"A STUDY OF RELATIONSHIP BETWEENORGANIZATIONAL COMMITMENT AND WORK LIFE BALANCE OF SECONDARY SCHOOL TEACHERS"

Dr. Kotreshwaraswamy A Surapuramath

Assistant Professor, Department of Post Graduate Studies in Education,

Vijaya Teachers College, 4th Block, Jayanagar Bangalore, Karnataka-560011

ABSTRACT

A Study of Organizational Commitment and Academic Achievement of Secondary School students has been dealt with in this paper. The sample consisted of 174 secondary school teachers of different High schools in Bangalore city. Research tools used in the study was Teacher Organizational Commitment Scale developed by Dr.Sajid Jamal and Dr. AbdualRaheem Quality of Work Life Scale developed by Dr.SantoshDhar and Dr.UpinderDhar. Coefficient of correlation technique was adopted for data analysis. There is positive relationship between Organizational Commitment and work life balance of secondary school teachers.

Keywords: Organizational Commitment, work life balance and secondary school teachers.

INTRODUCTION

Organizations are established to serve specific purposed and to carry out designated missions. To this end, they provide resources, infrastructure and necessary training to their employees to enable them to accomplish goals and objectives directed toward the greater mission. In reciprocal

way, it is important that employees of an organization share the vision of their organization and be committed to its mission and goals.

Organizations are a system of co-operative activities and their co-ordination required something intangible and personal that is largely a matter of personal relationships (Barnard, 1938). Organizations are social arrangements, constructed by people who can also change them. An organization may be defined as a place where groups of people perform specialized tasks that no individual could perform all alone (Smit & Cronje, 2001). The organization of people into effective working groups has always been at the heart of the management process. Formal organizations have objectives which are explicit, limited and announced. They exist to serve a need of society, formed with a common purpose and require people to enter into formal relationships, which have some contractual basis (Gamage& Pang, 2003). Organizations can be repressive and stifling, but they can also be designed to provide opportunities for self-fulfillment and individual expression. The point is that human consequences depend on how organizations are designed and run (Buchanan &Huczynski, 1997). An organization is a human grouping in which is done for the accomplishment of some specific goals or missions (Mamorial&Gankar, 2003).

Educational organizations such as schools, colleges and universities require individuals who are committed to their profession and well-being of students. The vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the organizations. Teachers strong in commitment find it easy to be interested in whatever they are doing and can involve themselves into it wholeheartedly.

Teachers who are committed demonstrate a strong acceptance of the school's values, tasks, and working manner. Teachers who firmly believe in these values are likely to manifest them in the performance. Teacher should have feelings of value and loyalty to their occupations or professions, their employer and their schools. For teachers who accept this belief, dedicated work is considered a positive virtue and are described by such positive terms as industrious, diligent, persevering, and willing to take initiative or devoted to one's occupation. Teachers should take pride in their work and do their jobs well. Teachers who believe that work is important and who take pride in their work are expected to respond favorably to job enrichment, that is, to want important jobs where they can display initiative and commitment.

CONCEPT OF ORGANIZATIONAL COMMITMENT

O'Reilly (1989) defined Organizational Commitment as "an individual's psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization".

Organizational Commitment from this point of view is characterized by employee's acceptance of organizational goals and their willingness to exert effort on behalf of the organization (Miller & Lee, 2001).

CONCEPT OF WORK LIFE BALANCE

Work Life Balance means the competence to schedule the hours of an individual Professional and Personal life so as to lead a healthy and peaceful life.

Work-life balance is a concept that deals with the ability of individuals, irrespective of the age or their gender, to get _into a flow that allows them to combine the demands of work and other non-work responsibilities and/or activities (Hughes and Bonzionelos, 2007).

NEED FOR THE STUDY

The quality of education is largely determined by the quality of teachers who make it. Personality, attitude, morale, commitment, work value of a teacher assumes a paramount significance in determining the quality of education. No system of education can rise higher than its teacher. Teachers with less emotion and feeling value in his work, affect the quality of education and national growth. Unless the teacher is greatly motivated, fully involved in work and committed, all other attempts that are taken to effect any improvement in the field of teaching are bound to be futile. It is therefore necessary to identify causes for this serious problem. Determining the factors that keep teachers committed to do their best at their job, educational administrators need to concern how a high level of teachers' commitment can be aroused, directed and sustained. Administrators must design and use practices which encourage teachers to try new things, take on new challenges which inspire teachers to achieve excellence.

Lewis &Humbert (2010). Indian organizations have to do a lot to treat work-life balance practices as strategic aspect of organizational performance and effectively communicate about the availability of different work-life balance practices; further family contributes extensively to work in terms of enhancing performance and positive emotions at workplace. Baral (2009). Firms that adopt better Work Life Balance policies can improve the level of job satisfaction and increase organizational commitment among their employees.

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OBJECTIVES OF THE STUDY

The following objective framed for the present study

1. To find out the relationship between organizational commitment (Commitment to school, Commitment to teaching work, Commitment to work group, Commitment to teaching profession) and Work Life Balance of the secondary school teachers.

HYPOTHESES

The following hypotheses framed for the present study

MAJOR HYPOTHESES

There is no significant relationship between organizational commitments (commitment to school, commitment to teaching work, commitment to work group, commitment to teaching profession,) of secondary school teachers and Work Life Balance.

MINOR HYPOTHESES

1. There is no significant relationship between organizational commitment (commitment to school) of secondary school teachers and Work Life Balance

2. There is no significant relationship between organizational commitment (commitment to teaching work) of secondary school teachers and Work Life Balance.

3. There is no significant relationship between organizational commitment (commitment to work group) of secondary school teachers and Work Life Balance.

4. There is no significant relationship between organizational commitment (Commitment to teaching profession) of secondary school teachers and Work Life Balance.

5. There is no significant relationship between organizational commitment (total) of secondary school teachers and Work Life Balance.

DELIMITATIONS OF THE STUDY

a. The sample is limited to 174

b. Study is conducted in urban area only

c. The researcher has taken up only 10 schools for the study.

d. The study is limited to secondary school teachers only

METHODS USED

The present study is a Descriptive survey which involves collecting the data in order to test the Hypotheses.

SAMPLE AND SAMPLING PROCEDURE

Stratified random sampling technique will employ in the collection of data. The sample will consists of 89 male and 85 female teachers in different types of schools like government, private aided and private unaided secondary schools of Bangalore city.

The sample distribution is represented in the table-1

Government secondary school teacher		Private aided secondary school teachers		Private un aided secondary school teachers		Total
Male	Female	Male	Female	Male	Female	
57	26	23	52	9	7	174

TOOLS OF THE STUDY

For the purpose of the present study the investigator was used the Teacher Organizational Commitment Scale developed by Dr.Sajid Jamal and Dr. AbdualRaheem.

Quality of Work Life Scale developed by Dr.SantoshDhar and Dr. UpinderDhar along with a self –developed proforma for collecting biographical

STATISTICAL TECHNIQUE USED

Coefficient of co-relation test was used to find the relationship between Organizational Commitment and Work Life Balance of secondary school teachers.

MAJOR FINDINGS OF THE STUDY

Minor Hypothes-1

There is no significant relationship between organizational commitment (commitment to school) of secondary school teachers and Work Life Balance

Table-2 shows the Number, Degrees of Freedom, "r" value and Level of Significance of Work Life Balance with Organizational Commitment (commitment to school)

Variables	N	df	'r' value	significance
Work Life Balance	175			
commitment to school	175	173	0.409	S**

**-Significance at 0.01 level

From the table above reveals that obtained 'r'-values 0.409 is higher than the table value 0.149 at 0.01 level of significance. Therefore the null hypotheses are rejected and alternate hypotheses have been formulated that "there is significant and positive relationship between Organizational Commitment (commitment to school) of secondary school teachers and their Work Life Balance.

Minor Hypothes-2

There is no significant relationship between organizational commitment (commitment to teaching work) of secondary school teachers and Work Life Balance.

Table-3 shows the Number, Degrees of Freedom, "r" value and Level of Significance of Work life balance with Organizational Commitment (commitment to teaching work)

Variables	N	df	'r' value	significance
Work Life Balance	175	173	0.306	S**
commitment to teaching work	175			

**-Significance at 0.01 level

From the table above reveals that obtained 'r'-values 0.306 is higher than the table value 0.149 at 0.01 level of significance Therefore the null hypotheses are rejected and alternate hypotheses have been formulated that "there is significant and positive relationship between Organizational Commitment (commitment to teaching work) of secondary school teachers and their Work Life Balance.

Minor Hypothes-3

There is no significant relationship between organizational commitment (commitment to work group) of secondary school teachers and Work Life Balance.

Table -4 shows the Number, Degrees of Freedom, "r" value and Level of Significance of Work Life Balance with Organizational Commitment (commitment to work group)

Variables	N	df	'r' value	significance
Work Life Balance	175	173	0.129	S*
commitment to work group	175			

*-Significance at 0.05 level

From the table above reveals that obtained 'r'-values 0.129 is higher than the table value 0.117 at 0.05 level of significance. Therefore the null hypotheses are rejected and alternate hypotheses have been formulated that "there is significant and positive relationship between Organizational

Commitment (commitment to work group) of secondary school teachers and their Work Life Balance.

Minor Hypothes-4

There is no significant relationship between organizational commitment (Commitment to teaching profession) of secondary school teachers and Work Life Balance.

Table-5 shows the Number, Degrees of Freedom, "r" value and Level of Significance of Work Life Balance with Organizational Commitment (Commitment to teaching profession)

Variables	N	df	'r' value	significance
Work Life Balance	175	173	0.482	S**
Commitment to teaching profession	175			

**-Significance at 0.01 level

From the table above reveals that obtained 'r'-values 0.482 is higher than the table value 0.149 at 0.01 level of significance. Therefore the null hypotheses are rejected and alternate hypotheses have been formulated that "there is significant and positive relationship between Organizational Commitment (Commitment to teaching profession)of secondary school teachers and their Work Life Balance.

Minor Hypothes-5

There is no significant relationship between organizational commitment (total) of secondary school teachers and Work Life Balance.

Table -6 shows the Number, Degrees of Freedom, "r" value and Level of Significance of Work Life Balance with Organizational Commitment (total)

Variables	N	df	'r' value	significance
Work Life Balance	175	173	0.528	S**
Organizational commitment (Total)	175			

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**-Significance at 0.01 level

From the table above reveals that obtained 'r'-values 0.528 is higher than the table value 0.149 at 0.01 level of significance. Therefore the null hypotheses are rejected and alternate hypotheses have been formulated that "there is significant and positive relationship between Organizational Commitment (total) of secondary school teachers and their Work Life Balance.

EDUCATIONAL IMPLICATIONS

1.   According to the results, the study has found any significant relationship of Work Life Balance and Organizational Commitment on the other side it indicates that top management employees are more committed to their work then the professionals and by comparing professionals with the sports staff the professionals show more commitment and this greater commitment is might be due to the seniority.

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