



ORGANISATIONAL COMMITMENT AND PSYCHOLOGICAL STRAIN AMONG HIGH SCHOOL TEACHERS

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ABSTRACT :

Organizational commitment is one of the main factors which need to be understood. Employees, who are committed to their organizations, participate in activities and enjoy cooperating in their organizations. In today's competitive environment, organizations attempt to recruit employees who are able to do their predetermined jobs well; and also, engage in activities that are not their formal job activities but affect organizational performance positively.

In the last decade, teaching is not what it was, expectations have intensified today and the job of a teacher also includes managerial functions i.e. curriculum planning, resource management, management of examination, management of co-curricular activities, time management, conflict management and management of innovations and change etc. When these activities exceed the coping abilities of the teacher it gives rise to stress and psychological strain thus affecting the performance of a teacher. The present study is therefore, an endeavour to find the high school teachers experiences with respect to the psychological strain.

The study was designed to examine the relationship between psychological strain and organisational commitment of high school teachers. The sample was consisting of 320 high school teachers of Haryana state (Bhiwani and Sirsa districts).A significant difference was found between psychological strain of government and private high school teachers. The study also revealed that there was a positive relationship between Organisational Commitment and psychological strain of high school teachers.

KEYWORDS : *Organizational commitment, Stress, Psychological Strain, High school teacher.*

INTRODUCTION:

Organizational commitment, like other concepts of organizational behaviour has been defined in a number of ways. However, the typical approach to organizational commitment is to regard it as a kind of affective affiliation or loyalty. Organizational commitment as a practical concept renders solutions for special behaviours at the workplace like the employees' turnover and absenteeism. In effect, it's a general rule in organizational commitment that a high degree of commitment would bring about positive results for the organization. (Allameh, Amiri & Ali, 2011).Cohen (2003) stated that "commitment is a force that binds an individual to a course of action of relevance to one or more targets".

Teachers are central to the process of education and also in building the personality of children are agents of social change. The transition from pre-industrial society has brought with it a number of broad changes in the role of a teacher in school. Traditionally, we find that instructions, socialization, education and transmission of values constituted a major part of his functions. In the last decade, teaching is not what it was expectations have intensified today and job of a teacher, apart from teaching includes managerial function, such as curriculum planning, resource-management, management of examination, management of

co-curricular activities, time-management, conflict management and management of innovations and change etc. When these activities exceed the coping abilities of the teachers, it gives rise to stress.

STRESS

According to Lazarus and Folkman (1984) psychological Stress is defined as “particular relationship between the person as taxing or exceeding his or her own resources and endanger his or her well-being”. Job demands and lack of job control are two important work stressors. The conflict between work and home has also been discussed in the Cooper model as one of the source of stressor. Previous studies indicated that work stressor can affect well-being and performance in organization.

According to Quick and Cooper (2003) the stress process being with a stressor i.e. as pressure, conflict or trauma and may end with one or more many frustration of medical behavioural and psychological strain.

Psychological strain- psychological and emotional problems being experienced by the individual, inability to cope in work place and other settings, lead to strain in individual.

Psychological strain arises under one of three conditions: 1) when resources are threatened, 2) when resources are lost and 3) when individuals invest resources and do not gain the anticipated level of return.

STRAIN

French, Caplan, and Harrison (1982) suggested that Strain can result from the mismatch between a person and the environment on dimensions important to the well-being of the person.

Lee and Ashforth (1984) on the other hand defined strain as affective, an individual's state of feeling that is characterised by depleted emotional resources and lack of energy. There are many researches that had examined feelings of strain arising from certain job features (usually referred to as 'stressors').

Beehr (1995) defined strain as states that are harmful and usually give an adverse effect on the individuals experiencing them.

According to Lazarus and Folkman (1984) strain arises when individuals perceive themselves as unable to meet environmental demands. If strain occurs, people will try to deal with either the stressor itself or with the negative effects of this stressor.

Dimensions of psychological strain

- ✓ Vocational strain: Individual is having degree of work problem in work quality or input.
- ✓ Emotional strain: It is related with emotional problems
- ✓ Interpersonal strain: Degree of disputation in interpersonal relationship
- ✓ Physical strain: It means complaint about physical stress or poor self-care habits.

Teacher is a person, in whose hands children are trained and from their ranks will come out when they grow up, as statesman and soldiers, patriots and philosophers who will determine the progress of the land. The teacher's role is thus as important as his responsibility is backbreaking. School teachers and staff members face increasingly complex demands at the work place. Job related stress can affect the psychological wellbeing and future of the teachers.

LITERATURE REVIEW

Organisational Commitment

Khoza (2004) conducted the study to compare teacher stress, commitment and school climate in schools with different success rates and significant correlations were also found to exist between teachers' professional commitment and Organizational climate.

Schmidt (2007) effects of high stress on the burnout dimensions of exhaustion and depersonalization were reduced with increasing commitment to the organization. Gupta and Gehlawat (2013) investigated significant effect of type of schools and job satisfaction on Organizational commitment.

Kathryn, Katherine, Earl and Celisha (2013) revealed that "affective" Organizational commitment, job involvement and utility perceptions are predictors of motivation to learn and transfer learning.

PSYCHOLOGICAL STRAIN

Jackson (2004) revealed that no significant difference in strain with regard to marital status. Mahomed and Naude (2006) found that compared to international norms, support staff demonstrate significantly higher levels of psychological and physical ill-health, commitment from the Organization, as well as commitment from the individual. One of the studies also reflects psychological strain at the start of a work shift had a positive effect on the experience of emotional dissonance than psychological strain at the end of a work shift (Benjamin, Ellen, Marc and Croon 2007).

Bhagat, Krishnan, Nelson, Leonard, Ford and Billing (2010) revealed that problem-focused coping is a better moderator in the individualistic contexts and that emotion-focused coping is a better moderator in the collectivistic contexts.

Kolra and Sharma (2013) revealed that teachers differed in occupational stress, psychological strain and coping resources, length of teaching experience had no effect on occupational stress, psychological strain and coping resources of teachers.

JUSTIFICATION OF THE STUDY

School teachers play a vital role in the educational process and all round development of the students. They have to perform dynamic functions by teaching and cultivating varied interests in the students which may result in stress.

The strain is a reaction to one's appraisal of the balance between environmental demands and personal coping resources, it is suspected that on experiencing high level of strain might lead teachers to reduce Organizational commitment.

The researches have also been carried out on various correlates such as psychological strain and organizational commitment. An intelligence of the teacher is likely to facilitate the mechanism of coping with psychological strain and thus facilitating organizational commitment. However, the said relation needs to be explored. Moreover Organizational commitment has garnered much academic attention since its conception. No organization can succeed without the employees' commitment and attempt since the committed employees devote more time and attention to their work. While other kinds of commitment related to family and profession can affect the employee's behavior in the workplace, on the other hand, organizational commitment can totally affect the employee's behavior (Mayer & Allen, 1997). It is perceived to be something intangible; Organizational commitment is not always formally recognised or rewarded. Therefore this study was conducted to know the level and relationship between Organizational Commitment and Psychological Strain of high school teachers.

OBJECTIVES

1. To study the difference in the level of Organizational Commitment of Government and Private high school teachers.
2. To study the difference in the level of Psychological Strain of Government and Private high school teachers.
3. To study the correlation between Organizational commitment and Psychological Strain of high school teachers.

HYPOTHESES

1. There exists no significant difference between Government and Private on high school teachers on Organizational commitment.

2. There exists no significant difference between Government and Private high school teachers on Psychological Strain.
3. There exists no significant correlation between Psychological Strain and Organizational Commitment of high school teachers.

METHODOLOGY

• **Sampling**

A sample of 320 high school teachers was randomly selected from 24 government school and 20 private schools of Sirsa and Bhiwani districts of Haryana state to investigate their Organizational Commitment and Psychological Strain.

• **Tools used**

The following research tools were used to collect the data:

1. Organizational Commitment Scale by Hyde and Roy (2011).
2. Psychological Strain Scale developed by theinvestigator (2014).

• **Procedure**

After finalizing the tools and receiving the consent of the principals, the teachers of the Government and Private high schools were requested to fill the questionnaires of Organizational Commitment Scale and Psychological Strain Scale. The collected data was calculated and analysed by appropriate statistics.

RESULTS

Table No. 1 showing t-test of Organisational Commitment and Psychological Strainof High School Teachers.

Variable	Type of School	N	Mean	SD	t-value
Organisational Commitment	Government	160	119.11	17.00	3.46**
	Private	160	125.93	18.19	
Psychological Strain	Government	160	221.38	24.95	2.51*
	Private	160	215.61	14.93	

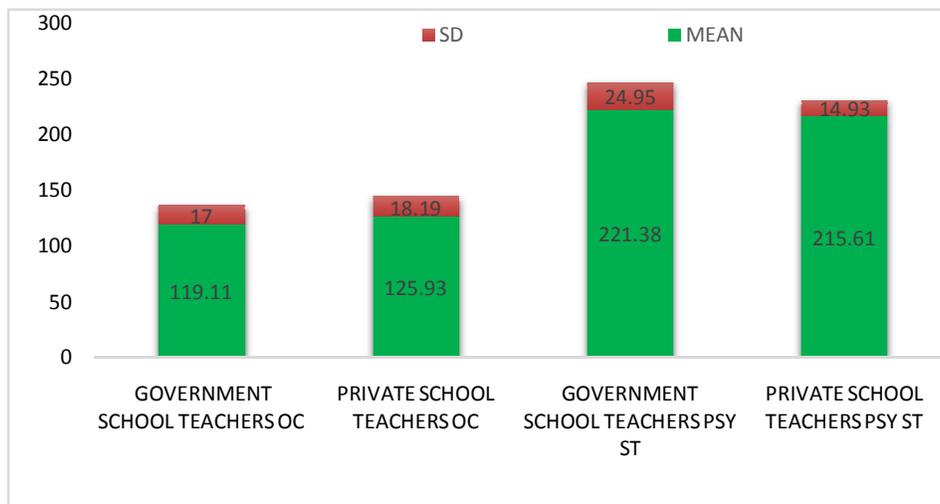


Fig:1.1 Mean scores of type of schools on Organisational Commitment and Psychological Strain of high school Teachers

Table No. 2 showing Correlation between Organisational Commitment and Psychological Strain

The result of correlation between Organisational Commitment and Psychological Strain has been presented in table No. 2.

Variable	N	Value of 'r'
Organisational Commitment and Psychological Strain	320	.127*

*Significant at 0.05

**Significant at 0.01 level

(Critical Value 0.098 at 0.05 and 0.128 at 0.01 level)

DISCUSSION OF THE RESULT

Table No 1 depicts that the values of mean for Organisational Commitment in case of Government and Private high school teachers were found 119.11 and 125.93 respectively. The standard deviations of Government and Private school teachers were 17.00 and 18.19 respectively. The t-value of Government and Private high school teachers was **3.46****, which in comparison to the table value was found to be significant at 0.01 and 0.05 level of confidence. The result indicates that the Private high school teachers were more committed than their Government counterparts. Misra, Ansari and Khan (2009) who reported that the private school teachers showed higher organisational commitment as compared to the government school teachers.

The value of mean for Psychological Strain in case of Government and Private high school teachers was found 221.38 and 215.61 respectively. The standard deviations of Government and Private school teachers were 24.95 and 14.93 respectively. The t-value was of Government and Private high school teachers was **2.51*** which in comparison to the table value was found to be significant at 0.05 level of confidence. Thus, it can be concluded that there was significant difference between Government and Private high school teachers on Psychological Strain. Fig: 1.1 illustrate mean scores of type of schools on Organisational Commitment and Psychological Strain of high school Teachers.

The table No. 2 presents the r value of correlation between organisational commitment and psychological strain was .127*, which in comparison to table value was found significant at 0.05 level of confidence. The study revealed that there was a significant relationship between organisational commitment and psychological strain of high school teachers.

The results revealed that there was a positive relationship between Organisational Commitment and Psychological Strain of high school teachers.

FINDINGS

The major findings of the present study are:

- There was a significant difference in the level of Psychological Strain of Government and Private high school teachers.
- There was a significant difference in the level of Organisational Commitment of Government and Private high school teachers.
- There exists a significant correlation between and Organisational Commitment and Psychological Strain of high school teachers.

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