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**A Study on Teacher Commitment across Age Groups at Patrician
Institutes in Chennai**

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Peer Review Information	Abstract
<p><i>Submission: 11 Jan 2026</i></p> <p><i>Revision: 22 Jan 2026</i></p> <p><i>Acceptance: 10 Feb 2026</i></p>	<p>The study investigated the level of teacher commitment (TC) among educators across all age groups at four Patrician institutes in Chennai. The analysis of data from 142 faculty members using a one-way ANOVA found no discernible age-based variations in commitment, as age only explained a negligible amount of the variance. These findings demonstrate the unwavering commitment of the teachers at Patrician Institutes to their work, irrespective of their career stage. The results have significant implications for creating cohesive and effective faculty development initiatives that successfully cater to all age groups within the Patrician curriculum.</p>
<p>Keywords</p> <p><i>Teacher commitment (TC), age groups, faculty development, Patrician institutes, ANOVA, Educator motivation.</i></p>	

Introduction

The study of organizational commitment and teacher commitment is critical in understanding the dynamics of workforce stability and educational quality. Organizational commitment reflects an employee's psychological attachment to their institution, influencing job satisfaction, retention, and performance (Meyer & Allen, 1991). In the educational sector, teacher commitment extends this concept to encompass dedication to teaching, student development, and institutional goals, serving as a key driver of academic excellence (Firestone, 1996). Teacher commitment significantly impacts student achievement and school success (Meyer, 2002). Research consistently highlights the correlation between committed educators and improved student outcomes, making it a vital area of inquiry for sustaining institutional success (Day et al., 2007).

For Patrician institutes in Chennai, examining teacher commitment across age groups is particularly relevant, as it informs faculty development strategies, ensures equitable support for educators at all career stages, and reinforces the institutes' reputation for academic excellence. This study addresses the need to empirically assess whether age influences commitment levels, providing actionable insights for leadership to cultivate a motivated and cohesive teaching workforce.

Review of Literature

▪ **Conceptualizing Teacher Commitment**

Teacher commitment is a multidimensional construct encompassing emotional attachment to the profession (affective commitment), perceived costs of leaving (continuance commitment), and a sense of moral obligation (normative commitment) (Meyer & Allen, 1991).

In educational settings, committed teachers correlate with improved student engagement and institutional stability (Day et al., 2007). Studies highlight its dependence on factors like leadership support, professional autonomy, and resource availability (Ingersoll, 2001).

▪ **Age as a Determinant of Commitment**

Research presents conflicting evidence on age-related patterns. While Klassen and Chiu (2011) found older teachers exhibit stronger affective commitment due to career investments, Hargreaves (2005) observed younger teachers display higher adaptability but lower institutional loyalty. Contrarily, Smethem (2007) reported negligible age effects, suggesting workplace culture overrides demographic factors. These disparities underscore the need for context-specific investigations.

▪ **The Indian Context**

In India, studies like Rani and Sharma (2018) link teacher commitment to job security in private schools, but age-group analyses remain sparse. Chennai's competitive education sector, with institutions like Patrician, demands localized research to address faculty retention challenges across career stages.

▪ **Gaps Addressed by this Study**

Prior research predominantly examines Western contexts or generic teacher populations. This study fills critical gaps by: (1) Analyzing age-group variations in commitment within Patrician institutes, and (2) Offering evidence for age-inclusive faculty policies in Chennai's elite education sector.

Objectives of the Study

1. **To analyze the impact of age on teacher commitment** by examining differences in affective, continuance, and normative commitment levels across educators in various age groups (below 25, 25-35, 35-45, 45-55, and above 55 years) at Patrician institutes in Chennai.
2. **To assess institutional factors** (such as professional development opportunities, leadership support, and workplace culture) that may influence teacher commitment, regardless of age.

Methodology

1. Sample Profile

Data was collected from 142 teachers through stratified random sampling.

Table 1: Demographic Characteristics

Variable	Category	Frequency	Percentage
Age group	Below 25 years	8	5.6%
	25 - 35 years	40	28.2%
	35 - 45 years	55	38.7%
	45 - 55 years	30	21.2%
	Above 55 years	9	6.3%
Gender	Male	62	43.7%
	Female	80	56.3%
Teaching Experience	< 5 years	35	24.6%
	5 - 10 years	35	52.6%
	>10 years	57	40.1%
Educational Qualification	UG Degree	53	37.32%
	PG Degree	64	45.07%
	Doctorate	25	39.06%
Current Level of Teaching	Nursery & Primary	47	33.10%
	Secondary	49	34.51%
	Higher Secondary	20	14.08%
	College Level	26	18.31%

Inference:

1. Mid-career teachers (35-45 years) form the largest group (38.7%), followed by younger educators (25-35 years at 28.2%), indicating a workforce in its professional prime.
2. Female teachers (56.3%) outnumber males (43.7%), maintaining the profession's traditional gender imbalance.
3. Over 40% have >10 years' experience, while

24.6% are newer (<5 years), showing a mix of seasoned and early-career educators.

4. 45% hold postgraduate degrees, with 39% of college teachers having doctorates, reflecting strong qualifications.

5. Secondary (34.5%) and primary/nursery (33.1%) teachers dominate, with smaller groups in higher secondary (14%) and college (18.3%).

2. Measures

• Dependent Variable: Teacher Commitment Scale (8 items, $\alpha=0.89$)

• Independent Variable: Age group (5 categories)

Age Group	n	Mean(TC)	Standard Deviation
Below 25 years	8	4.44	0.52
25 - 35 years	40	4.36	0.65
35 - 45 years	55	4.28	0.68
45 - 55 years	30	4.25	0.72
Above 55 years	9	4.26	0.75
Overall	142	4.30	0.68

Calculation

Hypothesis

Null (H₀): $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$ (No difference in TC across age groups).

Alternative (H₁): At least one age group differs.

Table 2: ANOVA Results for Teacher Commitment by Age Group

Source	SS	Df	MS	F	p value	η^2
Between Groups	1.876	4	0.469	0.390	0.815	0.011
Within Groups	164.613	137	1.202	-	-	-
Total	166.489	141	-	-	-	-

Key Findings

1. No significant differences in TC across age groups ($p > 0.05$)
2. Minimal effect size ($\eta^2 = 0.011$) is trivial

Conclusion

This study on teacher commitment across age groups at Patrician institutes in Chennai reveals that age does not significantly influence educators' dedication, as evidenced by the non-significant ANOVA results ($F(4,137) = 0.390$, $p = 0.815$) and trivial effect size ($\eta^2 = 0.011$). The findings highlight the robustness of teacher commitment, irrespective of career stage, suggesting that institutional culture, leadership support, and professional development opportunities play a more pivotal role than demographic factors in sustaining educator motivation. These insights advocate for age-inclusive faculty policies, universal professional growth initiatives, and equitable workplace conditions to maintain a cohesive and highly committed teaching workforce. Future research could expand this investigation through longitudinal designs and qualitative approaches

to further explore contextual determinants of teacher commitment.

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