SUMMARY

Organizational commitment, in a general sense, is the employee’s psychological attachment to the organization. Teacher’s organizational commitment has been recognized as an effective route to school success (Fink, 1992). The educational organizations such as schools require teachers who are committed to their organizations and well-being of students because low teacher commitment reduces student achievement. Psychological Strains include reactions that are mentally experienced by the individual, for example, depression, anxiety, and burnout etc. Even though some of these are thought to have physiological and neurological components. Spiritual Intelligence provides a sense of personal wholeness, goal and direction. Educators with high levels of Spiritual Intelligence are able to mould teachers and students from all age groups to experience a wholesome life filled with self- respect and creativity. The present study is on the topic “ORGANIZATIONAL COMMITMENT OF HIGH SCHOOL TEACHERS IN RELATION TO THEIR PSYCHOLOGICAL STRAIN AND SPIRITUAL INTELLIGENCE” Descriptive Survey method was employed. A sample of 320 high school teachers (160 female and 160 male) belonging to Science and Humanities streams of discipline randomly selected from Government and Private high schools of two districts of Haryana State (Bhiwani and Sirsa) was taken. The tools used by researcher for collection of data were (i) Organizational Commitment Scale by Hyde and Roy (2011), (ii) Spiritual Intelligence by Dhar and Dhar (2010) and (iii) Psychological Strain scale developed by the researcher. Descriptive statistics was employed to the study the distribution of sample. 2x2x2 ANOVA was employed and t-ratios were calculated (SPSS16.0 version) for analyzing the scores of Organizational Commitment, Spiritual Intelligence and Psychological Strain. Pearson’s coefficient of correlation was calculated to study the relationship between Organizational Commitment and Spiritual Intelligence and Organizational Commitment and Psychological Strain. In the present study, major findings were Private high school teachers exhibited high organizational commitment than government high school teachers. Male high school teachers were found highly committed towards their organization than female high school teachers. Stream of discipline i.e. Humanities and Science do not contribute to organizational commitment. Government high school teachers took more Psychological Strain than private high school teachers. Gender and stream of discipline do not contribute to psychological strain. Private high school teachers were found to have more Spiritual Intelligence than government high school teachers. Gender and Stream of discipline do not contribute to Spiritual Intelligence. Positive and significant correlation was found between Organizational Commitment and Spiritual Intelligence. Significant and positive correlation was found between Organizational Commitment and Psychological Strain. It can be said that teachers having high Spiritual Intelligence are higher committed to their organization and further, higher the Spiritual Intelligence, lesser the Psychological Strain.