Gender Perspective In Organizational Commitment, Psychological Capital And Organizational CitizenshipBehaviour Among Teachers In Schools

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Abstract: Teachers are crucial in molding the futures and careers of children. In the school environment, they undertake multiple roles to fully educate young learners, often extending beyond the responsibilities outlined in their formal job descriptions. Presently, schools operate similarly to organizations. It is impractical to list all the duties that contribute to enhancing children's learning and educational development. Therefore, it is essential for school administrations to foster organizational citizenship behavior, psychological capital, and organizational commitment among teachers to ensure the school's operational efficiency. This study investigates the gender perspectives in organizational citizenship behavior, psychological capital, and organizational commitment among school teachers in both public and private educational settings. A total of 400 teachers, aged between 25 and 45 years and with at least four years of tenure at their current schools, participated in the study. The research primarily focused on teachers instructing students from the 6th grade and above. Utilizing t-scores across various dimensions of psychological capital, organizational citizenship behavior, and organizational commitment, this study assessed gender-based differences. The findings reveal that female teachers exhibit significantly higher levels of organizational commitment compared to their male counterparts. However, no substantial gender differences were identified in terms of organizational citizenship behavior and psychological capital. These results underscore the importance of recognizing gender-specific dynamics in educational management practices, which could potentially enhance overall school efficiency and effectiveness.

Keywords: Organizational Citizenship Behavior, Organizational Commitment, Psychological Capital

Introduction

Teachers have a significant impact on children's development. To finish this mission, they must carry out numerous tasks. Teachers are responsible for a variety of tasks, such as instilling values in students, managing the school, attending to students' emotional needs and issues that arise off campus, interacting with parents to bolster their trust that their child is receiving the high-quality education they deserve, and much more. Beyond the responsibilities that are explained by their contractual assignments, this task is complex. These days, schools are managed like businesses, with well defined roles and objectives for each staff. To increase retention, engagement at task and better identification of goals it is required for schools to increase psychological capital, organizational commitment and organizational citizenship behavior among school

teachers. Organizational commitment can be defined as "the psychological attachment of the employees with the organization in which one is working".

According to a study, there are no gender-specific variations in organisational commitment; nevertheless, women showed somewhat stronger organisational commitment when work qualities, career variables, and family relationships were all simultaneously controlled (Marsden et al., 1993). The work policies implemented by management have an impact on the employees' commitment to the organisation. According to a study, women who thought their employer provided flexible work schedules expressed greater levels of organisational commitment and job satisfaction than those who didn't (Scandura & Lankau, 1997). A related study also discovered that an important predictor of organisational commitment was the regression analysis of the interaction between gender and work values (Elizur & Koslowsky, 2001). According to another study, men were more likely than women to identify with the school where they were employed, while women were more likely to be committed to the organisation (Aydin et al., 2011).

All actions taken by an employee that are advantageous to the company where they work but are not required of them or covered by their employment contract are collectively referred to as organisational citizenship behaviour. Due to its ability to raise an organization's brand value and foster more public trust in it, interest in promoting corporate citizenship behaviour is growing daily. According to a study, promotion was positively correlated with organisational citizenship behaviour in males relative to females, and this link was moderated by gender (Allen, 2006). According to a different study, men were more likely than women to exhibit organisational citizenship behaviour and sense organisational support (Thompson et al., 2020). Additionally, a study (Ng et al., 2016) identified a very weak correlation between gender and counterproductive work behaviour and no correlation between gender and organisational citizenship behaviour.

Psychological capital refers to all the resources an employee can employ to improve performance on the job and their success on it. According to a study, psychological capital does not change significantly based on gender (Caza et al., 2010). According to Liu et al. (2012), psychological capital was revealed to be a significant mediator between the effort/reward ratio and overcommitment in physicians experiencing depressive symptoms.The purpose of the study is to determine how gender differs in organisational commitment, citizenship behaviour, and psychological capital.

Method

Examining the gender perspective in organisational commitment, psychological capital, and organisational citizenship behaviour among educators was the main goal of this study. We used appropriate methods and procedures to determine the various measurements, as well as an appropriate sample and data collection instruments, in order to determine the gender viewpoint. It is therefore required to provide an explanation of the chosen sample, instruments, methodology, and process employed in this study.

Sample

The sample comprised of 400 school teachers within the age range of 25 to 45 years. Teachers working in the presentschool from minimum last 4 years and teaching 6th standard and above students were selected for this study.

Total sample = 400

Gender / Schools	Public school	Private school
Male	100	100
Female	100	100

Inclusion criteria: 1. Age: 25-45 years

2. Minimum 4 years experience in present school
Exclusion criteria: 1. Age: below 25 years and above 45 years

2. Less than 4 years experience in present school
3. Severe psychiatric illness

Tools

While keeping in mind the sample of this research, objectives of this study and psychometric properties, various tools were selected for the collection of data. Here is the description of all the standardized tools that were used to collect datafrom the various respondents during this study.

1. Psychological Capital Questionnaire (PCQ): Luthans, Avey and Norman (2006)
2. Organisational commitment scale: Allen and Myer (1997)
3. Organisational Citizenship Behaviour Scale: Podaskoff and colleagues (1990)

Psychological Capital Questionnaire (PCQ): Luthans, Avey, and Norman (2006)

The "Psychological Capital Questionnaire" was developed by Luthans, Avey and Norman in 2006. This scale has four measures: "Self-Efficacy", "Hope", "Optimism" and "Resilience". Each measure consists of six items. Therefore, this scale includes 24 items and all items are 6-point likert scale. All items are positive items except three items (13, 20, 23). The possible scores of this scale varies between 24 -144. The reliability of this scale is $\alpha = 0.91$.

Organisational Commitment Scale: Allen and Myer (1997)

"Organisational commitment scale" is developed by Allen and Myer in 1997. This scale has three measures of organisational commitment of an employee. These three measures are "affective commitment", "continuance commitment" and "normative commitment". Organisational commitment questionnaire includes 24 items. Each measure consists of 8 items with seven- point likert scale . Higher scores in particular measure of organisational commitment indicate high commitment in that particular measure and low scores indicate low commitment in that particular measure. The reliability estimates are 0.85, 0.79 and 0.73 for affective, continuance and normative respectively. The total reliability estimate of this scale is more than 0.79.

Organisational Citizenship Behaviour Scale: Podaskoff and colleagues (1990)

"Organisational Citizenship Behaviour scale" is developed by Podaskoff and colleagues in 1990. This scale includes five indicators of an individual's organisational citizenship behaviour: civic virtue, sportsmanship, conscientiousness, kindness, and altruism. This measure of "conscientiousness" is represented by items 3, 18, 21, 22, and 24. The "sportsmanship" measure is represented by items 2, 4, 7, 16, and 19. Items 6 through 12 evaluate the "civic virtue" metric. Items 5, 8, 14, 17, and 20 are included in the "courtesy" measure. Things 1, 10, 13, 15, and 23 stand for the "altruism" metric. After reading each statement about their behaviour, respondents were asked to score the option on a 7-point Likert scale indicating how much they agreed or disagreed with the statement. With the exception of the sportsmanship measure, which must be scored in reverse, all dimensions must be scored positively, with 1 representing strongly disagree and 7 representing strongly agree. A high score on each given measure, with the exception of sportsmanship, indicates that individuals participated more in that specific examined behaviour. This scale's coefficient alpha indicates an internal consistency reliability of 0.76.

Procedure

The sample consisted of 400 teachers of both public and private schools. Sample comprised of 100 male teachers of public schools, 100 male teachers of private schools, 100 female teachers of public schools and 100 female teachers of private schools. The data was collected from school teachers of various schools of Panchkula and Chandigarh. The sample was randomly selected so that it can become an appropriate representation to all school teachers of Panchkula and Chandigarh. Heads of all schools were contacted by visiting to their schools for collecting data. The motive of the study was explained to them and got permission after clearing all their doubts regarding our study. After getting permission, we met with school teachers and administer the tests. Willing school teachers were provided with the questionnaires and proper instructions were given. The completed questionnaires were collected later and data was processed for further study.

Scoring

All the responses of respondents on various scales were scored according to the scoring and instructions of respectivemanuals and the information we got from various studies and research papers.

Statistical Analyses

The data from all the school teachers of private schools and public schools was pooled and tabulated. t-test was applied using SPSS software to check the gender differences in organizational commitment, psychological capital and organizational citizenship behavior among the teachers.

RESULTS

Table 1

t-scores for gender differences across dimensions of Psychological Capital

	Male (N=200)		Female (N=200)	
	M	SD	M	SD
Psychological Capital (Efficacy)	29.63	4.28	29.12	4.58
Psychological Capital (Hope)	28.44	4.29	29.21	4.16
Psychological Capital (Resilience)	27.24	3.79	26.89	3.66
Psychological Capital (Optimism)	26.91	4.24	26.85	4.64
Psychological Capital	112.20	11.60	112.05	12.37
	T		Significance	
Psychological Capital (Efficacy)	1.15		.25	
Psychological Capital (Hope)	-1.82		.06	
Psychological Capital (Resilience)	.93		.34	
Psychological Capital (Optimism)	.13		.89	
Psychological Capital	.12		.90	

**significant at $p < .01$ level, *significant at $p < .05$ level

Table 2
t-scores for gender differences across dimensions of Organisational Commitment

	Male (N=200)		Female (N=200)	
	M	SD	M	SD
Organisational Commitment (Affective)	43.05	7.03	45.05	7.73

Organisational Commitment (Continuance)	37.94	8.42	40.32	8.50
Organisational Commitment (Normative)	38.88	6.50	40.68	7.26
Organisational Commitment	119.86	17.05	126.04	19.64
	t		Significance	
Organisational Commitment (Affective)	-2.70**		.00	
Organisational Commitment (Continuance)	-2.81**		.00	
Organisational Commitment (Normative)	-2.61**		.00	
Organisational Commitment	-3.35**		.00	

**significant at p < .01 level, *significant at p < .05 level

Table 3
t-scores for gender differences across dimensions of Organisational Citizenship Behaviour

	Male (N=200)		Female (N=200)	
	M	SD	M	SD
Organisational Citizenhsip Behavior (Altruism)	20.21	3.27	20.44	3.15
Organisational Citizenhsip Behavior (Conscientiousness)	19.66	3.48	19.86	3.24
Organisational Citizenhsip Behavior (Sportsmanship)	16.99	5.93	16.40	4.79
Organisational Citizenhsip Behavior (Courtesy)	20.85	3.40	20.14	3.13
Organisational Citizenhsip Behavior (Civic Virtue)	16.78	2.26	16.49	2.42
Organisational Citizenhsip Behavior	94.38	9.95	93.32	11.03
	t		Significance	
Organisational Citizenhsip Behavior (Altruism)	-.70		.48	
Organisational Citizenhsip Behavior (Conscientiousness)	-.60		.54	
Organisational Citizenhsip Behavior (Sportsmanship)	1.09		.27	
Organisational Citizenhsip Behavior (Courtesy)	2.18*		.02	
Organisational Citizenhsip Behavior (Civic Virtue)	1.21		.22	
Organisational Citizenhsip Behavior	1.00		.31	

**significant at p < .01 level, *significant at p < .05 level

Discussion

Table 1 depicts that there is no significant difference between males and females teachers in psychological capital . It means males and females have equal "psychological capital". Both are equal in dimensions of psychological capital namely efficacy, hope, resilience and optimism.

Table 2 depicts that female teachers scored higher on normative commitment (t= -2.61, p<.01) affective commitment (t= -2.70, p<.01), continuance commitment (t= -2.81, p<.01), and organisational commitment (t= -3.35, p<.01) than male teachers. It means that female teachers are more committed to their organisations than male teachers. Thus we can infer that female teachers feel happier to spend the rest of their career within their organisation than male teachers. Female teachers enjoy more in discussing about their organisation with people when compared to male teachers. Female teachers feel organisation's problems like their own. Organisation has personal meaning to them. On the other hand, significant difference on continuance commitment indicates that female teachers are committed to their organisations more than male teachers. Further, significant difference on normative commitment also indicates that female teachers are also committed to their organisation because they feel that loyalty is important and it is their moral obligation to remain.

Table 3 depicts that male teachers scored high on courtesy (t=2.18, p<.05) than female teachers. It means that male teachers are more courtious than female teachers. This significant difference indicates that male teachers try more, not to create problems for co-workers and consider more the impact of their actions on co-workers than public school teachers. Male teachers try not to abuse the rights of others. They take steps for preventing problems with co-workers. They take care of their behaviour affecting other people's jobs more than female teachers. However, there is not significant gender difference found on altruism, conscientiousness, sportsmanship, courtesy, civic virtue and as whole organisational citizenship behaviour. It means male and female teachers show altruistic, conscientiousness, sportsmanship, civic virtue behaviours in their organisations equally.

Summary and Conclusion

The research findings suggest that while there is no significant difference between male and female teachers in terms of psychological capital dimensions such as efficacy, hope, resilience, and optimism, there are notable distinctions in their organizational commitment and certain aspects of organizational citizenship behavior. Female teachers demonstrate higher levels of normative, affective, continuance, and organizational commitment compared to their male counterparts, indicating a stronger dedication to their organizations and a greater sense of loyalty. Conversely, male teachers exhibit higher levels of courtesy, emphasizing their tendency to be more considerate of their co-workers and mindful of their impact on others within the organization. However, there were no significant gender differences observed in altruism, conscientiousness, sportsmanship, civic virtue, and overall organizational citizenship behavior, indicating that both male and female teachers engage in these behaviors equally. These findings highlight the nuanced gender dynamics within teacher commitment and behavior within educational organizations. Overall, the results suggest that while both genders possess similar psychological capital, they may express their commitment and certain behavioral tendencies differently within the organizational context.

Implications

The findings of this study hold several implications for educational institutions, policymakers, and organizational leaders.

1. Recognizing and understanding the gender differences in organizational commitment and behavior among teachers can inform targeted strategies for recruitment, retention, and professional development.

2. Educational institutions may benefit from tailored support programs that address the specific needs and preferences of male and female teachers, ultimately fostering a more inclusive and supportive work environment.

3. Policymakers can use these insights to design policies and initiatives aimed at promoting gender equality and enhancing job satisfaction and organizational commitment within the teaching profession.

4. Furthermore, organizational leaders can leverage the findings to implement gender-sensitive practices and policies that promote diversity, equity, and inclusion within their institutions. By fostering a culture of respect, support, and appreciation for both male and female teachers, organizations can enhance teacher well-being, job satisfaction, and ultimately, student outcomes.

5. Additionally, the study underscores the importance of further research into the underlying mechanisms driving gender differences in organizational commitment and behavior, which can inform more targeted interventions and strategies for promoting gender equality and enhancing organizational effectiveness in the education sector.

Limitations

While the study provides valuable insights into gender differences in psychological capital, organizational commitment, and organizational citizenship behavior among teachers, there are several limitations to consider.

1. The research design is cross-sectional, which limits the ability to establish causal relationships between variables. Longitudinal studies could provide a more robust understanding of how these factors evolve over time.

2. The sample size and demographic characteristics of the participants may not be representative of all teachers, potentially limiting the generalizability of the findings.

3. The study primarily relies on self-reported measures, which are subject to social desirability bias and may not fully capture the nuances of teacher behavior in the organizational context.

4. The study focuses solely on gender differences, overlooking other potentially relevant factors such as age, experience, and school type. Future research could explore these variables to provide a more comprehensive understanding of teacher commitment and behavior.

5. The study does not delve into the underlying mechanisms that drive gender differences in organizational commitment and behavior, leaving room for further investigation into the social, cultural, and organizational factors that may contribute to these disparities.

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Conflict of Interests

There were no conflicts of interest declared by the author.

Data Availability Statement

Due to ethical constraints, data is not available. Because the participants in this study did not consent to their data being published publically, there is no supporting data available.

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