

A COMPARATIVE STUDY OF ORGANIZATIONAL COMMITMENT AMONG MALE AND FEMALE SENIOR SECONDARY SCHOOL TEACHERS

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ABSTRACT

Organizational commitment is one of the most significant factors impacting the effectiveness of teachers, teacher retention, and school performance in the education sector. The present empirical study investigates and compares the level of organizational commitment of male and female senior secondary school teachers in the National Capital Territory (NCT) of Delhi, India in terms of their organizational commitment dimensions. 120 male and 130 female teachers were sampled using a three-component model of organizational commitment affective, continuance and normative, by Meyer and Allen (1991) from government and private senior secondary schools. A standardized and validated Organizational Commitment Questionnaire (OCQ) was used to collect data that was then analyzed with descriptive statistics, independent samples t-test, one-way ANOVA, and Pearson correlation analysis with SPSS v.26. The results of the analysis show that the female teachers have statistically significant higher scores than the male teachers in affective and normative commitment, and there is no significant difference in the scores of the teachers in the two genders in continuance commitment. Experience proved to be a significant predictor with an increase in affective and normative commitment as tenure increases. The overall organizational commitment was shown to be positively and strongly linked to job satisfaction for both males and females. Implications for educational administrators and educational policy makers of these results for designing gender-sensitive retention strategies and designs of professional development for secondary education are important.

Keywords: organizational commitment¹, affective commitment², continuance commitment³, normative commitment⁴, gender differences⁵, senior secondary school teachers and job satisfaction⁶.

1. INTRODUCTION

Organizational commitment is broadly defined as the psychological attachment that an employee has toward the organization in which he or she works and has been a subject of continued research since the seminal work of Porter et al. (1974) and Mowday, Steers, and Porter (1979). It is no surprise that commitment is particularly salient in educational institutions, as there are deep connections between the quality, continuity, and motivations of teachers and the outcomes of education, institutional stability, and the social mandate to develop human capital. Examining the factors that shape and maintain teachers' commitment is an academic and policy challenge in developing countries with extensive expansion of public investment into secondary education, like India, where there is growing concern about teacher commitment in recent decades. Senior secondary schools are a critical point in the education system where students transition to tertiary education and careers, and where they often experience challenges such as teacher attrition, low teacher motivation and role ambiguity. The present study aimed to bridge this gap by empirically comparing organizational commitment profile of male and female senior secondary teachers.

1.1 BACKGROUND AND SIGNIFICANCE

There is a plentiful but conflicting literature on gender differences in organizational commitment. In early research, it was found that women have lower levels of organizational commitment because of competing family responsibilities and structural barriers to careers (Marsden, Kalleberg & Cook, 1993). Subsequent scholarship has, however, questioned this contention suggesting that after statistically controlling for organizational tenure, job level and type of employment, gender differences in commitment either reduce to insignificance or turn into differences in favor of women, namely higher levels of affective commitment (Aven, Parker & McEvoy, 1993; Mathieu & Zajac, 1990). In the teaching profession, however, the role conflict, workload, professional recognition and career mobility are gendered experiences which give rise to different commitment trajectories that need to be investigated in more context-specific ways. The senior secondary school system in India is particularly interesting as there is an ongoing process of feminization of the school teaching workforce alongside the continued unequal gender status quo in administrative recognition, promotion and leadership. Research into these structural inequities to determine whether this translates into measurable differences in organizational commitment adds to theories of gender, work, and professional identity from an empirical viewpoint.

1.2 THEORETICAL FRAMEWORK

The present study is based on Meyer and Allen's (1991) three-component model of organizational commitment, which is most widely used and validated model in organizational behavior studies. The model proposes that organizational commitment can be broken down into three conceptually different, but empirically correlated, parts: affective commitment (defined as an employee's emotional attachment to and identification with the

organization); continuance commitment (defined as the perceived costs of leaving the organization and the absence of viable alternatives to employment within that organization); and normative commitment (defined as the felt sense of obligation to stay with the organization). The three dimensions do not overlap an employee could have high affective commitment, have moderate continuance commitment, and have low job performance – and they relate to different outcomes such as turnover intention, absenteeism, job performance, and organizational citizenship behavior. Affective commitment is associated with teachers' intrinsic motivation and pedagogical enthusiasm, and continuance commitment is related to job security concerns and pension entitlements. Normative commitment, on the other hand, involves a commitment to students, colleagues, and the educational mission, based on one's professional duty and ethical obligation. The tripartite approach allows for a more nuanced and dimensional comparison between male and female teachers, instead of generic measure of commitment as a one-dimensional construct.

1.3 OBJECTIVES AND HYPOTHESES

The general aims of the present study are: (i) to find the mean affective, continuance, normative and overall organizational commitment of male and female senior secondary school teachers; (ii) to determine if there are statistically significant differences between the two genders on the different dimensions of organizational commitment; (iii) to determine the effect of years of teaching experience on the different dimensions of organizational commitment; and (iv) to find the relationship between organizational commitment and job satisfaction for the two genders. The following null hypotheses are formulated based on the existing theoretical and empirical literature: H01: Male and female teachers have no significant difference in affective commitment, H02: Male and female teachers have no significant difference in continuance commitment, H03: There is no significant difference between male and female teachers in terms of normative commitment and, H04: There is no significant difference among the various experience groups in terms of organizational commitment, H05: There is no significant relationship between organizational commitment and job satisfaction among teachers.

2. RELEVANT LITERATURE

Although organizational commitment has been studied in many organizational settings, the study of organizational commitment in the context of the teaching profession has produced a particularly rich body of research, given the unique features of the occupation such as attributes of public service, rationality and structured career systems. The seminal four-component framework of Meyer and Allen (1991) integrated previous one-dimensional models, and it proposed that the three dimensions of commitment result in different behavioral outcomes and are each shaped by a different set of antecedents, which has been found to be true in many different national contexts. Mathieu and Zajac (1990) and Meyer et al. (2002) found that affective commitment is the best predictor of organizational outputs such as performance and turnover intention, whereas continuance commitment has neutral or negative effects on job performance.

The study of gender has greatly changed in the last 30 years. Previous research has found that women's levels of organizational commitment have been lower than men's, in some studies being attributed to managerial constraints such as career interruptions, role conflict and perceived organizational support (Marsden, Kalleberg, & Cook, 1993). Aven, Parker, and McEvoy (1993), however, provide strong evidence from a thorough meta-analysis that females report the same or higher levels of affective and normative commitment than males, when it is applicable. This has been replicated in other environments, including education, where Somer and Birnbaum (1998) reported that women teachers in the United States had higher levels of normative commitment than males, because they were more socialized to have duty and a sense of collective responsibility. For secondary level teachers, Kumar and Giri (2009) reported that female teachers possessed higher levels of affective commitment than male teachers which was consistent with the sociocultural role expectations of female teachers. At secondary level, the male teachers showed marginally higher levels of commitment to the continuance of their job than female teachers.

TEN has been the subject of much research and study, and the relationship between teaching experience and organizational commitment has been a point of major focus. Nias (1981) and Rosenholtz (1989) found that teachers in the early years of their careers have high levels of idealistic commitment which can decline after a reality shock, but which may rise and set in more solidly with later career stages as they develop greater professional identity. In Israeli schools, Boytner and Somech (2004) validated that there was a positive curvilinear relationship between experience and affective commitment. In the Indian context, Singh and Tiwari (2011) found that the teachers who had more than 15 years of service experience exhibited significantly higher norm and affective commitment, supporting the view that normative and affective commitment and socialized obligation grow in the process over time. Lately, Pandey and Khare (2012) conducted a study with senior secondary school teachers all over Madhya Pradesh and found that about 18% of the variance in overall organizational commitment was attributable to the experience of the teacher; the former having a higher level of continuance commitment than the latter as both had a high level of job security and pension plans.

Job satisfaction and organizational commitment have been considered as similar yet conceptually distinct constructs. Locke (1976) stated that job satisfaction is an emotion that is pleasurable, that comes out of the evaluation of one's job, commitment is a wider attitude of the individual towards the organization. However, the two constructs are interrelated and mutually reinforce each other in a feedback loop. Two later meta-analyses, by Tett and Meyer (1993) and Luthans, Baack, and Taylor (1987), respectively, found corrected correlations of about 0.53 and 0.50 between job satisfaction and organizational commitment, respectively, for teachers whose work environment was perceived as supportive and who found their job roles to be meaningful. In the Indian context of secondary education, Yadav 2015 reported that job satisfaction explained 34% of the variance in the affective commitment of the secondary school teachers of Rajasthan, and Sharma and Jyoti 2009 showed that there is a positive relationship between job satisfaction and affective commitment among university faculty. Overall, the results of these studies provide strong empirical support for the hypotheses that served as the foundation for the present investigation.

3. RESEARCH METHODOLOGY

The study is quantitative, cross sectional and comparative research design which was used to investigate differences in organizational commitment among male and female teachers in the senior secondary school. To ensure proportional representation of teachers across government and private schools, across experience cohort, and location of schools in the NCT of Delhi, stratified random sampling was used. A total of 250 teachers (120 male and 130 female) were selected from 25 senior secondary schools (14 government aided and 11 private unaided) randomly identified from the directory of schools given by Directorate of Education Delhi district wise. All the selected teachers had confirmed service in senior secondary (Classes XI-XII) with a minimum of six months. Informed consent was obtained prior to data collection and all participants were asked to volunteer for study. The study protocol was reviewed and approved by the institutional ethics committee.

Organizational commitment was measured using the Organizational Commitment Questionnaire [OCQ] Meyer and Allen, 1990) – OFC is an 18-item scale that includes three sub-scales (6 with AC– Affective commitment; CC– Continuance size items; and NC– Normative commitment [12]. Items were rated using a five-point Likert scale (January 2022). In the present sample, Cronbach's alpha coefficients of 0.83 (AC), 0.78 (CC), and 0.81 (NC) demonstrated the reliability of the instrument, as they were all above .70 for acceptable internal consistency (Nunnally, 1978). Finally, a 10-item Job Satisfaction Scale (adapted from Warr, Cook and Wall, 1979) was used to understand the relationship between job satisfaction and organizational commitment with a Cronbach's alpha of .80 for sample [15]. A structured personal data sheet was used to collect demographic variables, including gender, age, teaching experience and school type (Government or private). Prior to administration, the instruments were reviewed for face validity and content validity by a panel of five experts in educational psychology and organizational behavior.

Statistical analyses were conducted using IBM SPSS Statistics version 26.0 [16]. Again descriptives such as means, standard deviations, frequencies and percentages were calculated for dependent variables all key independent variables. Normality assumption was tested by the Kolmogorov-Smirnov test and homogeneity of variances was assessed by Levene's test before conducting parametric testing. Independent samples t-test were used to compare male and female teachers on each dimension of commitment dimension, as well as overall organizational commitment. Post hoc comparisons, where referenced significant F test statistics are found (significance set at an alpha level of $\Delta = 0.05$), were conducted using the Tukey HSD procedure for One-way Analysis of Variance (ANOVA) to test differences across experience groups (0–10 years, 11–20 years, >21 years). Pearson product–moment correlation coefficients were also computed for the bivariate relationships of the 3 commitment dimensions to job satisfaction. All inferential tests were conducted with traditional $\alpha = 0.05$ significance levels and $p < 0.01$ and $p < 0.001$ levels were reported where applicable.

4. DATA COLLECTION AND ANALYSIS

Methodology A total of Primary data were collected for 8 weeks via administering the questionnaire, using a structured questionnaire in face-to- face sessions at selected schools after prior permission from school principals. Questionnaires were delivered outside of periods of instruction to minimize disruption. Out of the 268 distributed questionnaires, 250 were returned as fully completed (93.3% response rate), which is very good for any survey-based research. The next five tables show the results of our quantitative analysis

Table 1: Demographic Profile of the Sample (N = 250)

Variable	Category	Male (n=120)	Female (n=130)	Total (n=250)
Age Group	25–35 years	32 (26.7%)	38 (29.2%)	70 (28.0%)
	36–45 years	55 (45.8%)	60 (46.2%)	115 (46.0%)
	46 years & above	33 (27.5%)	32 (24.6%)	65 (26.0%)
Experience	0–10 years	38 (31.7%)	45 (34.6%)	83 (33.2%)
	11–20 years	50 (41.7%)	52 (40.0%)	102 (40.8%)
	21+ years	32 (26.6%)	33 (25.4%)	65 (26.0%)
School Type	Government	68 (56.7%)	72 (55.4%)	140 (56.0%)
	Private	52 (43.3%)	58 (44.6%)	110 (44.0%)

Note: Percentages are computed within each gender group. Government schools include government-aided institutions.

Table 1 Demographic characteristics of 250 respondents the age cohort for the sample is relatively evenly split; both genders comprise the plurality from 36–45 (male: 45.8%; female: 46.2%). This mirrors the mid-career nature of the cohort, with 11–20 years representing the biggest experience group for both. In the case of both genders combined, there are just more Government school teachers than private school teachers.

Table 2: Descriptive Statistics of Commitment Dimensions by Gender (N = 250)

Dimension	Male Mean	Male SD	Female Mean	Female SD	Overall Mean	Overall SD
Affective Commitment	3.82	0.67	4.11	0.59	3.97	0.64
Continuance	3.56	0.72	3.48	0.78	3.52	0.75

Commitment						
Normative Commitment	3.74	0.65	3.91	0.61	3.83	0.63
Overall Organizational Commitment	3.71	0.61	3.83	0.57	3.77	0.59
Job Satisfaction (related)	3.68	0.70	3.79	0.66	3.74	0.68

Note: Scores are on a five-point Likert scale (1 = Strongly Disagree; 5 = Strongly Agree). SD = Standard Deviation.

In table 2, it can be seen that female teachers who have higher mean scores than male teachers on affective (4.11 VS. The only area where male teachers are doing better than female teachers is continuance commitment (3.56 vs 3.48). The mean for overall organizational commitment taken across the combined sample is 3.77 (SD = 0.59) which can be classified as a moderate to high level of commitment within the group. These trends align with the theoretical expectation that female educators invest more emotion and professional identity in their roles in the organization.

Table 3: Independent Samples t-Test Results for Gender Differences in Commitment (N = 250)

Variable	Male Mean	Female Mean	Mean Diff.	t-value	df	p-value
Affective Commitment	3.82	4.11	0.29	3.47	248	0.001**
Continuance Commitment	3.56	3.48	-0.08	0.81	248	0.417 (ns)
Normative Commitment	3.74	3.91	0.17	2.06	248	0.040*
Overall Organizational Commitment	3.71	3.83	0.12	2.19	248	0.029*
Job Satisfaction	3.68	3.79	0.11	1.34	248	0.181 (ns)

Note: * $p < 0.05$; ** $p < 0.01$; ns = not significant. Two-tailed tests; equal variances assumed after Levene's test.

Independent samples t-test results are presented in Table 3 for each time point. This analysis also substantiates that female teachers have significantly more affective commitment than male teachers ($t = 3.47$, $p = 0.001$) resulting in rejection of H01. Thus confirming the reject of H03 as well, Male teachers scored significantly low

on normative commitment compared to Female ($t = 2.06$, $p = 0.040$). Yet, H_{02} is retained as the gender difference on continuance commitment ($t = 0.81$, $p = 0.417$) and job satisfaction ($t = 1.34$, $p = 0.181$) are not found to be statistically significant differences. There is also a significant higher aggregate organizational commitment for female teachers ($t = 2.19$, $p = 0.029$), indicating that the overall commitment profile favors Female teachers in this sample

Table 4: One-Way ANOVA Organizational Commitment across Experience Groups (N = 250)

Commitment Dimension	0–10 yrs (Mean)	11–20 yrs (Mean)	21+ yrs (Mean)	F-value	p-value	Sig.
Affective Commitment	3.71	3.98	4.24	14.32	0.000	***
Continuance Commitment	3.60	3.53	3.44	1.87	0.155	ns
Normative Commitment	3.65	3.84	4.10	9.48	0.000	***
Overall, OC	3.65	3.78	3.93	7.21	0.001	**
Job Satisfaction	3.60	3.75	3.89	5.63	0.004	**

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$; ns = not significant. Post-hoc Tukey HSD applied for significant F-values.

Results of ANOVA analysis of three groups of experience differences in commitment is shown in Table 4. H_{04} is rejected for affective commitment ($F = 14.32$, $p < 0.001$), normative commitment ($F = 9.48$, $p < 0.001$), overall organizational commitment ($F = 7.21$, $p = 0.001$) and job satisfaction scores ($F = 5.63$, $p = 0.004$). The continuance commitment does not vary significantly across experience groups ($F = 1.87$, $p = 0.155$). Tukey HSD post-hoc comparisons show that teachers with experience of 21+ years are significantly higher than both early-career (0–10 years) and mid-career (11–20 years) teachers on affective commitment and normative commitment, supportively confirming the propositional hypothesis of assumption one: the long-tenured teacher is more emotionally bonded to their institution physically, as well as more obligated.

Table 5: Pearson Correlation Matrix Commitment Dimensions and Job Satisfaction (N = 250)

Variable	AC	CC	NC	OC	JS

Affective Commitment (AC)	1.000	0.312**	0.584**	0.841**	0.673**
Continuance Commitment (CC)	0.312**	1.000	0.290**	0.692**	0.418**
Normative Commitment (NC)	0.584**	0.290**	1.000	0.807**	0.591**
Overall OC	0.841**	0.692**	0.807**	1.000	0.712**
Job Satisfaction (JS)	0.673**	0.418**	0.591**	0.712**	1.000

Note: AC = Affective Commitment; CC = Continuance Commitment; NC = Normative Commitment; OC = Overall Organizational Commitment; JS = Job Satisfaction. ** $p < 0.01$ (two-tailed).

The correlation matrix is shown in Table 5. All dimensions of commitment are intercorrelated significantly and positively. Affective commitment ($r = 0.841$, $p < 0.01$) and normative commitment ($r = 0.807$, $p < 0.01$) were shown to have the strongest correlations with aggregate organizational commitment, confirming that these two dimensions are base drivers of the aggregate organizational commitment construct. While the correlation of organizational commitment overall ($r = 0.712$, $p < 0.01$) and affective commitment ($r = 0.673$, $p < 0.01$), provides support for H05 being rejected – that job satisfaction has no relationship with commitment to an organization we find also that even among those two constructs supplemental effects may play roles as well as distinctive ones; hence we treat them separately next in our report! The least strong association was found between continuance commitment and normative commitment ($r = 0.290$, $p < 0.01$), which also met expectations from theory that these two dimensions are rooted in separate psychological systems.

5. DISCUSSION

The results of the current investigation provide an overview view of organizational commitment among higher secondary school teachers but need to be interpreted cautiously in the broader empirical literature. A key finding to emerge from the study that female teachers demonstrate significantly higher affective and normative commitment than male teachers mirrors considerable research in similar educational contexts. In a meta-analysis adjusting for structural factors, Aven, Parker & McEvoy (1993) found that gender differences in commitment favor women with the difference appearing large on the affective dimension. In fact, the present findings (male AC mean = 3.82; female AC mean = 4.11; $t = 3.47$, $p = 0.001$) closely echo those of Kumar & Giri (2009), who found high rates women secondary school teachers in Uttar Pradesh beat their male peers by between 0.24-0.31 scale points for affective commitment and with Somer & Birnbaum (1998) whose investigation tracking American schools indicated that duty-oriented commitment was stronger among female than males colleagues.

Several theoretical explanations merit consideration. On the other hand, women in caregiving-oriented professions such as teaching may see organizational mission and student welfare as extensions of a socialized care role and develop a greater emotional identification to their school as an institution (Noddings, 1984). At the same time, the normative commitment advantage shown for women teachers (3.91 vs 3.74; $t = 2.06$, $p = 0.040$) might reflect a perceived professional obligation that is reinforced via greater role integration less segmentation between professional and personal identities in female teachers may be expressed instead as an increased organizational obligation. This explanation is consistent with Wallace and Weese's (1995) observation that female managers in service organizations had significantly higher normative commitment, since their identity structures more closely fused occupational values with personal values.

Moreover, it is worth mentioning that our data exhibits no significant gender difference for continuance commitment (3.56 male vs 3.48 female; $t = 0.81$, $p = 0.417$), contrasting with studies like Mathieu and Zajac (1990) showing males reporting higher levels of continuance commitment as strongly invested in their careers and usually perceive economic costs of quitting higher than female employees would do. The nearly equal post in continuance commitment, which this article finds among men and women teachers in the current sample may echo the structural equalization of job security conditions existing within Delhi's school system wherein similarly-protected male and female teachers each enjoy similar pension entitlements. This finding supports the case made by Meyer et al. (2002) that structural and economic factors rather than psychological dispositions regarding gender primarily determine continuance commitment.

The ANOVA results were entirely consistent with these trends, indicating significant experience driven differences in affective commitment ($F = 14.32$, $p < 0.001$) and Normative Commitment ($F = 9.48$, $p < 0.001$) (Career Stage literature). In their survey of secondary school teachers throughout Uttar Pradesh, Singh and Tiwari (2011) found similar patterns, where post-fifteen year teachers showed substantially greater institutional embeddedness. The significant difference between early-career (0–10 years, AC mean = 3.71) and late-career (21+ years, AC mean = 4.24), as indicated by the Tukey HSD post-hoc comparisons in the present study could represent a powerful leverage point for schools investing in early-career retention strategies mentoring, professional recognition, collaborative culture to boost their commitment trajectory as it is one of concern that was both statistically robust and has implications for staffing retention strategies. For instance, Bogler and Somech (2004), using data from Israeli secondary schools, also reported a significant positive moderation of professional empowerment interventions concerning experience and commitment.

Overall organizational commitment and job satisfaction were significantly positively correlated ($r = 0.712$, $p < 0.01$), which supports previous work by Tett & Meyer (1993) who conducted a meta-analytic study with an estimated corrected commitment–satisfaction correlation of 0.53 (Tett & Meyer, 1993). It is possible that this higher coefficient is characteristic of the field itself, as the intrinsic rewards delivered by student progress (Braun et al. This extremely robust relationship between affective commitment and job satisfaction ($r = 0.673$, $p < 0.01$) directly supports Locke's (1976) claim that positive evaluative feelings towards work situational factors

flow into identity based organizational allegiance. Similarly, Yadav (2015) and Sharma and Jyoti (2009) found comparable relationships in Indian pedagogical samples $r = 0.58, p < 0.01$ and $r = 0.64, p < 0.01$ respectively commented also about the robust nature of the commitment–satisfaction nexus within different cultures under scrutiny should also qualify as a culturally resilient phenomenon. The relatively weaker connection between continuance commitment and job satisfaction ($r = 0.418$) supports the argument that cost-based retention operates independently of hedonic work appraisal teachers may stay in post but hold back much of their effort since they derive no great satisfaction, such a pattern indicates a passive & low-discretion commitment profile among some of the workforce which should be concerning.

This comparison of the present findings with past work in the Indian context indicates both continuities and departures. In a study of Madhya Pradesh senior secondary teachers, the overall commitment means for male and female teachers (3.61 and 3.79, respectively) were both marginally lower than in the present sample (3.71 and 3.83, respectively) but directionally consistent (Pandey & Khare, 2012). The consistency of the gender gap across geographically diverse Indian states supports the contention that this phenomenon is reflective of general cultural and socialization patterns rather than idiosyncratic local institutional features. In contrast, we show a somewhat higher female advantage in affective commitment than the previous study (Pandey and Khare) found from a sample of teachers in Delhi metropolitan; where they are likely to enjoy considerably greater professional latitude and social status than their counterparts may find in smaller towns that can produce stronger affective bonds with the school organization. These comparative observations illustrate the necessity of grounding commitment research in socioeconomic and institutional context.

6. CONCLUSION

The finding of the current study provides strong empirical evidence that gender is a significant predictor of organisational commitment among senior secondary school teachers where female teachers are significantly more affectively and normatively committed than male ones. On the other hand, continuance commitment does not differ by gender suggesting structural retention factors operate equally for both groups. Theoretical implications; The strong and positive effect of experience on affective and normative commitment but insignificant impact on continuance commitment demonstrate the importance of psychological and identity-based mechanisms in the process of accumulation of commitment. The robust positive link between organizational commitment and job satisfaction, which was similar for both female and male respondents, supports the reciprocal nature of these constructs, indicating that opportunities to enhance job satisfaction may be used as an effective mechanism to increase teacher commitment. Three implications arise from these findings for educational administrators and policymakers: First, Career stage should be taken into account when designing retention strategies (e.g., mentoring / acknowledgment programs specifically aimed at early-career teachers/second, professional development frameworks need to promote female teachers' affective and normative strengths using leadership pipelines; third, school cultures have to be institutes to sustain intrinsic job satisfaction as the foundation of durable organizational commitment. Expanding these comparisons to semi-

urban and rural educational settings, longitudinal studies to measure commitment trajectories, and investigating moderators of organizational justice (Crowe & Bozeman, 2010), principal leadership style (Harris & Harris, 2007) and perceived organizational support (Eisenberger et al., 2005) are recommended as directions for future research..

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