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**OCCUPATIONAL STRESS AND GENDER**  
**AS INDICATORS OF ORGANIZATIONAL COMMITMENT**  
**AMONG SECONDARY SCHOOL TEACHERS**

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**Abstract**

The present study was undertaken to examine the organizational commitment of secondary school teachers in relation to occupational stress and gender. Organizational commitment was treated as dependent variable whereas occupational stress (high occupational stress and low occupational stress) 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 Occupational Stress Scale by Jamal and Raheem (2012) were used to collect the data. Two-Way ANOVA with 2x2 factorial designs was used to analyze the data. Levene's Test of Homogeneity of Variance was also applied to test the assumptions of homogeneity of variance for ANOVA. There was found a significant main effect of occupational stress; and gender on Organizational commitment of secondary school teachers. No significant interaction effect of occupational stress and gender was reported on organizational commitment of secondary school teachers. The study also expressed the need to strengthen the organizational commitment of teachers by motivating them and providing them better working conditions so as to channelize their capabilities.

**Keywords:** Gender, Occupational Stress, Organizational Commitment, Secondary School Teachers

**Introduction**

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The importance of human beings as one of the most important factors of production can't be denied. It has been observed that effectiveness of an organization multiplies if the human resources as well as the problems are properly taped. So every organization needs to recognize that the human element and organization are synonymous. A well-managed organization does not look to capital investment but to employees, as the fundamental source of improvement. For the success of any organization, committed employees are considered as the most important assets whereas the non-committed workers are the biggest liabilities as it leads to absence of enrichment, fulfillment in their life and work. Organizational commitment is the relative strength of an individual's identification with and involvement in an organization. It may be defined as a state in which an employee identifies with a particular organization and its goals; and wishes to maintain membership in the organization. Pareek (2004) <sup>[15]</sup> defined organizational commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization.

The educational organizations such as schools, colleges and universities also require teachers who are committed to their profession and well-being of the students. They need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. Thus, it has been said that the teacher commitment is at the center of school organizational reform. Pedro (1992) <sup>[16]</sup> found that years of experience were negatively correlated with organizational commitment. Mathew (2003) <sup>[12]</sup> found that teachers having high work values were more committed to the organization and the older teachers possessed more normative commitment. Maheshwari (2004) <sup>[10]</sup> observed that female teachers exhibited higher organizational commitment than their male co-professionals and age, academic achievement, socio-economic status and length of the teaching experience were found to be the discriminator of professional commitment among the teachers. Gupta and Rani (2016) <sup>[4]</sup> reported that main effect of organizational commitment; and locality on burnout among teachers was found significant whereas gender had no significant effect on burnout among teachers. Gupta and Rani (2017) <sup>[3]</sup> reported that type of school, organizational commitment and gender had a significant effect on burnout among teachers. Stress is a key issue of concern as it has become a part of the employees' lives and it is difficult to avoid stress. Stress is one of the most significant hazards of working in the academic sector. Occupational stress is an increasingly important occupational health

problem and a significant cause of economic loss. Occupational stress may produce both overt psychological and physiologic disabilities. However, it may also cause subtle manifestation of morbidity that can affect personal well-being and productivity (Quick, et.al. 1992)<sup>[17]</sup>. A job stressed individual is likely to have greater job dissatisfaction, increased absenteeism, and increased frequency of drinking and smoking, increase in negative psychological symptoms and reduced aspirations and self-esteem (Larson, 2004)<sup>[9]</sup>. The use of role concepts suggests that occupational stress is associated with individual, interpersonal and structural variables (Parikh, 2011)<sup>[15]</sup>. It is readily apparent that increased concerns about job stress have stimulated numerous studies that have helped to identify important sources of stress in the workplace. Investigating the gender differences, they found a significant difference between male and female teachers. Male teachers reported more psychological stress than the female teachers. Also, physical stress was more significant among the males than the females. (Monroe, 2009)<sup>[13]</sup> Revealed that male teachers were significantly more stressed than the female teachers. Malik, (2011)<sup>[11]</sup> also reported male secondary teachers to be more occupationally stressed than females. Rizzo (2013)<sup>[18]</sup> reported that male teachers have more psychological stress than the female teachers. Gupta and Kumari (2018)<sup>[2]</sup> found a significant main effect of occupational stress; and experience on role conflict of secondary school teachers. A significant interaction effect of occupational stress and experience was reported on role conflict of secondary school teachers.

Hence, review of related literature makes it clear that a very few studies have been conducted on organizational commitment in relation to occupational stress among secondary school teachers. Thus, the investigators decided to conduct the present study to compare the organizational commitment among teachers on the basis of their occupational stress and gender.

### **Variables Used**

- **Dependent Variable**
  - Organizational Commitment
- **Independent Variables**
  - Occupational Stress
  - Gender

### **Objectives of the Study**

1. To find out the effect of (a) occupational stress; and (b) gender on organizational commitment of secondary school teachers.

2. To find out the interaction effect of occupational stress and gender on organizational commitment of secondary school teachers.

### Hypotheses of the Study

**H<sub>01</sub>** There exists no significant effect of (a) occupational stress; and (b) gender on organizational commitment of secondary school teachers.

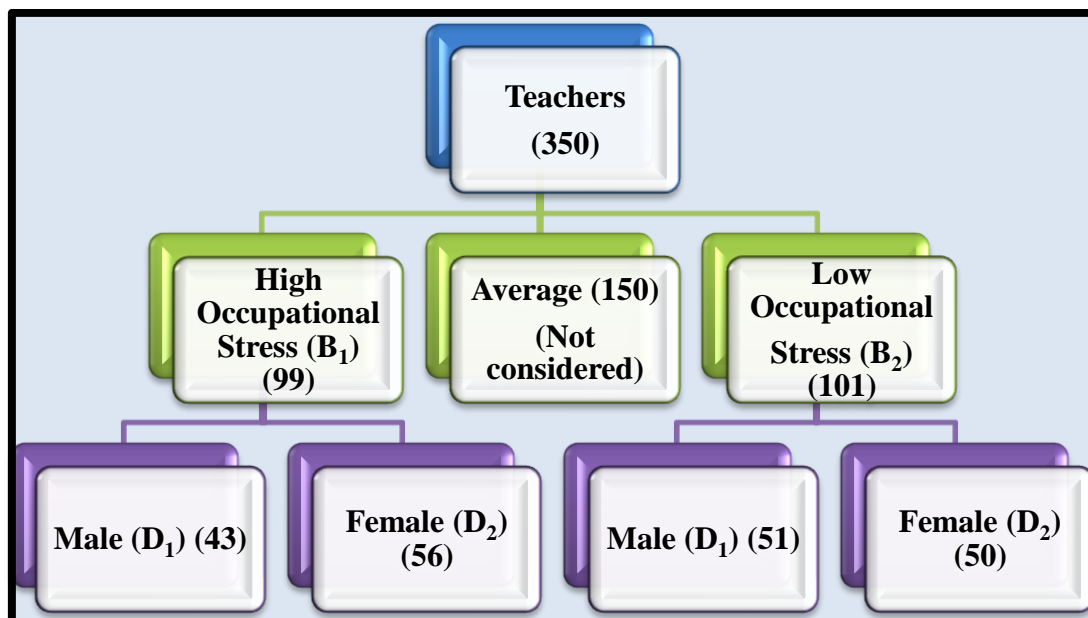
**H<sub>02</sub>** There exists no significant interaction effect of occupational stress and gender on organizational commitment of secondary school teachers.

### Design and Methodology

In the present study, descriptive survey method was used. The 2x2 factorial randomized group designs were 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 occupational stress (high/low) and gender (male/female). 99 teachers (43 male and 56 female) who scored 87 and above were considered as teachers having high occupational stress and 101 teachers (51 male and 50 female) who scored 61 and below were considered as teachers having low occupational stress. 150 teachers (scored between 62 to 86) having average occupational stress were not considered in the present study.



**Fig: 1: Schematic Layout of the Sample for the Study of Organizational Commitment on the basis of Occupational Stress and Gender of Secondary School Teachers**

### Tools Used

- **Organizational Commitment Scale** developed by Hyde and Roy (2006)<sup>[5]</sup> was used to assess the organizational commitment among secondary school teachers. The test constituted 30 items. The reliability of the scale was 0.89. Besides face validity, the scale has high content validity.
- **Teacher's Occupational Stress Scale (TOSS)** was developed by Jamal and Raheem (2012)<sup>[6]</sup> to analysis the occupational stress among secondary school teachers. The reliability of the scale was 0.74. The scale is found to be highly valid as it is highly correlated with the standardized scales, the coefficients of correlation being ranged from 0.71 to 0.89.

### 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. occupational stress 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 achieve the objectives of the study the main effect and interaction effect of occupational stress and gender on organizational commitment of secondary school teachers, data were subjected to Analysis of Variance of (2x2) factorial design with a randomized group design. In this study, the first independent variable i.e. occupational stress coded as (B) and was varied into three group; high occupational stress (B<sub>1</sub>), average occupational stress (not considered) and low occupational stress (B<sub>2</sub>). The second independent variable i.e. gender coded as (D) and was varied at two levels; male (D<sub>1</sub>) and female (D<sub>2</sub>). 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 2×2 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 commitmentscores of secondary school teachers in relation to occupational stress 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. occupational stress and gender on organizational commitment of secondary school teachers.

### Levene's Test for Homogeneity of Variance

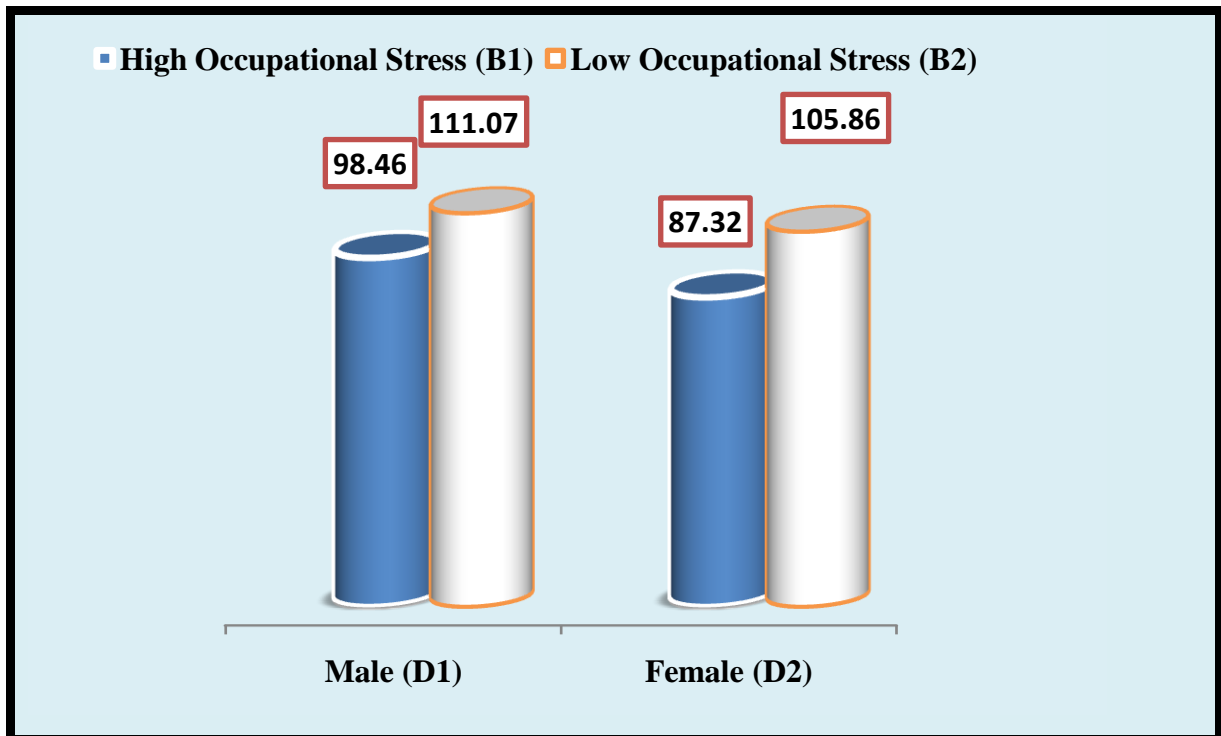
**Table-1: Levene's Test for Homogeneity of Variance**

Variable	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
Organizational Commitment	0.302	3	196	0.824

Table-1 shows that  $F_{(Levene)}$  is 0.302 with degree of freedom 3 and 196 ( $p=0.824$ ) 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 Organization Commitment of Secondary School Teachers with respect to Occupational Stress and Gender**

Occupational Stress	N	Gender	Mean	S.D
High Occupational Stress	43	Male	98.46	26.15
	56	Female	87.32	23.80
Low Occupational Stress	51	Male	111.07	25.55
	50	Female	105.86	25.88
Total	200		100.41	26.75



**Fig 2: Mean Scores of Sub Samples of (2X2) Design for Organizational Commitment of Secondary School Teachers with respect to Occupational stress and Gender**

**Table-3: Summary of Two Way ANOVA (2X2 Factorial Design) for Organizational Commitment of Secondary School Teachers with respect to Occupational Stress and Gender**

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F-Value
Occupational Stress (B)	1	12022.181	12022.181	18.795**
Gender (D)	1	3316.604	3316.604	5.185*
Occupational Stress x Gender (B x D)	1	434.939	434.939	0.680(NS)
Between Cells	3	17045.762	-----	-----
Within Cells	196	125368.618	639.636	-----
Total	199	-----	-----	-----

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

**Main Effect of Occupational Stress (B) and Gender (D) on Organizational Commitment of Secondary School Teachers**

### Occupational Stress (B)

A glance at Table-3 reveals that the f-value (18.795) for the effect of occupational stress on organizational commitment of secondary school teachers is found to be significant at 0.01 levels leading to the inference that occupational stress has a significant effect on organizational commitment of secondary school teachers. Therefore, the null hypothesis  $H_{01}$ , (a) "There exists no significant effect of occupational stress on organizational commitment of secondary school teachers" is rejected. The finding revealed that there is a significant effect of occupational stress on organizational commitment of secondary school teachers. The present finding is in line with the finding of Gupta and Kumari (2018) <sup>[2]</sup> found a significant main effect of occupational stress; and experience on role conflict of secondary school teachers.. In order to investigate further, the 't' value was computed and has been given in Table-4.

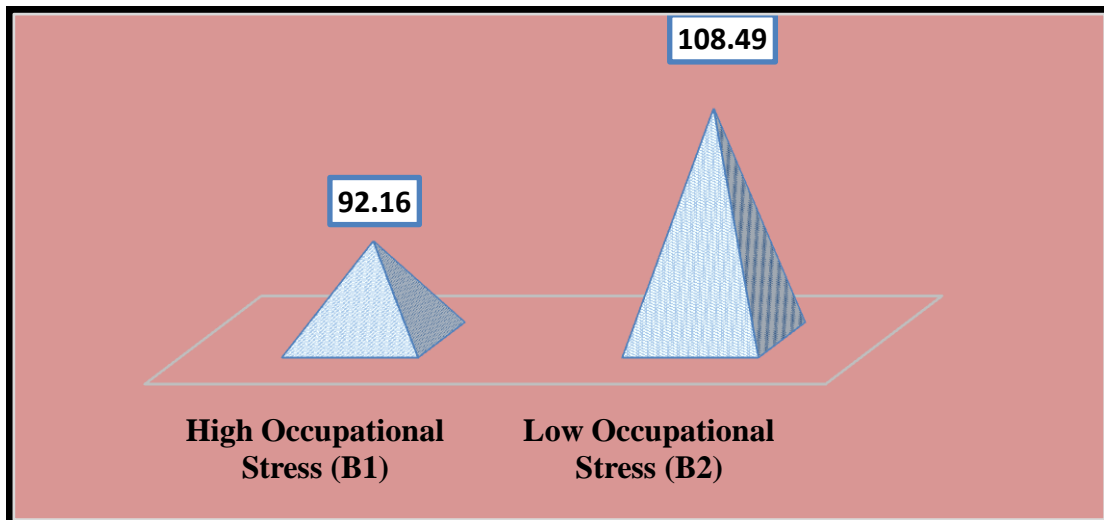
**Table-4: 't'-values for the Mean scores of Organizational Commitment of Secondary School Teachers with respect to Occupational Stress**

Groups	N	Mean	S.D	t-values
High Occupational Stress	99	92.16	25.33	4.52**
Low Occupational Stress	101	108.49	25.72	

\*\* Significant at 0.01 Level

Table-4 depicts that the 't'-value (4.52) for the mean scores between the teachers having high occupational stress and the teachers having low occupational stress is differ significantly at 0.01 level. In the context of mean scores organizational commitment of the teachers having high occupational stress (92.16) is lower than the teachers having low occupational stress teachers (108.49). Therefore, it may be concluded that the teachers having low occupational stress have greater on organizational commitment than the teachers having high occupational stress. Occupational stress has a negative effect on organizational commitment of secondary school teachers. The present finding is in line with the finding of Gupta and Kumari (2018) <sup>[2]</sup> found a significant main effect of occupational stress; and experience on role conflict of secondary school teachers. The mean scores for the effect of occupational stress on organizational commitment of secondary school teachers have 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 Occupational Stress**

#### **Gender (D)**

The F-value (5.185) vide that the Table-3 for the main effect of gender on organizational commitment of secondary school teachers is significant at 0.05 level leading to the inference that gender has 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. Therefore, it may be found that there is a significant effect of gender on organizational commitment of secondary school teachers. This finding is in line with the findings of Gupta & Gehlawat (2012)<sup>[1]</sup> who also found that there was a significant effect of gender on organizational commitment of secondary school teachers. In order to investigate further, the ‘t’-value was computed to find out the difference in the mean scores for gender of different groups for organizational commitment and has been given in Table-5.

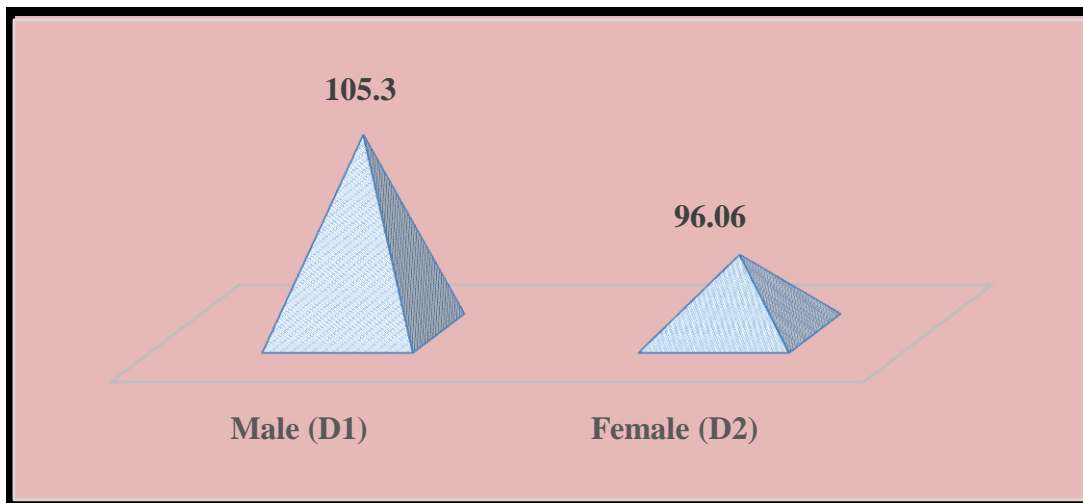
**Table-5: ‘t’-values for the Mean scores of Organizational Commitment of Secondary School Teachers with respect to Gender**

Groups	N	Mean	S.D	t-values
Male	94	105.30	26.45	2.47*
Female	106	96.06	26.38	

\* Significant at 0.05 Level

It can be interpreted from the Table- 5 reveals that the ‘t’-value (2.47) for the mean scores of organizational commitment between the male and female secondary school teachers is significant at 0.05 level. Further, it can be inferred that the mean scores of male teachers

(105.30) is higher than female teachers (96.06). The present finding is against in the finding of Zilli and Zahoor (2012)<sup>[19]</sup> who found that female teachers have higher organizational commitment as compared to the male teachers. This finding is in line with the findings of Gupta & Gehlawat (2012)<sup>[11]</sup> who also found that male and female differ significantly on organizational commitment of secondary school teachers. Therefore, it may be revealed that there is a significance difference between male and female secondary school teachers. The mean scores for the effect of gender on organizational commitment of secondary school teachers have been presented in Fig: 4.

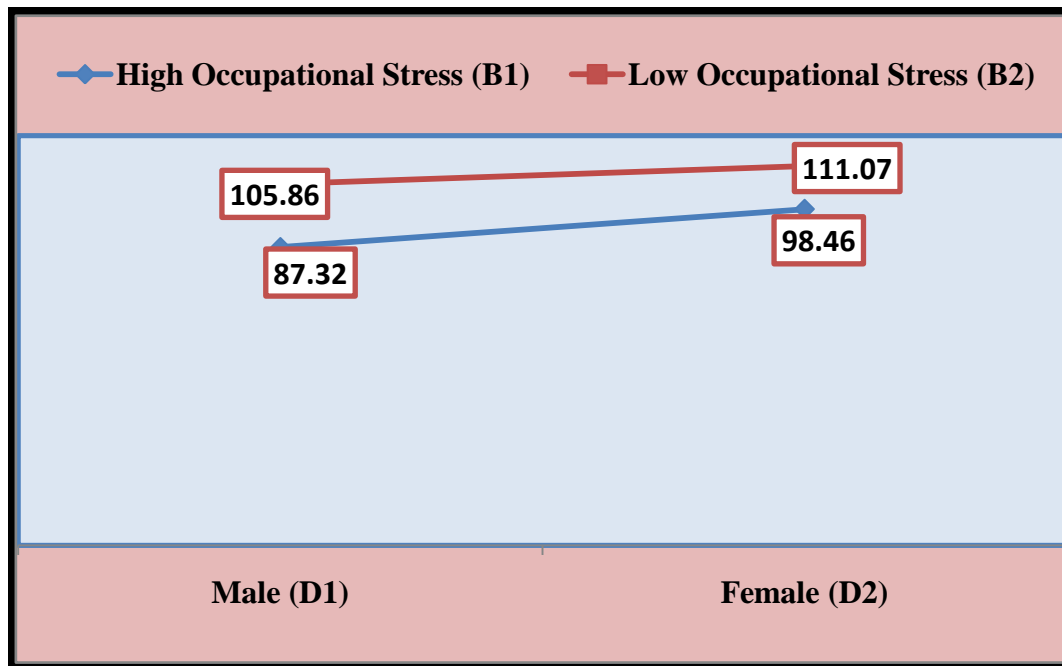


**Fig: 4: Mean scores of Sub Samples of (2X2) Design for Organizational Commitment of Secondary School Teachers with respect to Gender**

#### **Double Interaction Effect of Occupational Stress and Gender (B x D) on Organizational Commitment of Secondary School Teachers**

On perusal of the Table-3 it is clear that the F-value (0.680) for the interaction between occupational stress and gender on organizational commitment of secondary school teachers is not significant at 0.05 levels which reveals that there is no significant interaction effect between occupational stress and gender in relation to organizational commitment. Therefore, the null hypothesis  $H_{02}$  "There exists no significant interaction effect of occupational stress and gender on organizational commitment of secondary school teachers" is accepted. It may be revealed that there is no significant interaction effect of occupational stress and gender on organizational commitment of secondary school teachers. The present finding is in line with the finding of Parikh (2011) <sup>[15]</sup> who found who revealed that there was no significant difference between male and female secondary school teachers in their occupational stress on the basis of marital status locality and teaching experience. The present finding is in against with the finding of Gupta and

Kumari (2018)<sup>[2]</sup> found a significant main effect of occupational stress; and experience on role conflict of secondary school teachers. A significant interaction effect of occupational stress and experience was reported on role conflict of secondary school teachers.



**Fig: 5: Interaction Effect of Occupational Stress (B) and Gender (D) on Organizational Commitment of Secondary School Teachers**

The interaction effect of occupational stress (B) and gender (D) on organizational commitment of secondary school teachers have been presented in form of line graph in Fig: 5 which exhibit a no significant interaction effect of occupational stress (B) and gender (D) on organizational commitment of secondary school teachers. Therefore, this line graph supports the inference that no interaction effect found between occupational stress (B) and gender (D).

### **Educational Implications**

The present study revealed that main effect of occupational stress; and gender was found to be significant. Interaction effect of occupational stress and gender was found not significant on organizational commitment of secondary school teachers. The more committed the teachers are to the schools, the more motivated they would be and willing to work. The committed teachers feel greater responsibility, reducing the need to monitor and supervise. They are expected to be less likely to leave the organization resulting in the reduction of recruitment and selection expenditures. In order to lower the turnover rates of teachers, ways should be explored to enhance the organizational commitment autonomy of teachers in terms of curriculum and disciplinary matters. An understanding of teacher's

perception is helpful to promote organizational commitment in school. It is suggested that there is an urgent need of organizing workshops for improving the organizational commitment. The professional orientation of teachers also plays an important role in contributing to teachers' commitment. Teachers who are high in professional orientation would be associated with higher level of affective commitment in school disregard the low level of perceived supportive behaviour. The professional growth of teachers in school will be helpful in enhancing the organizational commitment of teachers and avoiding the occupational stress.

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