CHAPTER - VI\textsuperscript{th}

DISCUSSION
In the preceding chapter, descriptive accounts of the results obtained from different treatment presented in tabular, statistical and graphical forms were put forward. In this chapter an attempt has been made at interpreting and discussing these results as a whole, in the light of various theoretical frameworks evolved by various psychologists and relevant empirical findings of others.

This chapter is stratified into eight sections. The first section deals with the assumption as to why t and F statistical techniques have been used to analyze and interpret the data.

In the second section, emphasis has been laid on the fact that organizational commitment is a function of multiple factors, in the lights of the above data and findings of other investigators.

In the third section, the role of occupational stress, on the perceived organizational commitment have been interpreted with special reference to the data of the present study.

In the fourth section, the role of employees mental health on organizational commitment has been discussed.

Fifth section of this study, deals with the impact of job value on organizational commitment of teacher respondents.

Sixth section of this study focuses on the discussion and interpretation of role of organizational climate on organizational commitment of teacher respondents.
Seventh section of this study focuses on the discussion and interpretation of the role of Type of Institutions on Organizational Commitment of teacher respondents.

Eighth section emphasizing on the role of Teaching Experience. On the Organizational Commitment of respondents.

(i) STATISTICAL ANALYSIS USED

With a view to bringing out the differential effects of variables e.g. Occupational Stress, Employees Mental Health, Job Value and Organizational Climate. On Organizational Commitment of teacher respondents and finding out their statistical significance, it was necessary to interpret and analyse the data statistically. For this purpose, parametric techniques i.e. 't' and 'F' test were used. The statistical techniques, methods employed herein for the analysis of results are as follows:

(a) Measures of Central Tendency

(b) Measures of Dispersion

(c) 'F' test with a view to bringing out the differential effects of independent variables on dependent variable and finding out their statistical significance, it was necessary to interpret and analyze the data. For this purpose, parametric technique i.e. Analysis of variance-two-way classification was used. While using the technique of Analysis of Variance, the following four assumptions underlying the technique of analysis of variance were tested (Guilford, 1956).
(a) Observations with experimental homogenous sets should be from normally distributed population.

(b) The sampling within sets should be random and mutually exclusive.

(c) Variance form with in the various sets must be experimentally equal, and

(d) The contribution to the local sample must be additive.

The first assumption of normality of major variable e.g. Organizational Commitment investigated in the present study was measured by the measures of Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the total sample. It was found normal. Therefore, Analysis of Variance technique was applied to the obtained data.

The second assumption of Analysis of Variance was satisfied in assigning in random and mutually exclusive cases in each cell of the $2 \times 2 \times 2$ factorial design. Teacher respondents were subdivided into different groups on the basis of independent variables - Occupational Stress, Employees Mental Health, Job Value, Organizational Climate, Type of Institution and Teaching experience.

The third basic assumption about the equality of variance was also fulfilled because of homogeneity of data.

The fourth assumption of additively of variance was held satisfied because the variance of scores for each variable can be added up separately. Analysis of Variance is most useful for its additive property.
Subsequently, calculations were done to arrive at meaningful results along with the summary of Analysis of Variance for each variable in the following pages.

(d) 't' test

In order to test the significance of the difference between the two means, t values have also been computed because the t test of significance is adequate when we want to determine whether or not two means differ significantly from each other. According to Garrett (1965), "F value furnishes a comprehensive or overall test of the significance of the differences among means. But significant F value does not tells which means differ significantly but that of least one is reliably different from some others. It F is not significant, there is no reason for further testing, as none of the mean differences will be significant. But if F is significant, we may proceed to test the separate differences by the t test." It is employed in case of experiments involving two groups. However, for various reasons, t test is not adequate for comparison involving more than two means. Whereas Analysis of Variance or the F test on the other hand, permits us to evaluate three or more means at one time. But F test does not present the clear-cut picture of the two groups compared because it does not tells which means differ significantly. Keeping this fact in mind t test was also applied. However, the t distribution is a theoretical sampling distribution, which is employed when number of cases in a group is a thirty or less, then the distribution of means of the sample is different from normal distribution curve.

The t test for means of independent samples assume.
01- Normality of distribution of the variables in the population from which the sample are drawn i.e. the observation should be taken from normally distributed population;

02- The observation should essentially be homogenous.

03- The variation of population should essentially be homogeneous.

04- The variables measured must be based on internal scale, so that statistical treatment is possible.

**Hypothesis-1**

*Organizational Commitment is a function of multiple variables.*

The concept of organisational commitment has attracted considerable attention over recent years and has become a central objective of human resource management.

Commitment is a psychological frame of mind which motivate people to work towards certain goals. Commitment do exist in a person that have a positive attitude, while negative attitude is one of the major reasons for non-committal approach. Committed people commit their total resources, which include going extra mile for achieving goals assigned to them. The concept of commitment in the workplace has been a phenomenon of ongoing interest and focus which regard to the linkage between the individual and the organization. Building employee commitment to the workplace is one important goal of human resource policies and practices. Research shows commitment has a positive effect on productivity, turnover and employees willingness to help co-workers. In assessing
employees’ commitment, it is important to determine the focus of their commitment. Different individuals may have different "profiles of commitment"; they may be highly committed to the organization, but not to the team, or committed to both, or committed to neither. According to Meyer and Allen (1984) organizational commitment is "a psychological state that characterizes the employee's relationships with the organization, and has implications for the decision to continue membership in the organization. According to Hadibah (2009), there were some factors such as organizational culture, leadership style and human resources practices, which could be deliberately manipulated by organizations to influence the levels of organizational commitment in their employee.

A thorough review of previous literature related to organizational commitment revealed that investigators have studied the phenomenon of organizational commitment in relation to several factors. These factors range from employment status to length of organizational membership. In the preceding studies, a significant correlation has been found between these factors and organizational commitment.

Employment status (full time or part time) is a determinant of organizational commitment. It seems that part time employees exhibit less commitment as compared to full time employees. Many studies have concentrated on the implications for managers with regard to organizational commitment of full-time employees. There exists a need, however, to examine the organizational commitment of part-time and distance workers as compared to full-time workers. "Committed members are viewed as stable, productive, and more likely to accomplish organizational goals than their less
committed colleagues” (Larkey and Morrill 1995). Research on the commitment of part-time workers in general shows mixed results. Lee and Johnson (1995) have also found that part-time workers are less committed to and satisfied with their jobs than full-time workers.

Commitment cannot be generated in overnight. Employees must stay at a considerable length of time in organization then only commitment will start generating in their mind. Hale and David (2001) indicated that tenure had a significant effect on several of the component scores for satisfaction. Further, satisfaction with policies, compensation, work conditions, and advancement were found to have a significant relationship to organizational commitment. They also suggested that management might be able to increase the level of commitment in the organization by increasing satisfaction with compensation, policies, and work conditions.

Tenure is one factor on which organizational commitment is dependent but importance of few more factors like organizational membership and pay grade cannot be ignored. Crewson (1997) found that correlates of length of organizational membership, seniority and pay grade, have been found to have a positive relationship with organizational commitment, and Kim (2002) found that length of organizational membership is positively related to job satisfaction.

Employee performs various roles in their life and organization. Some times these roles are overlapping; some times these are conflicting in nature. Though this is very important to generate an environment of clear roles in organization. Ting (1997) found that clarity of tasks leads to greater job satisfaction.
We expect that greater role clarity will create employees who are more satisfied with, committed to, and involved in their work.

Few behavioral scientists believe that for generating commitment organizational support is also a key factor. Yoona (2002) proposed a new dual-process model of organizational commitment. The model stipulates that overall job satisfaction and perceptions of organizational support are key emotional and cognitive processes that mobilize commitment in the workplace. Model also suggests that the feelings of job satisfaction and perceptions of organizational support operate through independent channels to mediate the impact of work experiences on organizational commitment.

Importance of training in developing committed employees can not be ignored. Training generates a feeling of belongingness among employees. Likewise executive development programme also seems to be a platform of producing committed employees. Lam and Zhang (2003) conducted a study and found that expectations are normally unmet, and job characteristics, training and development, and compensation and fairness are related to satisfaction and commitment. Pfeffer (1998) also coined few factors. He wrote in his book "The Human Equation: Building Profits by Putting People First" that firms that pursue "high involvement, high performance and high commitment management practices" produce superior economic returns over time. He supports this viewpoint by identifying a set of seven management practices that he believes lead to organizational outcomes related to higher economic returns. These are: Employment Security; Selective Hiring; Self-managed teams and decentralization of decision making; High Compensation Contingent on
Performance; Employee Training; Reduced Status Differentials and Information Sharing. He refers to these management practices as people centered strategies and states that people-centered strategies are an important source of competitive advantage, as they cannot be easily imitated.

Job satisfaction and commitment increase with age and decrease with education. A number of studies have suggested that age (Hrebiniaik and Alutto, 1972) has a significant impact on organizational commitment. Weisman et.al. (1981) found that age was a strong predictor of job satisfaction.

The relationship between leadership style and commitment has been examined by Blau (1985). A consideration leadership style was found to have a greater influence than a concern for structure leadership style for task-oriented style) on commitment. Also, Williams and Hazer (1986) included consideration leadership style as one of their antecedents to commitment.

Organizational commitment provides a platform to employees in terms of staying in the organization. Mueller et.al. (1994) found that organizational commitment is a better predictor of intention to stay and thus turnover intensions than job satisfaction. Camp (1993) explained that both aspects of organizational commitment, commitment to the overall organization and commitment to the specific institution should have a greater effect on turnover intensions than job satisfaction. He also suggested that higher levels of organizational commitment are associated with lower levels of turnover intensions. The effects of the measures of organizational commitment are also greater than that of job satisfaction which actually turns out to be non-significant. Parasuraman (1982), expected that both
measures of commitment will be stronger predictors of turnover intentions than job satisfaction.

Taunton et.al. (1997) reported an indirect relationship between organizational commitment and turnover intentions and stated that organizational commitment was a stronger predictor of turnover intentions than job satisfaction in their causal model. Moynihan et.al. (2000) examined that Job satisfaction and affective commitment would positively and continuance commitment would negatively associate with general performance and leadership. As predicted, job satisfaction associated positively with performance, though not with leadership. Continuance commitment negatively associated with both performance and leadership. Increased organizational commitment has been positively associated with valuable organizational outcomes, including job performance ratings, decreased intention to search for new jobs and reduced turnover intentions (Bergmann et.al., 2000).

These investigators ascertain the influence of a number of personal and job character’s on organizational commitment. Present investigation was also done to the study of organizational commitment in relation to Occupational Stress, Employees Mental Health, Job value and Organizational Climate and the results revealed that these variables are significantly correlated to Organizational Commitment.

Thus, it may be convincingly argued that Organizational Commitment is a function of multiple factors, thus confirming the Hypothesis-I.
(ii) Occupational Stress and Organizational Commitment

Hypothesis-2

Respondents categorized on the basis of their occupational stress should exhibit significant differences in their organizational commitment.

While job burnout and organizational commitment have received considerable attention and several studies have been devoted to explaining these two variables, the relation between the two has received scant attention. Furthermore, the results of the studies examining the relations between these variables have been equivocal (Begley and Czajka, 1993). One study that examined the impact of stress on individuals with varying degrees of commitment (Mathieu and Zajac, 1990) found that individuals who have a high degree of commitment to their organizations experience greater amounts of stress than those who are less committed. Alternately, other researchers (Kobasa, 1982; Antosnovsky, 1979) argue that organizational commitment protects the individual from negative outcomes experienced at work either because those individuals who are committed to the organization have connected more closely to the individuals at work or because they have found meaning in their work. Keeping these facts in mind, the present study was designed to resolve this contradiction.

On the basis of the results obtained from this study, it seems reasonable to infer that Level of Occupational Stress experienced by degree college teachers serving in govt.-aided and non-aided institutions is a variable of paramount importance because level of occupational stress irrespective of type
institution and teaching experience do influence their organizational commitment as obtained results suggests negative correlation between degree of occupational stress and organizational commitment of teacher respondents because as the degree of occupational stress increases, there is gradual decrease in the organizational commitment scores of teacher respondents was observed (Table-5.3, See Fig. 5.3).

To study the impact of degree of occupational stress on Organizational Commitment of teacher respondents, Teacher Occupational Stress Inventory was administered over the teacher respondents and obtained Mean and SD values were presented in Table 5.3 in chapter of Results. It is evident from this table that teachers belonging to High Occupational Stress group have obtained comparatively lower mean score (M = 30.27 ± 2.02) than Low Occupational Stress groups (M = 33.30 ± 1.45 (See Fig. 5.3).

To analyze the statistical significance of these mean differences obtained on Organizational Commitment Scale, F test was applied. The obtained F values for Level of Occupational Stress (F = 8.32, p < .01), Type of Institution (F = 7.84, p < .01), Level of Teaching experience (F = 8.02, p < 7.02) and interaction's between A×B (F = 8.19, p < .01), A×C (F = 7.02, p < .01), B×C (F = 5.08, p < .05), A×B×C (F = 4.35, p < .05) were found statistically significant at respectable level of significance meaning thereby that Level of Occupational Stress, Type of Institution and Level of Teaching Experience are important variables of paramount importance. It may be concluded that mean values of Occupational Stress establishes a negative relationship between Level of Occupational Stress and Organizational Commitment. Hence the hypothesis is confirmed.
Now the question arises to find out the causes showing negative relationship between Occupational Stress and teacher’s Organizational Commitment. It may be explained in terms of characteristics of occupational stress. It is evident from the historical review of the term stress that it has been originally derived from Latin word, where it indicates hardships, strain or adversity. Various terms have been used synonymously with stress viz. anxiety, frustration, conflict, tension, pressure, and strain. However, the concept of stress seems to have a special place in the mind of laymen social scientists. The stress researchers in various disciplines have used such terms as systematic stress, biological stress, (toxins, heat, cold) psychological stress, physiological stress, philosophical stress (use of time, purpose in life) and sociological stress (unemployment, death of loved one, birth of a child) to refer the concept of stress.

Stress was conceptualized as 'misfit between a person’ skill and abilities and demand of the job (French et.al. 1974), 'threat to the individual' (Caplan et.al. 1975), 'as a job condition' where job related factors interact with the coworker to change his or her psychological or physiological condition (Beeh & Newmann 1978), etc.

Our finding relating to occupational stress and organizational commitment is according to this assumption. The group of teacher experiencing high occupational stress have obtained lower mean score \( M = 30.27 \pm 2.02 \) on Organizational Commitment Scale than the respondents of low occupational stress groups \( M = 33.30 \pm 1.45 \) because of administrative constraints, organizational structure and climate, relationship at work, role expectation, career development, interpersonal conflicts, organizational role stress (Rinfol 1986), stressful events
(Russell et al. 1987), life stress (Sahu & Mishra 1995), working long hours (Lopez 1982), time pressure, anxiety, depression, role overload, role insufficiency, role ambiguity, role boundary (Derogatis 1987) responsibility, psychological, strain, interpersonal strain, physical strain (Goodman 1990) nonparticipation, school stress, task stress, illness symptoms, vocational dissatisfaction (Lambert et al. 1986), job conditions, role stress, interpersonal factors, career development and organizational culture, (Cooper 1983).

The results of this study indicate that damaging impact of stress and burnout can be compounded in educational institutions (Donat & Neal 1991). Processor, Johnson, Kimpers, Szumukler et al. (1997) found that some socio-demographic and job factors, mental health, job satisfaction, and perceived sources of job stress and satisfaction influence job satisfaction and organizational commitment significantly. They also identified 5 major factors i.e. role, poor support, clients, future and overload were associated with occupational stress and burnout tendency of teachers. Martin, Blum, Beach & Roman (1966) observed that occupational stress develops depressive symptomology and potential distortion. These symptom’s were found to be independent of other social influences of interpersonal stress. Hence, among many important antecedents of organizational commitment, occupational stress have been selected as the major predictive variable of the organizational commitment (Um & Harrison 1998). In the same way, Kyriacou (1989) pointed out the major sources of stress for teachers: poor pupil motivation in school performance, undisciplined behaviour of pupils, poor career opportunities, low income and shortage of teaching equipments, poor facilities and large classes, time pressures and short deadlines, low societal
recognition of profession; conflicts with colleagues and supervisors; rapid changes in curricular demands and adaptation of scholastic programs to changes in a rapidly changing society.

Thus, it may be concluded that as a profession of being overworked and under appreciated (Tifft 1988), teachers are prone to stress (Pettegrew & Wolf 1982, Ray & Niller 1991), vulnerable to burnout (Farter 1991; Starnmann & Nillor 1992) and susceptible to dark emotions (Ray and Millor 1991; Winograd 2005). That is why teacher stress has become a growing hazard of the teaching profession (Pettegrew & Wolf 1982) and teacher stress has been found linked to a variety of negative consequences, ranging from physical, psychological, behavioural, to emotional problems, such as fatigue, illness, absenteeism, poor job performances, drug and alcohol abuse, reduced job satisfaction and burnout (Ray & Miller 1991).

It is believed that most disturbing cause of occupational stress among teachers is lack of social status, which has proved to be most negative aspect the teaching career. So, it is essential that the socio-economic status of the teacher should be raised, inducing a sense of respect for the teachers in the minds of people. The salary of the teachers should be revised at regular intervals to meet their needs and demands effectively. Teachers should develop healthy relationship with their colleagues, students and principals, and ensure an adequate work environment. Unnecessary and heavy workload should not be imposed on the teachers. To get rid of disturbing features, some rewards should be given to the teachers as a substitute so that the teachers feel that their accountability is recognized by the organization. Special increments and momentos should be
given to the teachers for their appreciable performances. The role of state and central govt.s seems to be crucial in helping the occupationally stressed teachers. The first responsibility of the govt. is a proper survey about the needs and problems of occupationally stressed teachers. In addition to this, the govt. should plan some special programmes to bring the gap between high and low accountability of teachers in terms of their occupational stress to enhance the organizational commitment of the teacher respondents.

(iii) Mental Health and Organizational Commitment

Hypothesis-3

The two groups having good and poor mental health categorized on the basis of scores obtained on Employees Mental Health Scale shall significantly differ in their Organizational Commitment.

To study the impact of level of mental health statuses on Organizational Commitment of degree college teachers serving in govt.-aided and non-aided institutions having different teaching experiences Employees Mental Health Inventory was administered over teacher respondents and obtained Mean and SD values were presented in Table-5.6.

It may be concluded that the total mean scores of High Mental Health group of teacher respondents irrespective of their institution type and teaching experience have obtained higher mean score (M = 32.095 ± 1.74) on Organizational Commitment Scale than the respondents of Low Mental Health Group (M = 29.80 ± 1.83) (See Fig. 5.6). These scores establish the prestated fact
that increment in mental health plays a incremental role in commitment exhibiting positive relationship. Since low score on Mental Health Inventory is indicative of low organizational commitment, it can be established that two variables i.e. Mental health and Organizational commitment are positively correlated. With increase in mental health status of teacher respondents, the tendency of commitment also increases in this context.

To analyze the statistical significance of these mean scores obtained on Organizational Commitment Scale, Three-way Analysis of Variance was applied on the raw scores. Obtained F values for level of Mental Health ($F = 8.21, p < .01$), Types of Institution ($F = 8.34, p < .01$), Levels of Teaching Experience ($F = 8.12, p < .01$) and Interactions ($A \times B = F = 7.84, p < .01$, $A \times C = F = 7.23, p < .01$; $B \times C = F = 6.89, p < .01$ and $A \times B \times C = F = 7.23, p < .01$) were found statistically significant at respectable level of significance (See Table 5.7). Meaning thereby that Levels of Mental Health, Types of Institutions and Levels of Teaching Experience are important variables determing the Organizational Commitment of teacher respondents. It may be concluded that these values establishes a positive relationship between the two variables of paramount importance i.e. Levels of Mental Health and Levels of Organizational Commitment, thus confirming the hypothesis.

To establish a relation between mental health and Organizational Commitment, it would be preferable to look for the common causal factors for both these variables.

There are certain aspects which together constitute the phenomenon of mental health as a whole. Thus, a person scoring high on
Employees Mental Health Inventory is likely to possess positive personality traits. Persons suffering from poor mental health may be egocentric, concerned more about their own needs, feelings, ideas and opinions. Such teachers lack a systematic work style. They can not relate, coordinate or develop a rapport with others easily. They are likely to have a less sympathetic attitude towards others. Due to their withdrawal tendency, they find difficulty in maintaining interpersonal relationship. Such persons do not trust others easily but are very sensitive for their own feelings and emotions.

Persons with poor mental health tend to be lacking on social aspect also. They may have a rebellious attitude for the prevailing social system and a fault finding attitude with everything around. One may develop blaming tendency towards others for his own failures.

As the saying goes : A sound mind develops in "sound body". If the mental condition is good, good thoughts will develop and will be reflected in one's act and deeds. A mentally unhealthy person is likely to devoid of it. If the mind has confusions, conflicts, insecurity, anxiety, depression, unhappiness, and nervousness, it will result into behavioural deformations and severe adjustment problems.

That is why, the person having poor mental health were found less committed to their organization because mental health factor is related to organizational commitment and some other indirectly linked factors.

Low scorer on Mental Health Inventory are the persons who tend to individuate and depersonalize their clients. They have decreased awareness of
human attributes of others and loss of humanity in interpersonal interactions. They may develop a decreased personal accomplishment level, which is characterized by low morale, depression, withdrawal and inability in coping. Such individuals become emotionally exhausted and develop a feeling of depression, helplessness and hopelessness.

Investigators opine mental health to be a variable significantly associated to factors like, stressful events, intelligence, role-base stress, job satisfaction, personality etc. This can be deduced in the context of mental health, as well as, occupational stress.

Obtained results in this section are in accordance with the investigations done in the area of mental health in relation to various factors, samples taken from general population with a view to study their mental health problems (Rastogi & Nathawat 1983; Bhatt 1983; Dubey 1983; Barnes & Pai 1983; Srivastava 1983; Mehra & Bakshi 1985; Barnes 1984; Ahmad & Razzakk 1983).

There are numerous sources of external stresses associated with teaching. Some of these stressors are associated with job insecurity, changing benefits, and contractual issues. There are also stresses associated with the lack of psychological readiness, motivation and emotional stability of students. Many students are inattentive, unable to concentrate, absent, oppositional and defiant. There are stresses related to parents of students, parents often times are not supportive of the teacher and can become defensive, critical and antagonistic. There also are stresses related to administrations. Administrators are not always supportive of teachers and sometimes fail to competently uphold school rules and expectations for students. Some administrators are deficient in their communication
skill and have unrealistic policies for teachers. There are also stresses for teachers associated with large class numbers, insufficient supplies and out-dated equipment. As a result of it, symptoms of mental ill health develops in individual and result in low organizational commitment.

There are some internal sources of stress that interact with the external sources of stress to reduce organizational commitment. Internal sources of stress are often the teacher's well-intentioned motives, thought processes, and behaviours that become self defeating, although motivated to help children learn. Highly conscientious, responsible and caring teachers unwittingly over extended themselves trying to meet the educational and psychological needs of their students, parents and administrators. Teachers with accurate awareness of the problems and frustrated needs of students and their parents, but tremendous pressure on themselves to find out solutions for these problems. Teachers sacrifice themselves and their families in giving their all to their students and schools. Teachers also experience very troubling emotions such as feeling anger, inadequacy, failure, guilt, aloneness, and alienation. That is why these experience and dwelling on these emotions can create stress and burnout resulting in poor mental health. That is why, teacher respondents of poor mental health were found comparatively less committed to their Organization/institution.

In the light of above discussion, it can be concluded that mental health is a variable which is intensely correlated to the organizational Committed of teacher respondents, thus confirming the hypothesis.
(iv) Job Value and Organizational Commitment

Hypothesis-4

Variations in job value influences organizational commitment differently.

On the basis of results obtained from this study, it seems reasonable to infer that the job value of teacher respondents belonging to different institutions- govt. aided and non-aided is a independent variable of paramount importance because level of job value irrespective of their profession do influence the organizational commitment of respondents.

To study the impact of job value on organizational commitment of teacher respondents, Job Value Questionnaire was administered over teacher respondents and obtained Mean and SD values were presented in Table-5.9 in chapter of Results. It is evident from this table that teacher respondents belonging to High Job Value group (M = 31.22 ± 1.49) have obtained comparatively higher mean score (M = 31.22 ± 1.49) than the respondents of Low Job Value group (M = 29.40 ± 1.65) (See Fig. 5.9). To analyze the statistical significance of these mean differences obtained on Organizational Commitment Scale, F-test was applied. The obtained F-value for Level of Job Value variable was found statistically significant at respectable level of significance (F = 7.83, p < .01); Meaning thereby that level of job value of teacher respondents about their teaching job is an important variable of paramount importance. It may be concluded that these values establishes a positive relationship between Levels of Job Value and Organizational Commitment. Hence, the hypothesis is confirmed.
Teachers belonging to High Job Value Group were found more committed to their organization than the teacher respondents of Low Job Value Group. To establish a relation between Job Value and Organizational Commitment, it would be preferable to look for the common causal factors for both these variables.

Teachers belonging to High Job Value Group have scored comparatively higher mean score on Organizational Commitment Scale because they possess favourable attitude towards their job and organization, satisfied with working conditions of the institution, take keen interest in teaching, excludes inherent love for students (Anand 1998; Samontray 1971), play the unified role of a true friend, philospher and guide to the students in all vital tastes (Anand 1996), they know what they teach and how they teach, they are interested and want to know how teaching takes place and what motivate behaviour (Roy 1995), they know how to apprise an individual and help him to develop in a desirable fashion, they are happy to work with small and large group of varying ages (Paranjpe 1997), they work towards making children curious, inventive and creative (Gupta & Prakash 1995) they perfectly know the different dimensions of the job, supposed to be competetint enough to motivate the students and to extract the good for him (Aminabhane & Dharanedriatic 1996), they are the chief agent for the success and failure of the students in classroom (Anand 1996), their family experiences, social, educational, emotional and health conditions as well as religion and other experiences affect not only the personality of the teacher but students also, and, determine the motives, cognitions and perceptions of the students (Umadevi & Venkatramaiam 1996). They possess liking for teaching
profession that determine his excellence in every related fields (Agrawal 1969, Bose, Banerjee and Mukherjee 1972). That is why teachers, irrespective of their Type of Institution and Teaching Experience, having High Job Value were found more committed towards their organization than the teacher respondents possessing Low Job Value. The present finding get support from the previous findings (Aminabhavi & Dharanedsiatic 1996; Roy 1995; Paranjpe 1997; Anand 1996; Gupta & Prakash 1995; Uma Devi & Venkatramiah 1996).

In education, the teachers job value is an important factor in the quality of their performance (Anand 1998). High job value of the teacher respondents is an important index of his excellence and efficiency (Anand 1996). As the job value, so will be the performance.

High job value is needed more in teaching profession. A dissatisfied teacher is harmful not only to him self/her self; but also to the society to which he/she belongs. The teacher of this kind ceases to make any contribution to the educational development of the pupils. It has been noted that there are several factors responsible for having low job value among teacher respondents. Heavy load of work, indiscipline, lack of physical facilities in the institution, lack of facilities for the professional preparation of teachers, lack of good human relations between the teachers and the administrative personnel are some of the factors that negatively affect the job value of the teacher respondents.

The work of teacher is related with the teaching-learning process that is education. Educations a continuation of the process of growing into fully human being which took place physically in the nine months before we were born. Education is the true indicator of nations advancement. It helps to increase
productivity, achieve social cohesion and national integration, accelerate the process of modernization and cultivate, social, moral and spiritual values. It becomes essential for economic and cultural development of a country and for realising the goals of any social order determined by the society from time to time. The educational system of any country must produce young men and women of characters and ability who are committed to their job and organization. Only then education will be able to play its vital role is promoting natural progress and creating a sense of common citizenship. Teaching is said to be the nation building activity and the teacher is "the architect of the future". It is said that future of a nation depends upon good teachers.

(v) Organizational Climate and Organizational Commitment

Hypothesis-5

Variations in organizational climate influences significantly the organizational commitment of teacher respondents.

To study the functional relationship between organizational climate and organizational commitment of teacher respondents, Organizational Commitment Scale was administered over teacher respondents belonging to Favourable and Unfavourable Organizational Climate groups and obtained Mean and SD values were presented in Table-5.12.

To meet the requirement of the study and to give a definite direction to the work, some general as well as specific hypothesis was developed on the basis of previous research findings, suggestions given by experts and day to day experience and common sense. The above hypothesis was developed and
tested empirically. In the height of psychometric measures given in Table 5.12, one gathers that teacher respondents belonging to favourable organizational climate group (M = 30.53 ± 2.18) as compared to mean scores of those teacher respondents belonging to unfavourable organizational climate group (M = 27.65 ± 1.87) (See Fig. 5.12) were found more committed to their organization. Obtained Mean values indicate that organizational commitment decreases with deterioration in organizational climate. It can be established that the two variables i.e. organizational climate and organizational commitment are inter-related with the decrease in organizational climate, the organizational commitment of teacher respondents also decreases showing positive relationship. This suggests that two sort of group of teachers belonging to favourable and unfavourable organizational climate actually differ in their organizational commitment and confirm the contention expressed through hypothesis that respondents belonging to different types of organizational climate will differ significantly on measured organizational commitment.

To see whether there is any difference between the organizational commitment of teacher respondents of different organizational climate, taken in the present study, the obtained raw scores was subjected to inferential statistical analysis and obtained F-values were calculated. The obtained F values were presented in Table 5.13. Obtained F-values for Types of Organizational Climate (F = 8.46, p < .01), Types of Institution (F = 8.58, p < .01) and Levels of Teaching Experience (F = 8.23, p < .01) were found statistically significant. All the interactions i.e. A×B (F = 8.14, p < .01), A×C (F = 7.02, p < .01), B×C (F = 6.98, p < .01) and A×B×C (F = 7.42, p < .01) were also found statistically
significant at respectable level of significance. The results are quite expected and in natural direction. Hence the hypothesis is confirmed.

Respondents belonging to Favourable Organizational Climate group have exhibited comparatively more organizational commitment than those respondents of Unfavourable Organizational Climate group. Since Organizational Climate (a) embodies members' collective perceptions about their organization with respect to such dimensions as autonomy, trust, cohesiveness, support, recognition, innovation and fairness (b) produced by member interaction (c) serves as the basis for interpreting the situation (d) reflects the prevalent norms and attitudes of the organization's culture, and (e) acts as a source of influence for shaping behaviour, that is why teacher respondents belonging to Favourable Organizational Climate group were found more committed to their organization.

The organizational climate facilitates the organization to identify the deficiencies in connection with different organizational factors such as organizational structure, physical atmosphere, employee compensation system, communication system, organizational culture etc. It is the apparent trait of a firm and its sub-systems as replicated in the mode in which an organization deals with its associates, team members and organizational problems. It is comparatively an enduring excellence of the in-house atmosphere, that is experienced by its employees (teacher respondents which influences their performance and can be described in terms of the values of a specific set of behaviours in the organization. It is the combined perceptions of individual that are useful in differentiating in organizations according to their procedures and practices. It is the collection view of the organization as to the nature of the environment in which they work. That is
why the teacher respondents belonging to different organizational climate groups differed significantly in their organizational commitment.

Organizational climate is the key factor to explain the innovativeness of the employees. If climate is healthy, employees will be more innovative as comparison to other organization's stressful climate. Good and healthy climate increases productivity level of employees. Organizational climate represents how the employees feel about the atmosphere. Employees are the key resources of an organization. For the development of an organization, it is necessary to make them feel good. With changing scenarios in the world economy, companies want very smart, professional and innovative team members, who are groomed within the organization by outperforming other non-productive team members. Companies promote a healthy work environment and organizational climate so that the employees feel free to innovate and outshine for their organization.

Stressful and political climate decreases productivity of employees and destroys the discipline of a formal organization. Sometimes in stress, people perform better, but it also depends on the attitude of the employee. If they cannot perform under stress, then in stressful situations absentee's number and employee's turnover may increase. So climate of an organization totally depends on feelings of the employees and employees' feelings are totally dependent on the attitude of the individual employee.

To establish a relation between organizational climate and organizational commitment, it would be preferable to look for the common causal factors of both these variables.
The teacher respondents belonging to Favourable Organizational Climate group were found more committed to their organization because

(a) they feel high creative stimulation in their institution. Findings show that inadequate creative stimulation in school climate is conducive to development of behaviour problem, dissatisfaction and poor school adjustment (Singh 1996). As we know that this factor of organizational climate (school environment) refers to teachers activities to provide conditions and opportunities to students to stimulate creative thinking's. The students feeling of school environment and organizational climate means that they are given proper attention and care by teachers in institution and students take more and more interest in school affairs. The present finding have got support from the previous findings of (Singh 1991; Kumari 2000; Srivastava 2002; Singh 1996).

(b) they recieve cognitive encouragement from their colleagues, principal and members of managing committee. This variable of organizational climate is positively associated with teacher's job satisfaction (Singh 1996). The role of teacher in school climate and building of students character is widely accepted and recognized by we and all. In such situation, teachers having more positive attitude towards teaching and organizational climate may receive cognitive encouragement from their co-workers and educational administrators, that is why favourable attitude towards organizational climate was expected from them. We know that cognitive
encouragement leads to proper adjustment with school behaviour resulting in positive attitude towards organizational climate of the institution concern resulting in higher organizational commitment. If proper guidance and encouragement is provided by the administrative body of the institution, their personality will be positively affected, supported by several previous research findings of Singh (1996), Singh (1991), Kumari (2000) Srivastava (2002) and many other.

(c) they perceive the school environment (Organizational Climate) as more permissive than restrictive. Permissiveness characteristics of organizational climate indicate that organizational climate-in which students and teachers are provided opportunities to express their views freely and act according to their desire with no interruption from the members of managing committee. The organizational climate refers as a set of perceived attributes of an organizational deals with its members, groups and issues. Forehand and Gilmer (1964) defined organizational climate as the set of characteristics that describes an organization and that (a) distinguishes one organization from other organization (b) is relatively enduring-overtime, and (c) influences behaviour of the people in the organization. That is why, teacher respondents having favourable attitude towards organizational climate have obtained comparatively higher score on Organizational Commitment Scale than the respondents belonging to unfavourable organizational climate group.
When organizational climate provided autonomy of thought and action to their employees, it is quite safe to infer that in such situation, free and spontaneous behaviour patterns occurs in the performance of teacher respondents.

(d) they receive students unconditional love and they recognize that students have right to express feelings. Meaning thereby that teachers accept the feelings of the students in non-threatening manner. As we observe that restrictive climate for students as well as teachers generates frustration and this may lead to aggression and non-commitment thereby develop unfavourable attitude towards organizational climate of the institution whereas permissiveness is conducive to freedom and autonomy and is essential human characteristics. Even animals and birds prefer to be free from any kind of restriction. Everybody likes to be accepted by others in such a condition their aggression and feelings of revolt is subsided in quite natural condition and needs no further explanation. Findings of Singh (1996), Singh (1997), Srivastava (2007), Akhanda (1997), Kumari (2000) and many other lend support to the present result.

(e) the teacher is matured enough to think what is right and what is wrong. He is capable of taking of academic decisions and other behaviours of his own. In permissive climate, teacher acts without any tension and inhibition. In such condition, teachers of favourable organizational climate, being higher on Organizational Commitment Scale is quite understandable and needs no further explanation.
Experimental findings too have suggested permissible climate of the organization somewhat lessen the incidence of behaviour problems. This may be explained on the basis of this fact that excessive restriction imposed by administrations and members of managing body hampers autonomy of teachers which is not considered as favourable to organizational climate. These results are in natural direction and have been supported by previous findings (Singh 1991; Singh 1996; Akhanda 1997; Srivastava 2002 and Kumari 2000). Restriction of any sort, may create sense of frustration in teachers and this may be possible cause of low commitment towards their organization among teachers respondents.

(f) they do not experience rejection from members of managing body, that is why, they have no behaviour problems, and thus develop favourable attitude towards organizational climate. In rejection of organizational climate, teachers do not accord recognition to their right, to deviate freely and be autonomous person. Rejection of organizational climate tended to be harmful not for teachers but for students also. It jeopardizes the teachers feeling of security, undermines their self concept, and achievement motivation is lowered. These are things related to poor/unfavourable organizational climate. That is why teachers respondent belonging to unfavourable organizational climate group were found less committed to their organization than the teacher respondents of Favourable Organizational Climate group. Thus, our results are natural
and have got support from the findings of Singh (1996), Singh (1991), Kumari (2000), Srivastava (2002) and many others.

(g) They experience low control in organizational climate. It means that there is a negative relationship with organizational commitment. It is evident from the review of literature that strong discipline (high control) in organizational climate (Staffman 1960) leads to the development of antidemocratic behaviour in teachers which may be treated as maladjustment and poor organization-related behaviour. Thus, our findings are as expected. The findings have got support from the results reported by Singh (1996), Singh (1991), Kumari (2000), Srivastava (2002) and many others.

(vi) Types of Institution and Organizational Commitment

**Hypothesis-6**

*Teachers of govt. aided institutions would show significantly different amount of organizational commitment in comparison to teachers of non-aided institutions.*

The obtained mean values of Govt. aided (M = 33.03 ± 1.77) (Table-5.3), M = 32.57 ± 1.58 (Table-5.6), M = 32.30 ± 1.56 (Table-5.9), M = 34.63 ± 1.75 (Table-5.12) and Non-aided (M = 30.55 ± 1.74) (Table-5.3), M = 29.27 ± 1.90 (Table-5.12) teachers on Organizational Commitment Scale indicate that govt. aided teachers were found more committed to their organization than non-aided teachers (See Fig.-5.3, 5.7, 5.10, 5.13). On the basis of obtained mean scores, it
can be established that two variables i.e. type of Institutions and organizational commitment are important variables of paramount importance in the area of organizational behaviour. For these two groups-Govt. aided and non-aided degree teachers, it can be concluded that mean organizational commitment score of govt. aided and non-aided teachers vary in their organizational commitment.

To analyze the statistical significance of these mean values obtained on different dependent variables, Three way Analysis of variance was applied on the raw scores obtained on Organizational Commitment Scale as function of type of institutions. Obtained F values (F = 7.84, p < .01 (Table-5.4), F = 8.34, p < .01 (Table-5.7), F = 8.18, p < .01 (Table-5.10), F = 8.58, p < .01 (Table-5.13) were found statistically significant. Thus confirming the hypothesis no. 6. Meaning thereby that type of institution was found an important variable determining the degree of organizational commitment of teacher respondents serving in govt. aided and non-aided institutions.

The educational sector is very important for the development of any country. Teachers have very important place in this sector. They are inseparable corner stone of the society and their satisfaction will affect the quality of service they render.

It can not be denied that quality is the hallmark of contemporary societies. Teacher education is most valuable sector of professional knowledge because the quality of teachers directly contributes to the quality of education which consequently controls the quality of the society at last. The self-financing institution are not only harming the cause of quality rather these are desensitizing the perceptions of even serious stake-holders of teacher education
from educational managers to teacher educators all running after a share of money being earned through such institutions without minimum call for quality of professionalism in teacher education in the country. A situation is not only condemnable rather it is alarming.

Organizational functioning of institution is one of the most prominent variable having significant work attitudes examined in the work and organizational literature. This variable have received considerable attention from individual, organizational and educational psychologists, management scientist and social scientists and this variable have shown to be related to productivity, attendance at work, turnover, retirement, participation, labour militancy, sympathy for union and withdrawal from work. In fact most of research conducted treats organizational variables as the ultimate dependent variable. These constructs also receive much attention with in the more scientific work family literature. Researchers have often included these constructs in their examination of the relationships between work family issues and work outcomes.

Teacher is one of the most important factor contributing to the national development has rightly remarked that, "as is the, teacher, so is the nation". He is the pivot around which all the educational programmes and organizations which include curriculum, syllabus, text books, evaluation etc. rotate in so far as their implementation is concerned. The best system of education may fail to achieve the desired ends owing to teachers’ lack of sincerity, competence and character due to financial crisis.

The need for the study of the status of the teacher and type of institution was felt long back when the World Confederation of the
Organization of Teaching Profession (WCOTP) conducted a study on status of teachers in India with the cooperation of All India Federation of Educational Associations. More than 50 years have passed and it was now considered worthwhile to conduct another study on the status of the teachers could become available, in order to suggest improvements for job satisfaction and organizational commitment involves liking for the work and work conditions and acceptance by the pressures and aspirations connected with that work.

All types of work are not inherently satisfying. People engaged in the work which is not a satisfying in its self naturally look for satisfaction from sources external to it. But job satisfaction and organizational commitment does promote happiness, success and efficiency in one's professional activity.

Every profession has got certain aspects conducive for job satisfaction and commitment. At the same time, it has other aspects that lead to dissatisfaction. Teaching profession is no exception. If it is possible to isolate factors of dissatisfaction, attempts can be made either to change to dissatisfying conditions relating to institutions or to reduce their intensity so as to increase the holding power of the profession.

In the high of the above facts, it can be convincingly argued that teacher respondents of aided degree colleges experiencing high organizational commitment were found comparatively less victim of stress and burnout because teachers serving in govt. aided institutions experience their job as a pleasurable emotional state, they like their job (Likert 1961), they were concerned with their work environment for comforts and facilities (Singh 1991), they get more from their job (Anand 1996), they get opportunities to use their skill and offered a
variety of tasks (Jyoti 1979), they get freedom and feedback on how well they are doing (Chakarvarty 1965), they experience positive emotional environment (Clark 1996), the work done by the teacher is intrinsically interesting to him (Jyoti 1979), they possess positive attitude towards their profession and co-workers (Locke 1976), their job on the whole is satisfying their various needs (Mohan & Riar 1997), they feel least stress towards their profession (Sharan 1980), they possess high level of motivational potential for their job (Singh & Pestonjee 1990), they have least amount of role ambiguity and job tension (Pestanjee 1981), they believe that institution cares for employees (Dunatte, Camble & Hakek 1967), and they possess better mental health, high involvement in job (Downey et.al. 1975) than the respondents of non-aided institutions experiencing low organizational commitment, that is why, teacher belonging to aided degree colleges were found highly satisfied and committed with their job and organization.

The results of the present study indicates that teachers experiencing low organizational commitment were found more burnout to their job, they feel less satisfied (Pandey 2001) they find their job more unfavourable, their needs are not satisfied (Pandey 2001), they are not involved in their job, they feel less comfortable in their physical assignment (Singh & Pestonjee 1990), they feel themselves not fit on their jobs, they reject the organizational system and climate of their institutions, they are discouraged in making their decisions (Pastanjee 1981), they are not given more autonomy, feedback and opportunities to use their skills (Nehra 1989), they do not find opportunities for self-growth and advancement, they do not feel that their work is a central part of their lives (Downey et.al. 1975), they cannot understand their work life conflicts and they never encouraged to work
as role models (Nandi 1999) that is why their organizational commitment was found to be lower than the other comparable group of teacher respondents, this may lead to negative evaluation of their job (Lafollette 1975, Mehta 1978; Nehra 1989; Rahman et.al. 1995).

In comparison to teachers serving in non-aided institution, teachers serving in govt. aided institution were found less burnout because high job satisfaction and organizational commitment lead to more positive evaluation of teachers who enjoy more autonomy, more control and responsibility and more privilege from the organization (Hargreaves 1994) and create a strong desire to remain within organization. They are involved in decision making process and other important matter of the organization and they are usually very well paid that is why they evaluate their work positively on the basis of good aspect of their organization resulting in lesser experience of stress and burnout. In addition, it is not out of place to mention that teachers serving in govt. aided institutions were found less burnout because organizations make them eligible to receive both extrinsic (wage and benefits) and intrinsic satisfaction (job satisfaction and relationship with coworkers) associated with membership reward (Srivastava 1987; Welsch et.al. 1981). In spite of these bare facts, there are more opportunities to fulfill their achievement motives, they have adequate opportunities for advancement and they are satisfied with their independence/autonomy (another motivated facts) than the respondents experiencing less job satisfaction and organizational commitment. That is why teachers of govt. aided institutions exhibited more commitment towards their job and organization resulting in high organizational commitment.
Hypothesis-7

New and novice teachers would differ significantly in their organizational commitment.

To investigate the impact of teaching experience, respondents were categorized in new and novice groups. Kristin A. Camilli (2004) categorized teachers into four categories on the basis of length of service-

(a) **New teacher** - teachers who have been employed in a faculty position for 1-5 years.

(b) **Novice teachers** - teachers who have been employed in a faculty position for 6-12 years.

(c) **Established teachers** - teachers who have been employed in a faculty position for 13-20 years.

(d) **Veteran teachers** - teachers who have been employed in a faculty position for 21 years or more.

This study is limited by a small sample size employing only New and Novice teachers.

Having established two groups namely- New and Novice teachers irrespective of their sex and types of institution, Organizational Commitment Scale was administered over the teacher respondents of degree colleges. Obtained mean score of New teachers was comparatively higher than $M = 30.75 \pm 1.83$ (Table-5.3), $M = 29.38 \pm 1.63$ (Table-5.6), $M = 29.20 \pm 1.75$ (Table-5.9), and $M = 31.42 \pm 1.95$ (Table-5.12) the novice teachers $M = 32.85 \pm 1.69$
(Table-5.3), \( M = 32.48 \pm 1.75 \) (Table-5.6), \( M = 31.43 \pm 1.37 \) (Table-5.9), and \( M = 32.30 \pm 1.69 \) (Table-5.12) (See Fig.-5.4, 5.8, 5.11 and 5.14). Obtained F ratios for Teaching Experience variable \( F = 8.02, p < .01 \) (Table-5.4), \( F = 8.12, p < .01 \) (Table-5.7), \( F = 7.36, p < .01 \) (Table-5.10) and \( F = 8.23, p < .01 \) (Table-5.13) were found statistically significant at respectable level of significance. The results indicate that new teachers have obtained comparatively lower scores on Organization Commitment. Scale because they feel more stress, dissatisfied with their organization, they feel over burdened with work including extracurricular and co curricular activities and understaffing where as the Novice teachers serving at degree level are mentally and psychologically prepared for their duties due to their teaching experience and educational opportunities available to them required for academic and professional career of teaching. When the work load is heavy, Novice teachers try to increase their knowledge and feel satisfied with their job. Novice teachers of degree level are more oriented towards free and non-interferential work style. Their professional compulsions enable them to avail or rather a life and work style where they are least answerable to other by and large. Although he is bound by his professional compulsions to follow instructions and advice of affiliating authorities. He wishes his students to work according to him. Hence, working in such environment become a habit for him. Precisely novice teachers feel more comfortabe in his environment and profession than the new teachers due to praise and regards provided by the members of the society. That is why, novice teachers were found more satisfied and committed with their job and organization than new teachers. The obtained study support the findings of Camilli (2004), Hall, Villmene & Phillippy (1980), Miller Brownell & Smith (1999) Singh &
Billingsley (1996), Yezzi & Lester (2000) because they found that job satisfaction and organizational commitment increased as years of teaching increased. But his study contradicts the findings of Gosnell (2000) which stated that teaching experience is significantly negatively related to job satisfaction.

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