

Influence Of Demographic Variables on Organizational Commitment of Women Teachers of Higher Secondary School: A Study on Chhattisgarh State

Bharat Yadav

Research Scholar, Department of Education, Guru Ghasidas Vishwavidyalaya (A Central University), Bilaspur, Chhattisgarh

Mrs. Kalpana Priya

Research Scholar, Department of Education, Guru Ghasidas Vishwavidyalaya (A Central University), Bilaspur – 495009

Dr. Jyoti Verma

Assistant Professor, Department of Education, Guru Ghasidas Vishwavidyalaya (A Central University), Bilaspur – 495009

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Abstract: Organizational commitment is one of the determinants that affect the effectiveness and stability of schools. For higher secondary schools, teachers' organizational commitment greatly affects student achievement, institutional culture, and the quality of education. Organizational commitment is the psychological bond and devotion that teachers have for their school, including their desire to do good and stay with the organization. Different demographic and occupational factors like gender, age, years of teaching experience, subject specialization, type of management, and residential area may influence teachers' commitment differently. Additionally, training opportunities, continuous professional development (CPD), and salary structure are critical factors in influencing teachers' motivation and long-term participation. This study aims to study the organizational commitment of women teachers of higher secondary school in relation to type of school, type of institutional residence, discipline, marital status and teaching experience. It is important to know how these variables influence the commitment of teachers in order to enhance teacher retention, motivation, and general school performance. The study utilizes a descriptive research design using standardized questionnaires to collect data from a representative sample of female teachers. Findings are anticipated to yield insights into what factors most strongly correlate with commitment levels, thus informing evidence-based policy-making and institutional interventions aimed at boosting teacher involvement and satisfaction.

Key points: Organizational commitment, Higher Secondary school teacher.

Introduction

In the intricate and dynamic reality of education, the place of teachers remains indisputably central to students' achievement and school growth. Among all the factors that determine educational quality, teachers' organizational commitment has been a major factor that affects not only personal performance but also school effectiveness as a whole and student achievement. Organizational

commitment is a measure of the psychological allegiance and commitment that teachers develop towards their organization, thereby influencing motivation, job satisfaction, and faculty retention.

Higher secondary school teachers, in fact, are located at a nexus of students' academic lives where they tend to influence career trajectories and attitudes towards lifelong learning. Identifying the determinants of these teachers' organizational commitment is therefore pivotal to policymakers, school administrators, and other stakeholders interested in creating a more efficient and caring educational setting.

Objective of the study

This study aims to study the organizational commitment of women teachers of higher secondary school in relation to type of school , type of institutional residence, discipline , marital status and teaching experience.

Hypothesis of the study

H0_{1.1} There is no significant difference in the organizational commitment of women higher secondary school teachers working in government and private schools

H0_{1.2} There is no significant difference in the organizational commitment of urban and rural women higher secondary school teachers based on the type of institution.

H0_{1.3} There is no significant difference in organizational commitment among science, arts, and commerce women higher secondary school teachers.

H0_{1.4} There is no significant difference in the organizational commitment between married and unmarried women higher secondary school teachers.

H0_{1.5} There is no significant difference in the organizational commitment based on teaching experience of 0–5 years, 6–10 years, and 11 years and above among women higher secondary school teachers.

Methodology

There are 399 women higher secondary teacher as a sample. The data is collected from the questionnaire . There were 18 items in the questionnaire based on dimensions such as consent for organisation , sense of organizational obligation, willingness to extra effort for organization , acceptance of organizational values, desire to maintain membership of organization. Descriptive statistics , T-test, On way anova ,correlational analysis , regression analysis and normality test is applied.

Result and Findings of the Study

Null Hypothesis H0_{1.1} There is no significant difference in the organizational commitment of women higher secondary school teachers working in government and private schools.

Table 1.1 :- Comparison of Organizational Commitment Scores of Women Higher Secondary School Teachers by School Type.

School Type	N	M	SD	t	df	p
Government	138	138.71	16.67			
Private	114	141.21	14.31	-1.36	140.69	.18

An independent samples t-test was conducted to compare the organizational commitment scores of women higher secondary school teachers in government and private schools. There was no significant difference in organizational commitment between government (M = 138.71, SD = 16.67) and private school teachers (M = 141.21, SD = 14.31), $t(140.69) = -1.36, p = .18$. The mean difference was -2.50 with a 95% confidence interval ranging from -6.15 to 1.15, indicating that the difference was not statistically significant. Thus, the null hypothesis that there is no significant difference in organizational commitment between the two groups is not rejected.

Null Hypothesis H0_{1.2} There is no significant difference in the organizational commitment of urban and rural women higher secondary school teachers based on the type of institution.

Table 1.2 :- Two-Way ANOVA for Organizational Commitment of Women Higher Secondary School Teachers by School Location and Type

Source	Sum of Squares	df	Mean Squares	F	P value
School Location	1,275.79	1	1,275.79	4.89	.028*
School Type	892.14	1	892.14	3.42	.065
Location × Type	129.58	1	129.58	0.50	.481
Error	103,023.26	395	260.82		

*p<0.05

A two-way analysis of variance (ANOVA) was conducted to examine the effects of school location (urban versus rural) and school type (government versus private) on the organizational commitment of women higher secondary school teachers. The findings revealed a statistically significant main effect of school location, $F(1, 395) = 4.89, p = .028$, indicating that organizational commitment differs meaningfully between teachers working in urban and rural environments. However, there was no statistically significant main effect of school type, $F(1, 395) = 3.42, p = .065$, suggesting that organizational commitment levels are comparable between government and private school teachers. The interaction effect between school location and school type was also not significant, $F(1, 395) = 0.50, p = .481$, indicating that the impact of location on organizational commitment does not depend on whether the school is government or private. The model as a whole accounted for a small proportion of the variance in organizational commitment ($R^2 = .019$), suggesting other unmeasured factors may also play an important role. Two-way between-groups analysis of variance was carried out to test the impact of location of the school (urban or rural) and type of the school (government or private) on organizational commitment among women higher secondary school teachers. There was a large main effect of school location, $F(1, 395) = 4.89, p = .028$, with the implication that mean organizational commitment varies between urban and rural locations. Thus, the null hypothesis that there is no significant difference based on the interaction between location and type is not rejected, but there is a significant difference based on school location alone.

H0_{1.3} There is no significant difference in organizational commitment among science, arts, and commerce women higher secondary school teachers.

Table 1.3:- Comparison of Organizational Commitment Scores of Women Higher Secondary School Teachers by School Type

Group (Teaching Subject)	N	Mean	SD
1	159	139.99	16.47
2	258	134.57	15.99
3	318	140.02	15.95
Total	399	139.22	16.24

An independent samples t-test comparing organizational commitment scores between women higher secondary school teachers working in government and private schools indicated no significant difference between the two groups, $t(140.69) = -1.36, p = .18$. Government teachers ($M = 138.71, SD = 16.67$) and private school teachers ($M = 141.21, SD = 14.31$) showed comparable levels of organizational commitment, with a mean difference of -2.50 and 95% CI [-6.15, 1.15]. Thus, the null hypothesis that no significant difference exists between the groups is retained.

Table 1.4 :-Two-Way ANOVA for Organizational Commitment of Women Higher Secondary School Teachers by School Location and Type

Source	df	Mean Squares	F	p
Between Groups	2	732.65	2.80	.062
Within Groups	396	261.38		
Total	398			

A two-way ANOVA was conducted to explore the effects of school location (urban vs. rural) and school type (government vs. private) on organizational commitment among women higher secondary school teachers. Results showed a significant main effect of school location, $F(1,395) = 4.89, p = .028$, suggesting that teachers from urban and rural schools differ in organizational commitment. The main effect of school type was not significant, $F(1,395) = 3.42, p = .065$, and the interaction between location and type was also nonsignificant, $F(1,395) = 0.50, p = .481$. Therefore, only school location significantly influenced organizational commitment, and the null hypothesis regarding the interaction effect is retained.

HO_{1.4} There is no significant difference in the organizational commitment between married and unmarried women higher secondary school teachers.

Table 1.5 :- Descriptive statistics of organizational commitment between married and unmarried women higher secondary school teachers.

Marital Status	N	Mean	SD	SE Mean
Married	135	138.86	16.61	1.88
Unmarried	240	142.43	12.08	1.91

In table 1.5 Independent samples t-test was used to compare organizational commitment of women higher secondary school teachers based on marital status. Group statistics indicated that married teachers (n = 135) had a mean organizational commitment score of 138.86 (SD = 16.61), whereas unmarried teachers (n = 240) possessed a higher mean score of 142.43 (SD = 12.08).

Table 1.6 :- Lavene’s Test and t-Test for organizational commitment between married and unmarried women higher secondary school teachers.

Test	F	p	t	df	p (2-tailed)	Mean Difference	95% CI Lower	95% CI Upper
Levene’s Test for Equality of Variances	7.13	.008						
t-Test (equal variances not assumed)			-1.70	56.90	.095	-3.57	-7.78	0.64

In table 1.6 Levene's test showed unequal variances between groups, $F(1, 374) = 7.13, p = .008$, and therefore the results of the t-test assuming unequal variances were presented. The t-test showed that the difference between organizational commitment among married and unmarried teachers was not statistically significant, $t(56.90) = -1.70, p = .095$, with a mean difference of -3.57 and a 95% CI of -7.78 to 0.64.

HO_{1.5} There is no significant difference in the organizational commitment based on teaching experience of 0–5 years, 6–10 years, and 11 years and above among women higher secondary school teachers.

Table 1.7:- Descriptive Statistics of organizational commitment based on teaching experience of 0–5 years, 6–10 years, and 11 years and above among women higher secondary school teachers.

Sl. No.	N	Mean	Std. Deviation	Std Error
0-5 Years	83	140.57	14.841	1.629
6-10 Years	42	140.93	16.677	2.573
11 years and above	274	138.54	16.587	1.002
Total	399	139.22	16.240	.813

In above table 1.7 Participants were categorized into three groups based on their years of work/teaching experience: 0-5 years (n = 83, M = 140.57, SD = 14.84), 6-10 years (n = 42, M = 140.93, SD = 16.68), and 11 years and above (n = 274, M = 138.54, SD = 16.59). The overall mean score was 139.22 (SD = 16.24). Standard errors for the means were 1.63, 2.57, and 1.00, respectively, suggesting comparable variability across groups. These descriptive statistics suggest that mean total scores were relatively similar across different experience groups.

Table 1.8:- ANOVA table of organizational commitment based on teaching experience of 0–5 years, 6–10 years, and 11 years and above among women higher secondary school teachers.

	Sum of Squares	df	Mean squares	F	Sig
Between Groups	398.32	2	199.16	.754	.471
Within Groups	104,575.15	396	264.08		
Total	104,973.46	398			

In table 1.8 A one-way ANOVA was conducted to compare the effect of work/teaching experience (0-5 years, 6-10 years, 11 years and above) on total scores . There was no significant effect of experience on total scores, $F(2,396) = 0.75, p = .471$, indicating that total scores were similar across the experience groups. This analysis supports the conclusion that years of experience do not significantly influence total score in this study.

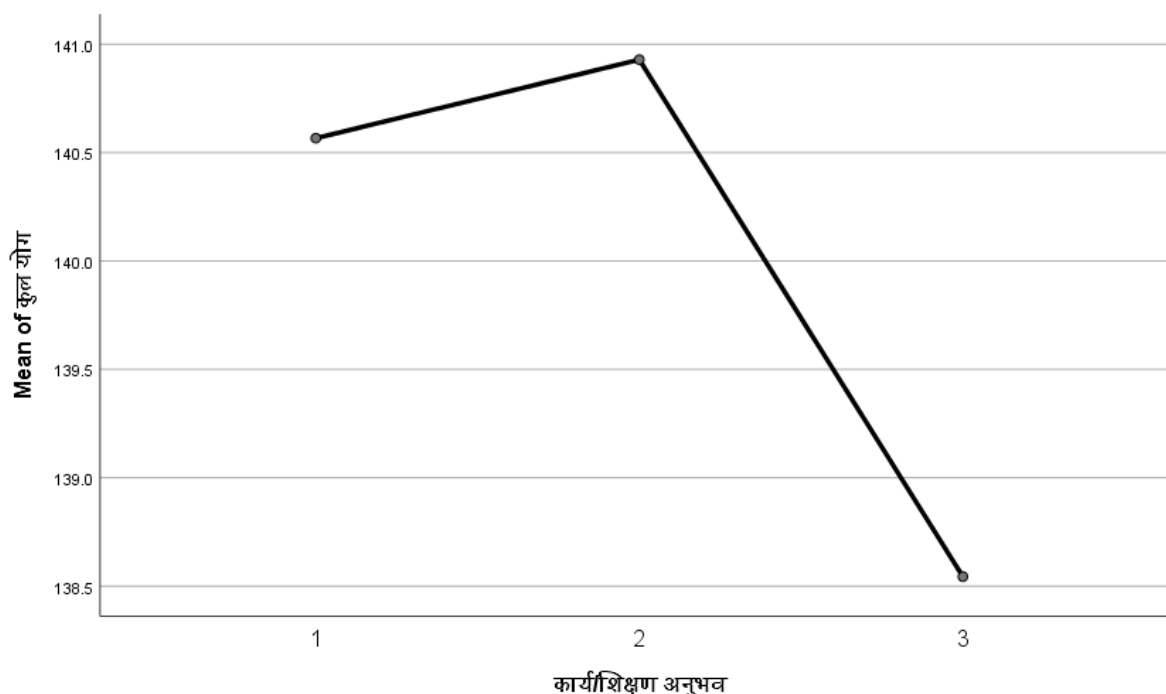


Fig1.2:- Mean of Total Score Across Different Categories of Teaching Experience

Figure 1.2 illustrates the mean total score across three groups differentiated by teaching experience. The mean score for the group with 6-10 years of experience (Category 2) is the highest, followed by the 0-5 years group (Category 1), while the group with 11 years and above (Category 3) shows the lowest mean score. However, consistent with the non-significant ANOVA results, these differences

are minimal and not statistically significant. The figure visually represents the trend in total scores but reinforces the conclusion that work/teaching experience does not significantly affect total score in this sample.

Conclusion

Findings of this research indicate that women higher secondary school teachers record a high level of organizational commitment across groups. Though no difference was found to be significant between government and private school teachers, or among teachers who were from different subjects, marital status, and years of experience, school location was found to be significantly and positively influencing organizational commitment. Teachers from different urban and rural areas were found to have significant differences, showing the influence of environmental context on their organizational commitment. Though the under-study variables explained a low percentage of variance, overall high levels of commitment reported show that the teachers are committed and resilient irrespective of demographic or professional differences. These reassuring findings emphasize the importance of consideration of school environment in organizational commitment development and show that women teachers feel a strong sense of belonging to their institutions irrespective of background and conditions.

Result and Discussion

The study explored the organizational commitment of women higher secondary school teachers considering variables such as school type, school location, subject taught, marital status, and teaching experience.

Consistent with findings by Sharma and Gehlawat (2013) and the meta-analytic review by Meyer et al. (2015), this study found no significant difference in organizational commitment between government and private school teachers. Although some prior research indicates private school teachers may exhibit higher organizational commitment due to factors such as job motivation and organizational support (Matteucci, 2016), these differences were not statistically significant in the present sample, suggesting commitment levels are generally comparable across school sectors.

Significantly, the study identified school location as a meaningful factor affecting organizational commitment, with teachers in urban and rural schools exhibiting different levels of commitment. This accords with conclusions drawn by Xu and colleagues (2024), who emphasized the role of contextual factors such as school environment and leadership in shaping teacher commitment. Urban schools often provide better resources and leadership practices, which may foster enhanced teacher dedication (Rahman et al., 2025).

Regarding demographic and professional variables, no significant differences in organizational commitment were detected based on teaching subject, marital status, or teaching experience. These findings support earlier studies by Habib (2020) and Hamid et al. (2013), which reported limited influence of personal factors like marital status and years of experience on teachers' organizational commitment. This suggests that teachers' psychological attachment to their organizations remains stable across different professional and personal circumstances.

Overall, while the included independent variables explained a modest proportion of variance in organizational commitment, the findings highlight the greater importance of external organizational and contextual factors, such as authentic leadership, school climate, and community support in sustaining teacher commitment (Xu et al., 2024; Rahman et al., 2025; Matteucci, 2016). As organizational commitment strongly influences job satisfaction and teacher retention (Rahman et al., 2025), educational leaders should prioritize improving school environments and leadership quality, particularly in geographically and resource-diverse settings.

In summary, this study reinforces that women higher secondary school teachers generally maintain strong organizational commitment unaffected by demographic or professional differences but are positively influenced by the quality of their school environment, especially location-related factors.

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