1) is not significant at 0.05 level which reveals that there is no significant difference between female teachers having internal locus of control and male teachers having external locus of control for their organizational commitment. Further, it can be inferred that the mean scores of female teachers having internal locus of control (98.64) is slightly higher than male teachers having external locus of control (95.43), but not significant difference between them. It may be concluded that female teachers having internal locus of control and the male teachers having external locus of control don't differ significantly in relation to their organizational commitment. As seen in the Table-5 discloses that the 't'-value (0.66) for male teachers having internal locus of control (A_1D_1) and female

teachers having internal locus of control (A_1D_2) is not found to be significant at 0.05 level which reveals that there is no significant difference between male teachers having internal locus of control and female teachers having internal locus of control on their organizational commitment. It depicts that the mean scores of organizational commitment of male teachers having internal locus of control (102.19) is slightly higher than female teachers having internal locus of control (98.64), but it is not significant difference. Therefore, it may be revealed that male teachers having internal locus of control and the female teachers having internal locus of control don't differ significantly in relation to their organizational commitment. As seen in the Table-5 discloses that the 't'-value (3.76) for male teachers having external locus of control (A_2D_1) and for female teachers having external locus of control (A_2D_2) is significant at 0.01 level which reveals that there is a significant difference between male teachers having external locus of control and female teachers having external locus of control for their organizational commitment.. It depicts that the mean scores on organizational commitment of male teachers having external locus of control (95.43) is lower than female teachers having external locus of control (115.07) leading to the inference that female teachers having external locus of control have significantly higher organizational commitment than the male teachers having external locus of control.

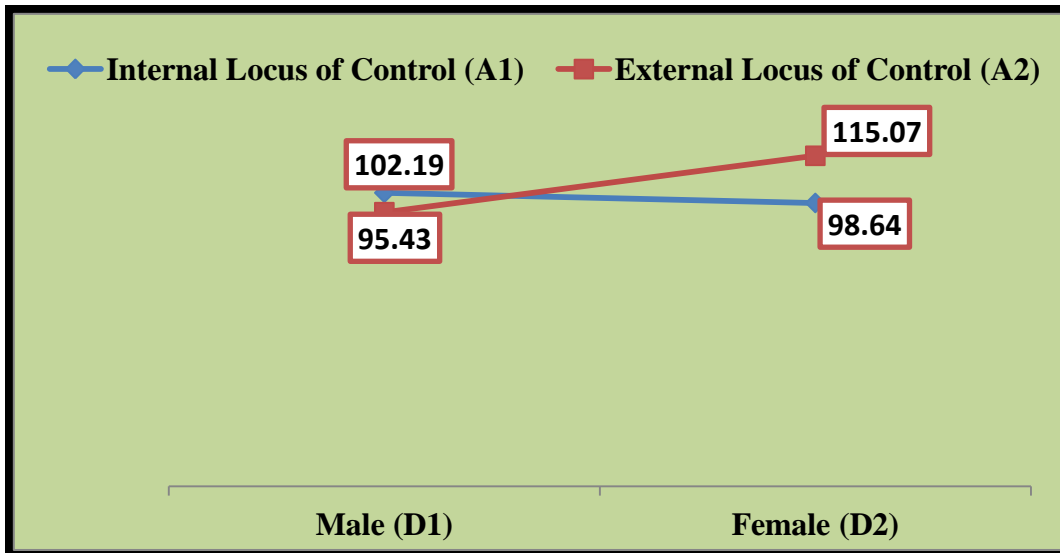


Fig: 5 Interaction Effect of Locus of Control (A) and Gender (D) on Organizational Commitment of Secondary School Teachers

The interaction effect of locus of control (A) and gender (D) on organizational commitment of secondary school teachers have been presented in form of line graph in Fig: 5 which exhibits a significant interaction effect of locus of control (A) and gender (D) on organizational commitment of secondary school teachers. The figure showed that locus of control (A) and gender (D) intersect at a point. Therefore, this line graph supports the inference interaction effect between locus of control (A) and gender (D) is found highly significant.

EDUCATIONAL IMPLICATIONS

Any research work can only be considered effective when the amount of knowledge generated through it can be implied to improve the present practices of the education. The present study is important for teachers, principals and management who are concerned with the sphere of education. The present study reveals that main effect of locus of control on organizational commitment of secondary school teachers was found to be not significant whereas the main

effect of gender on organizational commitment of secondary school teachers was found to be significant. A significant interaction effect of locus of control and gender was reported on organizational commitment of secondary school teachers. Organizations should ensure affirmative co-relationships between principal and teachers and similarity at work. The schools having good and effective teachers can succeed in reshaping the country. Teachers’ valuable performance and right educational institutions are essential for the national development, progress and prosperity of not only the institution but also the whole nation. Therefore, counselling sessions should be organized frequently for the teachers so that they get ample opportunities to show their capabilities for taking decisions independently and start believing themselves.

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