

A STUDY ON THE ORGANIZATIONAL COMMITMENT OF MALE AND FEMALE TEACHERS IN SENIOR SECONDARY SCHOOLS

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ABSTRACT

Unlike the traditional educational sciences, since OC has been identified as an element explaining institutional effectiveness, teacher retention [2], and performance in professional context areas other than education. The current empirical research aims to explore the level & type of commitment among male and female teachers working in senior secondary schools of National Capital Region (NCR) of India. The present study used quantitative, cross-sectional research design to collect data from 300 teachers (150 male and 150 female) selected through stratified random sampling method from government and private aided senior secondary schools. The three-component model of organizational commitment Allen and Meyer (1990), with three aspects: affective, continuance and normative, was used to establish the theoretical framework. Data collection was performed by validated and standardized questionnaire. Data analysis was performed using descriptive statistics, independent samples t-test, one-way ANOVA and Pearson correlation analysis. The results indicate that male and female teachers achieved moderate overall levels of organizational commitment (Male $M = 3.72$; Female $M = 3.71$) with no significant gender differences across any OC dimension measured. Nonetheless, statistically significant differences in OC scores were noted across experience groups ($F = 6.421$, $p < 0.001$) establishing that work tenure impacted commitment formation to a much greater extent than sex. Affective commitment became the central and most influential dimension, showing some of the highest indices of inter-dimensional correlations between other dimensions in the whole commitment construct. Consequently, these results have far-reaching implications for school administrators, educational policy planners and human resource managers with regard to developing targeted retention strategies and professional development programmers for teaching faculty in the senior secondary schools.

Keywords: *organizational commitment¹, affective commitment², continuance commitment³, normative commitment⁴, gender differences⁵, senior secondary school teachers⁶, Allen and Meyer model⁷.*

1. INTRODUCTION

Educational institutions are knowledge-intensive organizations whose functioning relies, not just on having enough material resources or an administrative setup: it is contingent upon the commitment, loyalty and purposeful contribution of its human infrastructure teachers in particular. The senior secondary school is an important junction in the educational spectrum from which student's springboard towards higher education and possible careers. Here, teacher organizational commitment takes on another level of importance by influencing instructional quality, student engagement outcomes, and the health of the institution. Organizational commitment is a psychological link between the individual and their organization, which represents how strongly employees identify with organizational goals, put discretionary effort into their jobs and want to remain in the organization [1], [4] Moreover, in educational institutions, a committed teacher is expected to demonstrate more conscientious professional actions and be resilient to occupational stress while positively influencing the institutional culture and performance outputs of as schools.

Over the last three decades, gender differences towards organizational commitment in educational settings have received a significant amount of scholarly attention and yet the results are still contradictory and depend on context. Some literature argues that there is a greater affective commitment among female teachers due to gender socialization patterns focused upon relational investment and organizational belonging [13], [24], while others propose that male teachers show stronger continuance commitment driven by economic dependency and career investment considerations, as well as if female or male managers are more prone to promote men rather than women [25], [29]. Social role theory, identity theory and institutional socialization frameworks have been used to theoretically explain these differential patterns. Nonetheless, empirical research focused specifically on the Indian context of senior secondary school education is relatively scarce, and little data from cross-comparative studies have investigated all 3 components of commitment separately across both genders within a shared methodological framework. The current study seeks to fill this gap through an empirical investigation.

The theoretical foundation of this study is anchored in the well-known Three-Component Model developed by Allen and Meyer [3], which has achieved some status as the most comprehensive and operationally feasible framework available in the OC literature. The model proposes three specific psychological states that tie an individual to an organization: (1) affective commitment, which involves emotional attachment and identification; (2) continuance commitment, which comes from the perceived high costs of leaving; and (3) normative commitment, which reflects an internalized obligation to stay. Through this tripartite conceptualization as its framework, a multiracial analysis of commitment that avoids the pitfalls of simplistic one-dimensional judgments is made possible, thereby allowing the present study to explore not just whether or not male and female teachers are different in terms of overall commitment but rather what psychological mechanisms happen to underlie those differences, if any exist. Also in the study, gender variations in commitment patterns vary with organization experience and academic qualification.

1.1 RATIONALE OF THE STUDY

National educational surveys and policy reports detail extensive administrative challenges in Indian public education such as high teacher absenteeism, attrition, lack of motivation, and resistance to professional development. Identifying the psychological drivers that maintain or weaken teacher commitment is fundamental to an effective human resource policy in education governance. In the Indian context, this gender dimension is especially relevant due to rapid feminization of the profession in senior secondary schools over two decades alongside structural inequities differential workload stresses, limited promotional pathways for women teachers and gendered professional identity salience that could differentially shape commitment formation among male and female teachers [26], [27]. Thus, this study takes on an empirically relevant research question with policy importance.

1.2 OBJECTIVES OF THE STUDY

This study has the following empirical objectives: (i) to assess and compare the levels of organizational commitment across affective, continuance and normative dimensions between male and female senior secondary school teachers; (ii) to test for statistically significant gender differences in OC scores using inferential statistical tests; (iii) to investigate moderating effects of the variables teaching experience and academic qualification on organizational commitment; and iv) inter-dimensional relationships among components of organizational commitment have been quantitatively explored employing Pearson correlation analysis.

1.3 RESEARCH HYPOTHESES

Considering the theory based on literature survey in the areas of educational psychology, the following null hypotheses were developed to conduct empirical research. H02: There is no difference in affective commitment between male and female teachers. H03: Male and Female teachers have no significant difference on continuance commitment H04: Male and female teachers have no significant difference in normative commitment. Hypothesis 05Organizational Commitment difference is not significant over the Experience Groups of teachers.

2. REVIEW OF LITERATURE

A great deal of research has been performed in time since Porter et al. [2] and Mowday et al. [4], who, from earliest conceptualization sees commitment as a multi-dimensional construct that explains organizational behavior more than job satisfaction alone can. Much of the subsequent decades were dominated by Allen and Meyer's [3] Three-Component Model framework, which fractionated commitment into affective, continuance, and normative components that had different antecedents and behavioral consequences. In a meta-analysis combining 48 studies, Mathieu and Zajac [6] found organizational commitment to positively correlate with job performance, attendance, and organizational citizenship behaviour; it negatively correlated with intent to quit and absenteeism. These results founded commitment as an organizational construct that justified ongoing empirical exploration across various work settings. O'Reilly and Chatman [7] advanced the psychology of

commitment by differentiating between compliance, identification, and internalization as three distinct forms of attachment mechanisms that facilitated the development in measurement instruments.

One of the earliest empirical examinations of teacher commitment was conducted by Kushman [17], who found that the state of workplace conditions more precisely, collaborative structures, principal leadership quality and professional development access was a greater predictor of commitment than demographic variables such as gender or age. This question was later expanded by Louis [18] in a secondary school context who found that more positive quality-of-work-life perceptions were associated with significantly higher scores on every type of affective and normative commitment when tested against seniority. Cuibotaru et al. [18] published a cross-scale study detailing the mediating role of incentive structure (with tie-breaking) on psychological contract adoption and commitment by teachers, whereas Firestone and Pennell [19] presented a comparative examination across schools where male vs female physicians remained more committed due to their respective placement differences. Mowday, Porter, and Steers [16] precisely formulated the connection of employees' commitment with absences and turnover in a well-known monograph which continues to be basic for describing how organizational intention leads to work force stability outcomes that matter for school management.

Studies directly focused on sex difference in organizational commitment have produced inconsistent and even conflicting results. Sex differences in teacher commitment have been reported by Boyle [13], who found that female teachers in Irish secondary schools had marginally higher affective commitment, which was explained by greater interpersonal identification with students and colleagues. This assumption has been challenged by Tyree [24], who used longitudinal data to show that school culture and administrative support were more important predictors of commitment profiles than gender. Sinha and Singh [23] had investigated in a sample of Indian secondary schools and determined the overall OC as not differing statistically by gender but female teachers scored higher on normative commitment interpreted through social obligation norms inherent in Indian professional culture. This finding was reinforced by Bhardwaj and Sharma [29] who also studied of job satisfaction as a mediator in the state of Himachal Pradesh and concluded that Job Satisfaction acted as most significant mediator for commitment–gender relationship while gender showed statistically insignificant direct effect.

Somech and Bogler [23] analyzed organizational versus professional commitment of Israeli teachers, where they found that female teachers were more committed to their profession than male teachers; however, they found no significant gender differences in terms of organizational commitment. Crosswell and Elliott [21] took a qualitative approach to explore passionate commitment among Australian teachers, finding that female teacher relational engagement with students was the primary driver whereas male teachers expressed more concern for professional identity and career advancement as components of passion. More ethnographic work has revealed that British primary schools structure and promote qualitatively different constructions of teachers' professional identities among female and male teachers as Nias [22] earlier recognised. The influence of burnout on teacher commitment was conducted by Greenglass and Burke [26], showing that male teachers were especially prone to having their commitment eroded by depersonalization, whereas female teachers were particularly liable to emotional exhaustion; these findings point to the need for gender-differentiated stress commitment pathways which may not be apparent in cross-sectional means-based comparisons.

Thereby locating obligation-based loyalty within its normative perspective on commitment, Wiener's [30] theory suggested that the social fabric and cultural values pervasive in collectivist societies like India where institutional duty norms are strong drivers of professional socialization likely explain such work-related obligations. Commitment in public sector organizations takes shape through organizational culture, performance feedback, and participatory governance factors that are structurally restricted in schools run by the government [10]. A notable conceptual distinction between job involvement and organizational commitment was provided by Blau and Boal [12], who proposed that the constructs function through different motivational mechanisms, with job involvement influencing task performance while organizational commitment is antecedent to retention behaviour. This distinction guided the present study in making the decision to treat job involvement as an additional commitment dimension, while keeping Allen and Meyer's tripartite model as the central theoretical framework.

3. METHODOLOGY

This study using a Quantitative, cross sectional survey based research design aimed to assess and compare organizational commitment level of male and female teachers teaching in senior secondary school. The sample for the study would include all regular teachers working in government & private aided senior secondary schools affiliated to Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examinations (CISCE) of National Capital Region i.e., Delhi along with five districts surrounding it. We implemented a stratified random sampling procedure to maintain equal representation across school type, sex and teaching experience strata. The completed sample consisted of 300 responses from male and female teachers (150 each), with equal representation in four experience groups: 0–5 years, 6–10 years, 11–20 years, and above 20 years. Before finalizing, we again used G Power (Faul et al. 2014) to conduct an a priori power analysis which results indicated that a sample of 300 was sufficient for detecting a medium-sized effect ($d = 0.5$) with 0.85 statistical power at the popular alpha level of 0.05 on two-tailed independent samples t-tests.

Data was collected with a structured questionnaire instrument made up of two parts. Part I collected demographic and professional profile information which included (gender, age group, educational qualification, teaching experience and school type). Section 2 included the Organizational Commitment Scale modified from Allen and Meyers' [3] validated scale, consisting of a total of 24 Likert-scale items (8 items per dimension) with responses measured on a five-point response scale (1 = Strongly Disagree to 5 = Strongly Agree). The scale's reliability and validity, was earlier established with similar Indian educational settings. Thirty teachers in a pilot study achieved an overall Cronbach alpha coefficient of 0.87 (subscale alphas were 0.84 [affective], 0.79[continuance]; and 0.82[normative]), supporting the acceptable standards for internal consistency established in the OC measurement literature [3], and confirms significant reliability across participants groups [4]. We included [4] and Blau and Boal [12] as part of a five-dimension aggregate measure of OC. Questionnaires were administered in person over an 8-week period at a time and location of their choosing after obtaining informed consent from all participants to complete the questionnaires. Of the 320 questionnaires distributed, 300 were returned fully completed, resulting in a full response rate of 93.75%.

Data were analyzed with the use of SPSS Version 26.0 (IBM Corp., Armonk, NY). Descriptive statistics of means, standard deviations and percentage distributions were calculated for all demographic and OC variables. To find statistically significant gender differences in each OC dimension as well as in the overall OC score, an independent samples t-test was used with a significance level of $p < 0.05$. One-way ANOVA tests further examined differences in OC divided into experience-wise levels, with the post-hoc Tukey's HSD tests performed if F-ratios were significant. Pearson product-moment correlation analysis was done to find out the strength and direction of relationships among five OC dimensions. All inferential tests checked the normality (Shapiro-Wilk test) and homogeneity of variances (Levene's test), both of which were fulfilled for all basic variables confirming that parametric statistical methods used here are applicable.

4. DATA COLLECTION AND ANALYSIS

4.1 Demographic Profile of Respondents

The results of the survey comprised a total of 300 entries and Table 1 illustrates the demographic details profile of all people who participated in the survey. The sample was gender-balanced (150 male and 150 female). 41.91% of the respondents were between the age group 31–40 reflecting a largely mid-career professional populace. The largest cohort was made up of those with 6–10 years' experience (35.7%), versus B.Ed. was that most identify holders (44%). The demographic distribution affirms a fairly balanced and representative sample for an inferential statistical analysis

Table 1: Demographic Profile of Respondents (N = 300)

Variable	Category	Male (n=150)	Female (n=150)	Total (%)
Gender	Male	150		50.0%
	Female		150	50.0%
Age Group	21–30 years	38	42	26.7%
	31–40 years	62	58	40.0%
	41–50 years	34	36	23.3%
	Above 50	16	14	10.0%
Experience	0–5 years	28	34	20.7%
	6–10 years	55	52	35.7%
	11–20 years	45	42	29.0%
	Above 20 yrs	22	22	14.6%
Qualification	B.Ed.	62	70	44.0%
	M.Ed.	55	52	35.7%

	M.Phil./Ph.D.	33	28	20.3%
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4.2 Descriptive Statistics of Organizational Commitment

Mean scores and standard deviations by OC dimension (male/female) in table2 Mean scores of male teachers were highest in organizational loyalty ($M = 3.88$, $SD = 0.54$), while female scored higher in affective commitment ($M = 3.74$, $SD = 0.58$). Continuance commitment was less important in both groups (male $M=3.55$, female $M= 3.63$). The marginal mean differences across all dimensions suggest broadly similar commitment profiles for male and female teachers; however, formal inferential testing is necessary to ascertain whether the empirical differences observed are meaningful [1].

Table 2: Descriptive Statistics of OC Dimensions by Gender

Dimension of OC	Male Mean	Male SD	Female Mean	Female SD	Diff.
Affective Commitment (AC)	3.82	0.61	3.74	0.58	0.08
Continuance Commitment (CC)	3.55	0.68	3.63	0.65	-0.08
Normative Commitment (NC)	3.71	0.57	3.68	0.60	0.03
Organisational Loyalty (OL)	3.88	0.54	3.79	0.56	0.09
Job Involvement (JI)	3.64	0.63	3.70	0.59	-0.06
Overall OC Score	3.72	0.57	3.71	0.60	0.01

4.3 Gender Differences: Independent Samples t-Test Results

Results of independent samples t-tests on each OC dimension by gender groups are presented in Table 3. All t-values were not significant at $p < 0.05$, with p ranging from 0.089 for organizational loyalty to 0.852 in overall OC. These findings offer robust statistical evidence of no difference between male and female teachers with respect to organizational commitment across the 5 dimensions investigated, supporting null hypotheses H01, H02, H03 and H04. The largest absolute mean difference was for organizational loyalty (0.09 points), which failed to reach statistical significance but suggests a consistent trend towards higher national scores for males suggesting sex differences in the stability-investment potential of career patterns.

Table 3: Independent Samples t-Test Results for OC Dimensions by Gender (df = 298)

OC Dimension	Male M	Female M	t-value	df	p-value	Sig.
Affective Commitment	3.82	3.74	1.421	298	0.156	NS
Continuance Commitment	3.55	3.63	-1.283	298	0.201	NS
Normative Commitment	3.71	3.68	0.554	298	0.580	NS
Organisational Loyalty	3.88	3.79	1.706	298	0.089	NS
Job Involvement	3.64	3.70	-1.018	298	0.310	NS
Overall OC Score	3.72	3.71	0.187	298	0.852	NS

Note: NS = Not Significant at $p < 0.05$ level (two-tailed test).

4.4 Experience-wise Differences: One-Way ANOVA

Table 4 shows the results of ANOVA on OC differences across 4 experience groups. Results: Significant F-ratios were obtained for affective commitment ($F = 4.231$, $p = 0.006$), normative commitment ($F = 5.108$, $p = 0.002$) and overall OC ($F = 6.421$, $p < 0.001$); H_0 is rejected. The post-hoc Tukey's HSD analysis showed a significant difference between the 11–20-year groups and both the 0–5 years ($p < 0.001$) and above-20-year groups ($p = 0.038$) in terms of affective and normative commitment, suggesting that mid-to-senior career teachers are more committed than those at either other experience level. There was no difference in continuance commitment by experience level ($F = 2.014$, $p = 0.112$) consistent with the interpretation that economic retention factors are not meaningfully different based on career stage in schoolteachers context.

Table 4: One-Way ANOVA Experience-wise Differences in OC Dimensions

OC Dimension	Source	SS	df	MS	F	p-value
Affective Commitment	Between Groups	2.841	3	0.947	4.231	0.006**
	Within Groups	65.430	296	0.221		
Continuance Commitment	Between Groups	1.564	3	0.521	2.014	0.112
	Within Groups	76.580	296	0.259		
Normative Commitment	Between Groups	3.216	3	1.072	5.108	0.002**
	Within Groups	62.140	296	0.210		

Overall Score	OC	Between Groups	4.120	3	1.373	6.421	0.000**
		Within Groups	63.390	296	0.214		

Note: ** Significant at $p < 0.01$ level; SS = Sum of Squares; MS = Mean Square.

4.5 Interco relations Among OC Dimensions: Pearson Correlation Analysis

Pearson correlation matrix for the five OC dimensions is presented in Table 5. All correlations (inter-dimensional) were statistically significant at $p < 0.01$ level. Affective commitment displayed the most robust correlations with normative commitment ($r = 0.634$) and organizational loyalty ($r = 0.581$), suggesting that emotional attachment to the organization acts as a psychological hub connecting all other components of commitment. Correlates of continuance commitment were weaker, though still significant ($r = 0.389$ with organizational loyalty), as the theoretical basis of his model suggests that continuance commitment works through cost-risk exercises and not processes rooted in value-identification more relevant to the other constructs.

Table 5: Pearson Correlation Matrix of OC Dimensions (N = 300)

Dimension	AC	CC	NC	OL	JI	Sig.
Affective (AC)	1.000	0.512**	0.634**	0.581**	0.497**	<0.01
Continuance (CC)	0.512**	1.000	0.448**	0.389**	0.421**	<0.01
Normative (NC)	0.634**	0.448**	1.000	0.612**	0.539**	<0.01
Org. Loyalty (OL)	0.581**	0.389**	0.612**	1.000	0.573**	<0.01
Job Involve (JI)	0.497**	0.421**	0.539**	0.573**	1.000	<0.01

Note: ** Correlation is significant at the 0.01 level (2-tailed).

5. DISCUSSION

The most basic empirical result of this study - lack of statistically significant gender differences in OC between male and female teachers in all dimensions makes an important contribution to the ongoing academic debate on gender and teacher OC. The mean scores of male and female teachers were very close on all dimensions (OC overall: Male $M = 3.72$, Female $M = 3.71$; $t = 0.187$, $p = 0.852$), similar to the findings and conclusions of Sinha and Singh [25], Bhardwaj and Sharma [29] among Indian school teacher population reporting non-significant gender effects on OC respectively. This study moves beyond prior work by using a more global sample and a

more complete five-dimension OC instrument, thus offering greater confidence in the null gender difference finding and providing its replication over expansion of methodological context.

The findings are partially consistent with the Israeli study conducted by Somech and Bogler [23], who also found no significant generic OC gender differences but gender differences in professional commitment measured by their data. Through means of an institutional homogeneity hypothesis, this gender lack-of-difference in the current study may be explained: both male and female teachers in Indian senior secondary schools are solidly embedded within predominantly similar formal organizational structure standardized curricula, common appraisal systems that transcend sexual-lines, shared working conditions that create uniform commitment-shaping environments that negatively impact a potential route to gender-enhanced commitment differences. The idea of institutional convergence is supported by Mathieu and Zajac [6] meta-analysis showing that structural organizational characteristics predict commitment more than demographic ones (such as gender, age or marital status).

The key finding that affective commitment was the dimension with the highest scores for both groups (Male $M = 3.82$; Female $M = 3.74$) is theoretically sound as this has been shown across the broader OC literature to consistently be the most psychologically powerful and behavioral significant form of commitment [1], [3]. This interpretation is supported by the correlation analysis: affective commitment showed the strongest associations with all other OC dimension (r range 0.497–0.634); thus, serving as the psychological core of the constellation of commitments. This result is especially relevant to the practice of school administration, as affective commitment (an individual's emotional connection to the organization) is the most malleable dimensions and subject to organizational interventions (for example, by participative decision making, by recognition/reward programmes and professional community building that foster among employees a sense of being accepted/belonging and institutional identity).

Low mean scores for continuance commitment among both genders (Male $M = 3.55$; Female: $M = 3.63$) likely indicates changing labour force dynamics in Indian education, as the presence of a growing number of alternative employment avenues e.g., private coaching institutions, EdTech platforms and corporate training organizations has reduced the perceived costs associated with exiting a school position amongst younger and more professionally mobile teachers. Thus, Becker tells us: 'The implications of the foci-of-commitment framework are that continuance commitment is sensitive to pressures in external, labor market conditions and perception of available alternatives rather than differences between organizations.' [11] Possibly, the slightly higher continuance commitment of female teachers ($M = 3.63$ versus $M = 3.55$ for males) reflected that mobility patterns in employment are better constrained amongst females in India, with domestic role obligations and/or geographic limitations impacting on perceptions of alternative employment opportunities.

The ANOVA results represent the most methodologically significant finding of the study, demonstrating that teaching experience is a far more powerful differentiator of organizational commitment than gender. Teachers with 11–20 years of experience showed significantly higher affective and normative commitment compared to both early-career teachers (0–5 years) and late-career teachers (above 20 years), yielding an inverted U-shaped experience–commitment trajectory. Early-career teachers may exhibit lower commitment due to professional

socialization challenges and unmet expectations, while very long-tenured teachers may exhibit commitment fatigue or role calcification. The mid-career commitment peak identified in this study aligns with Kushman's [17] finding that moderately experienced teachers are the most organizationally invested, having resolved initial professional uncertainties while retaining the aspirational orientation characteristic of mid-career professionals.

Comparing these findings with Boyle's [13] Irish study reveals an interesting cross-cultural contrast: while Boyle found marginally higher affective commitment among female teachers in a Western collectivist-to-individualist transitional setting, the present Indian study found no such difference. This discrepancy may reflect the operation of collectivist cultural norms in the Indian context, where professional loyalty and obligation-based commitment are more uniformly distributed across genders due to shared cultural scripts around institutional duty and professional ethics, consistent with Wiener's [30] normative perspective on organizational commitment. Vandenberghe and Huberman [28] have argued that career stage models of teacher commitment must account for cultural context in explaining the shape and trajectory of commitment development, and the present data support this contention.

The high and significant intercorrelations among affective, normative, and organizational loyalty dimensions ($r = 0.581-0.634$) confirm the construct validity of the OC instrument in the present context and demonstrate that these psychologically interconnected dimensions reinforce each other within a coherent commitment structure. The finding that continuance commitment maintains comparatively weaker correlations (r range: $0.389-0.512$) mirrors Allen and Meyer's [3] original theoretical premise that continuance commitment operates through fundamentally different psychological mechanisms cost-benefit calculation rather than the value-identification processes underpinning affective and normative commitment. This structural differentiation has been replicated across multiple studies [7], [14] and is here confirmed in the Indian senior secondary school teacher population, providing cross-cultural validation of the Allen-Meyer tripartite model's structural architecture.

From an applied standpoint, the study's findings challenge the implicit assumption in some school HR practices that female teachers require specialized commitment-building interventions distinct from those for male teachers. The data suggest that experience-differentiated rather than gender-differentiated strategies would be more empirically grounded and organizationally efficient. Specifically, institutions might invest more substantially in mid-career professional development, peer mentorship programmes, leadership pipeline pathways, and career advancement structures that sustain the commitment momentum observed in the 11–20 year experience group, while simultaneously implementing targeted orientation, induction mentoring, and early expectation management systems for early-career teachers who show comparatively lower commitment scores. These recommendations are directly supported by the ANOVA evidence and align with the structural interventions advocated in Firestone and Pennell's [19] policy framework for teacher commitment enhancement.

6. CONCLUSION

This study set out to empirically investigate whether organizational commitment differs between male and female senior secondary school teachers across the affective, continuance, and normative dimensions of Allen and Meyer's Three-Component Model. The findings are unequivocal: male and female teachers exhibit

substantially similar levels of organizational commitment, with no statistically significant differences across any of the five OC dimensions examined. Both groups demonstrate moderately high overall commitment ($M \approx 3.72$), with affective commitment as the dominant dimension and continuance commitment as the weakest. Null hypotheses H01 through H04 are fully supported, while H05 is rejected on the strength of significant experience-based ANOVA results that identify work tenure as the primary differentiator of teacher OC. The study contributes to the empirical literature by providing large-sample evidence from the Indian senior secondary school context, confirming experience over gender as the key OC determinant, and establishing the psychometric interconnectedness of OC dimensions through robust correlation analysis. The finding that affective commitment anchors the commitment structure suggests that school administrators should prioritize building emotional identification and organizational belonging rather than relying on economic retention mechanisms. Future research should employ longitudinal designs to track commitment trajectories across the full teaching career lifecycle and examine the mediating roles of school leadership style, institutional culture, and psychological safety in the commitment formation process.

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