Chapter V

SUMMARY, DISCUSSION OF RESULTS AND CONCLUSION
Chapter- V

SUMMARY, DISCUSSION OF RESULTS AND CONCLUSION

5.1 SUMMARY AND CONCLUSION

5.1.1 Introduction

The study was designed to study the Job Satisfaction, Self Esteem and Organizational Commitment among faculty members of secondary level teacher training programme in India (Mysore) and Iran (Tehran) -A comparative study.

This research also examined how certain demographic variables (gender, length of experience, type of institution, type of subject and age) affect Job Satisfaction, Self Esteem and Organizational Commitment of faculty members of education colleges in India (Mysore) and Iran (Tehran).

This research also examined relationship between Job Satisfaction, Self Esteem and Organizational Commitment of faculty members in both countries.

In this chapter, a brief summary of the study, main findings of the study, educational implications, recommendations and suggestions for future research are submitted.

5.1.2 Review of the Related Literature

5.1.2.1 Related Concepts to Job Satisfaction

Definition of Job Satisfaction: Job Satisfaction is a positive feeling an individual has towards his or her job (Daft, 2003). Spector (1997) and Kinneman et al. (1997) have also explained Job Satisfaction as a complex construct and is often measured as a global attitude of an employee toward his or her work'. That is, the employee is either satisfied or dissatisfied with the job. Theories of Job Satisfaction: There are numerous theories attempting to explain Job Satisfaction,
but three conceptual frameworks seem to be more prominent in the literature. The first is content theory, which suggests that Job Satisfaction occurs when one’s need for growth and self-actualization are met by the individual’s job. The second conceptual framework is often referred to as process theory, which attempts to explain Job Satisfaction by looking at how well the job meets one’s expectations and values. The third conceptual group includes situational theories, which proposes that Job Satisfaction is a product of how well an individual’s personal characteristics interact or mesh with the organizational characteristics.

Dimensions of Job Satisfaction are: The work itself, pay, supervision, promotion, work group, working conditions. Personal determinants of Job Satisfaction are: race, gender, educational level, tenure, age, marital status. The consequences of Job Satisfaction are: productivity, physical and psychological health, absenteeism, turnover.

5.1.2.2 Related Concepts to Self Esteem

In the field of psychology, a positive attitude toward the self has been accepted historically as a marker of healthy psychological functioning (Neff, 2003). The term Self Esteem was first coined by American psychologist and philosopher William James, in 1890. The term “Self Esteem” is one of the oldest concepts in psychology. In addition, Self Esteem is the third most frequently occurring theme in psychological literature and over 25,000 articles, in various chapters and books refer to the topic (Rhodewalt & Tragakis, 2003).

Self Esteem has been implicated in a variety of behavioral, cognitive and affective reactions. In addition, many psychological problems have been attributed to an unfulfilled need for Self Esteem. Furthermore, research has shown that
peoples self perceptions of their likeability, and physical appearance strongly predict their overall Self Esteem. Different perspectives in psychology explain why this is the case. Various authors, as will be discussed have described Self Esteem differently. High Self-Esteem occurs when an individual’s perceived successes outweigh their pretensions, while low Self-Esteem comes about when an individual’s pretensions exceed their successes.

Teacher Self Esteem is important because: Teachers have a very momentous, enduring impact on all of their students. Self-Esteem strategies, also, do not require any additional funds, financial assistance or a budget by the teachers, but rather the sensitivity, respect, and caring of teachers. Many of the teachers can help students with learning difficulties. Teachers may not require additional time to use of strategies to foster Self-Esteem that can go hand-in-glove with teaching academic skills, and from teachers. If anything that focus on Self-Esteem can create a more exciting, satisfying teaching learning environment.

Self Esteem and age: Childhood: researchers have studied Self-Esteem in children as young as 6 years of age. Most of these studies have focused on domain specific self-evaluations (e.g., self-perceived math ability) rather than abstract beliefs about global self worth. Adolescence: Most research on Self-Esteem development has focused on the transition from childhood to adolescence (Demo, 1992). Adulthood: Compared with the adolescent literature, there are few studies of Self-Esteem development during adulthood. Generally, these studies show small, gradual increases in global Self Esteem. Old age: only a handful of studies have examined age differences in global Self-Esteem in old age.
5.1.2.3 Related Concepts to Organizational Commitment

Organisational commitment can be defined as employee attitude, a set of behavioural intentions, the willingness to exert considerable effort and a strong desire to maintain membership of the organization. Organisational commitment and Job Satisfaction are different. Components of Organizational Commitment are: affective commitment, normative commitment, continuance commitment. Meyer and Allen define affective commitment as the employee’s “positive feelings of identification with, attachment, and involvement in the work organization.” Continuance commitment is because of feeling obliged. Normative commitment can be defined as the “totality of internalised normative pressures to act in a way which meets organisational goals.” Organizational Commitment has been studied from different perspectives by various researchers. Some studies have used the social exchange theory to explain Organizational Commitment while others have used the attitudinal or behavioral approach. Some researchers, however, have claimed that Organizational Commitment cannot be studied without considering its multidimensional nature (Reichers, 1985).

A number of personal determinants have been associated with Organizational Commitment. There have been a number of studies that have investigated the personal correlates of organisational commitment. Characteristics such as age, tenure, educational level, job level and gender have been found to influence organisational commitment.

5.1.3 Studies by the Researchers

According to Mathew (2007), gender, age, educational qualifications, and years of experience of teachers are associated with satisfaction and teachers
wanted independence, recognition, creativity, moral values, variety, flexibility, and better working conditions in their job.

According to Chandraiah, Agrawal, and Marimuthu (2003), Age is negatively correlated with occupational stress and positively with Job Satisfaction. Shrivastava and Purang (2009) revealed that there is a significant difference between private and public sector employees with reference to their Job Satisfaction.

According to Amiria, Khosravib, and Mokhtari (2010), there is a significant relationship between overall satisfaction and the facets (work, coworkers, supervisor, and promotion). and also there is a significant difference in overall satisfaction based on organizational units; however, there is no significant relationship between overall satisfaction and gender, degree, age, job experience and type of employment.

Mohan and Bedi (2010) revealed that there is no significant gender difference on Self Esteem.

According to Casper and Fishbein (2002) Job Satisfaction and success measures have significant and moderate level moderators of Self-Esteem for the combined sample and separately for the employed and unemployed samples. And also Self-Esteem varies with satisfaction and success with the work status and not with work status alone.

According to Darlene (2007), there is a positive correlation between Self-Esteem and Organizational Commitment.

Meyer et al. (1993) revealed that there is a significant differences in Organizational Commitment across career stages of employees when career stages were categorized on the basis of chronological age but there is no significant
difference in any dimension of Organizational Commitment between employees in early-career stage (up to 2 years of experience), and employees in mid-career stage (3-10 years of experience).

According to Abedini (2009) there is no significant difference between the Organizational Commitment of female and male teachers in Iran and India taken separately and both countries taken together. But the Organizational Commitment of teachers in India and for both countries (India and Iran) is different with regard to gender.

According to Shirbagi (2007) there is a significant difference between level of Organizational Commitment between Tabriz University and Punjab University faculty members. And also Indian faculty members have more committed to their organization as compared to their Iranian counterpart. According to Kipkebut (2010) employees from private universities are more committed to their universities and satisfied with their jobs than employees from public universities.

5.1.4 Statement of the Problem

The present study is a survey type involving descriptive cum comparative research on Job Satisfaction (JS), Self Esteem (SE) and Organizational Commitment (OC) among Faculty Members of Secondary Level Teacher Training Programme in India (Mysore) and Iran (Tehran) Thus, the study is entitled “Job Satisfaction, Self Esteem and Organizational Commitment among Faculty Members of Secondary Level Teacher Training Programme in India (Mysore) and Iran (Tehran)- A Comparative Study”.

193
5.1.5 Operational Definitions of Terms and Concepts Used in the Study

**Job Satisfaction:**

Teachers’ degree of positive or negative feelings about job-related persons and situations.

**Self Esteem:**

Self Esteem means the degree to which a person feels self-worth i.e., the degree to which they have confidence in themselves, feels positive about themselves (both intra physically & interpersonally).

**Organizational Commitment:**

The dedication and loyalty that one attaches to the institution which he/she serves. The score that they get from the test of Organizational Commitment demonstrate loyalty of the manager to the goals of organization.

**Secondary Level Teacher Training:**

In this study Secondary Level Teacher Training refers in two different contexts i.e. India and Iran. In India this refers to B.Ed. (Bachelor of Education) courses which are called as B.Ed. programmes, which are of one year duration and wherein training will be given to students in order to prepare them as teachers of secondary schools.

As well as in the context of Iran, Secondary school teachers are trained in colleges under the jurisdiction of the Ministry of Culture and Higher Education. Secondary level teacher training program is considered as bachelor of a course which comprises of different subjects like mathematics, science, social science, etc.
Faculty Members of Secondary Level Teacher Training:

A teacher who works in B.Ed. colleges in India and a teacher who works in a college in Iran under teacher training programmed are referred to faculty members of secondary level teacher training.

5.1.6 Objective of the Study

The research objectives include:

1. To determine the level of Job Satisfaction, Self Esteem and Organizational Commitment among faculty members of Secondary Level Teacher Training Programme.

2. To study the differences between the following categories of teachers with reference to their “Job Satisfaction” in Mysore

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Government and private institutions
   (D) Teachers of different types of subjects
   (E) Teachers of different age groups

3. To study the differences between the following categories of teachers with reference to their “Job Satisfaction” in Tehran

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Government and private institutions
   (D) Teachers of different types of subjects
(E) Teachers of different age groups

4. To study the differences between the following categories of teachers with reference to their “Self Esteem” in Mysore

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Government and private institutions
   (D) Teachers of different types of subjects
   (E) Teachers of different age groups

5. To study the differences between the following categories of teachers with reference to their “Self Esteem” in Tehran

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Government and private institutions
   (D) Teachers of different types of subjects
   (E) Teachers of different age groups

6. To study the differences between the following categories of teachers with reference to their “Organizational Commitment” in Mysore

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Government and private institutions
   (D) Teachers of different types of subjects
7. To study the differences between the following categories of teachers with reference to their “Organizational Commitment” in Tehran

(A) Male and female teachers

(B) Teachers of different length of experience

(C) Government and private institutions

(D) Teachers of different types of subjects

(E) Teachers of different age groups

8. To study the differences between the following categories of teachers with reference to their “Job Satisfaction” in India (Mysore) and Iran (Tehran)

(A) Male and female teachers

(B) Teachers of different length of experience

(C) Government and private institutions

(D) Teachers of different types of subjects

(E) Teachers of different age groups

9. To study the differences between the following categories of teachers with reference to their “Self Esteem” in India (Mysore) and Iran (Tehran)

(A) Male and female teachers

(B) Teachers of different length of experience

(C) Government and private institutions

(D) Teachers of different types of subjects
(E) Teachers of different age groups

10. To study the differences between the following categories of teachers with reference to their “Organizational Commitment” in India (Mysore) and Iran (Tehran)

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Government and private institutions
   (D) Teachers of different types of subjects
   (E) Teachers of different age groups

11. To study the relationship between “Job Satisfaction”, “Self Esteem” and “Organizational Commitment” in

   A-Teachers of both India and Iran
   B-Teachers of India only
   C-Teachers of Iran only

5.1.7 Hypotheses

1. There is no significant difference between the following categories of teachers with reference to their Job Satisfaction in India (Mysore)

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Government and private institutions
   (D) Different types of subjects
2. There is no significant difference between the following categories of teachers with reference to their Job Satisfaction in Iran (Tehran)

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Teachers of different types of subjects
   (D) Teachers of different age groups

3. There is no significant difference between the following categories of teachers with reference to their Self Esteem in India (Mysore)

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Government and private institutions
   (D) Teachers of different types of subjects
   (E) Teachers of different age groups

4. There is no significant difference between the following categories of teachers with reference to their Self Esteem in Iran (Tehran)

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Teachers of different types of subjects
   (D) Teachers of different age groups
5. There is no significant difference between the following categories of teachers with reference to their Organizational Commitment in India (Mysore)

   (A) Male and female teachers

   (B) Teachers of different length of experience

   (C) Government and private institutions

   (D) Teachers of different types of subjects

   (E) Teachers of different age groups

6. There is no significant difference between the following categories of teachers with reference to their Organizational Commitment in Iran (Tehran)

   (A) Male and female teachers

   (B) Teachers of different length of experience

   (C) Teachers of different types of subjects

   (D) Teachers of different age groups

7. There is no significant difference between the following categories of teachers with reference to their Job Satisfaction in India (Mysore) and Iran (Tehran)

   (A) Male and female teachers

   (B) Teachers of different length of experience

   (C) Teachers of different types of subjects
8. There is no significant difference between the following categories of teachers with reference to their Self Esteem in India (Mysore) and Iran (Tehran)

(A) Male and female teachers
(B) Teachers of different length of experience
(C) Teachers of different types of subjects
(D) Teachers of different age groups

9. There is no significant difference between the following categories of teachers with reference to their Organizational Commitment in India (Mysore) and Iran (Tehran)

(A) Male and female teachers
(B) Teachers of different length of experience
(C) Teachers of different types of subjects
(D) Teachers of different age groups

10. There is no significant relationship among Job Satisfaction, Self Esteem and Organizational Commitment in

A-Teachers of both India and Iran
B-Teachers of India only
C-Teachers of Iran only
5.1.8 Variables Considered for the Study

I. Criterion Variables:
   1. Job Satisfaction
   2. Organizational Commitment
   3. Self Esteem

II. Secondary Variables: (Teachers Background Variables)
   1. Gender: male and female
   2. Length of experience of faculty members: teachers with different levels of total teaching experience-(1-10 years), (11-20 years), (21-30 years), and above 30 years
   3. Age: teachers of different age groups-(less than 30 years old), (31-44 years old), (45-54 years old) and above 55 years old
   4. Type of institution: private (aided, unaided) and government colleges
   5. Subject taught: (Science, Art, and English)

5.1.9 Sample of the Study

All the faculty members who are working in education colleges affiliated to university of Mysore, Mysore in India and teacher training centers affiliated to Payambar-e Azam Higher Education Complex in Tehran in Iran constituted the population of the present study.

As per the data available, at present, 36 education colleges are located in Mysore city and 17 teacher training colleges are located in Tehran city. Among them 20 education colleges in Mysore and 9 teacher training colleges in Tehran were chosen for the study, using “stratified random sample technique”.
Sample size was calculated according to the table provided by Morgan and Corgis. Regarding the statistical range in India (Mysore) which is 343, number of samples is 186, and regarding the statistical range in teacher training colleges in Iran (Tehran) which is 738, number of samples is 254.

5.1.10 Tools Used for the Study

Table 5.1

<table>
<thead>
<tr>
<th>Variables for testing</th>
<th>Name of the Tool</th>
<th>Author of the Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem scale</td>
<td>Self Esteem scale developed by researcher</td>
<td>researcher</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>JSS(Job Satisfaction scale)</td>
<td>Singh and Sharma (1991)</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>OCQ(Organizational Commitment questionnaire)</td>
<td>Mowday, Stirez and Porter (1979)</td>
</tr>
</tbody>
</table>

5.1.11 Procedure of Data Collection

The researcher selected the required number of education colleges as per the sample, to collect the necessary data. At both Mysore and Tehran the researcher visited and administrated the questionnaires personally to faculty members. Further classifications were given for the question doubts raised by them. The responses of the faculty members on all the three tools were scored as specified in the tools, tabulated and subjected to statistical analysis using SPSS package. The results were then analyzed and interpreted using the statistical techniques of independent samples t test and one way ANOWA and two way ANOVA and correlation coefficients.
5.1.12 Statistical Techniques Used for Analysis of Data

The following statistical techniques were employed in the present investigation:

1. Descriptive statistics like mean and percentage have been employed to analyze the data descriptively.

2. Independent samples ‘t’ test, one way ANOVA, two way, person product-moment correlation coefficient and DMRT (Duncan’s Multiple Range Test).

5.2 Major Findings of the Study

1. In Job Satisfaction of teachers of Mysore (India), gender, experience, type of institution, age, and subject taught by the faculty did not have significant influence.

2. Among teachers from Tehran (Iran), again Job Satisfaction was found to be independent of gender, experience, type of institution, age, and subject taught by the faculty members.

3. In Self Esteem, male teachers had higher Self Esteem than female teachers in India (Mysore).

4. Experience-wise comparison revealed that teachers with experience of 21-30 years had maximum Self Esteem than teachers with experience of 1-10, 11-20 and above 30 years in India (Mysore).

5. Type of Institute and subjects taught by the teachers did not influence their Self Esteem in India (Mysore).

6. As the age increased, Self Esteem of the teachers in Mysore (India) increased linearly and significantly.

7. Gender, length of experience and subjects taught did not influence the Self Esteem of the teachers from Tehran (Iran).
8. Among teachers from Tehran (Iran) teachers in the age group of 45-54 years had highest Self Esteem scores compared to teachers in the other age groups.

9. Gender, length of experience, type of institution, subjects taught by faculty members and age of the teachers did not influence their Organizational Commitment in Mysore (India).

10. Gender, length of experience, subjects taught by faculty members and age of the teachers did not influence their Organizational Commitment in Tehran (Iran).

11. Organizational Commitment of faculty members was significantly related to both Job Satisfaction and Self Esteem for all the teachers.

12. Both for teachers from Mysore (India) and teachers from Tehran (Iran), Job Satisfaction and Organizational Commitment were mutually related.

5.3 Verification of the Hypotheses

Ten hypotheses were developed for this survey. A summary of the study findings relating to each hypothesis follows.

1. There is no significant difference between the following categories of teachers with reference to their Job Satisfaction in India (Mysore)

   (A) Male and female teachers

   (B) Teachers of different length of experience

   (C) Government and private institutions

   (D) Different types of subjects

   (E) Teachers of different age groups
The first hypothesis stated as “There is no significant difference between the following categories of teachers with reference to their Job Satisfaction in India (Mysore)” with reference to gender, experience, type of institute, subjects taught and age is accepted as the test statistics revealed non-significant difference/influence by various selected demographic variables on Job Satisfaction of teachers in India (Mysore).

2. **There is no significant difference between the following categories of teachers with reference to their Job Satisfaction in Iran (Tehran)**

   (A) Male and female teachers

   (B) Teachers of different length of experience

   (C) Teachers of different types of subjects

   (D) Teachers of different age groups

   The second hypothesis stated as “There is no significant difference between the following categories of teachers with reference to their Job Satisfaction in Iran (Tehran)” with reference to gender, experience, subjects taught and age is accepted as the test statistics revealed non-significant difference/influence by various selected demographic variables on Job Satisfaction of teachers in Iran (Tehran).

3. **There is no significant difference between the following categories of teachers with reference to their Self Esteem in India (Mysore)**

   (A) Male and female teachers

   (B) Teachers of different length of experience
(C) Government and private institutions

(D) Teachers of different types of subjects

(E) Teachers of different age groups

The third hypothesis stated as “There is no significant difference between the following categories of teachers with reference to their Self Esteem in India (Mysore)” with reference to type of institute and subjects taught is accepted as the test statistics revealed non-significant difference/influence by various selected demographic variables on Self Esteem of teachers in India (Mysore). Of the five demographic variables, three demographic variables (gender, experience, and age) were found to be statistically significant with Job Satisfaction of teachers in Mysore sample.

4. There is no significant difference between the following categories of teachers with reference to their Self Esteem in Iran (Tehran)

(A) Male and female teachers

(B) Teachers of different length of experience

(C) Teachers of different types of subjects

(D) Teachers of different age groups

The fourth hypothesis stated as “There is no significant difference between the following categories of teachers with reference to their Self Esteem in Iran (Tehran)” with reference to gender, experience and subjects taught is accepted as the test statistics revealed non-significant difference/influence by various selected demographic variables on Self Esteem of teachers in Iran (Tehran). Of the five
demographic variables, only one demographic variable (age) was found to be statistically significant with Job Satisfaction of teachers in Tehran sample.

5. There is no significant difference between the following categories of teachers with reference to their Organizational Commitment in India (Mysore)

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Government and private institutions
   (D) Teachers of different types of subjects
   (E) Teachers of different age groups

   The fifth hypothesis stated as “There is no significant difference between the following categories of teachers with reference to their Organizational Commitment in India (Mysore)” with reference to gender, experience, type of institute, subjects taught and age is accepted as the test statistics revealed non-significant difference/influence by various selected demographic variables on Organizational Commitment of teachers in India (Mysore).

6. There is no significant difference between the following categories of teachers with reference to their Organizational Commitment in Iran (Tehran)

   (A) Male and female teachers
   (B) Teachers of different length of experience
   (C) Teachers of different types of subjects
(D) Teachers of different age groups

The sixth hypothesis stated as “There is no significant difference between the following categories of teachers with reference to their Organizational Commitment in Iran (Tehran)” with reference to gender, experience, subjects taught and age is accepted as the test statistics revealed non-significant difference/influence by various selected demographic variables on Organizational Commitment of teachers in Iran (Tehran).

7. There is no significant difference between the following categories of teachers with reference to their Job Satisfaction in India (Mysore) and Iran (Tehran)

(A) Male and female teachers

(B) Teachers of different length of experience

(C) Teachers of different types of subjects

(D) Teachers of different age groups

The seventh hypothesis stated as “There is no significant difference between the following categories of teachers with reference to their Job Satisfaction in India (Mysore) and Iran (Tehran)” with reference to gender, experience, subjects taught and age is accepted as the test statistics revealed non-significant difference/influence by various selected demographic variables on Job Satisfaction of teachers in India (Mysore) and Iran (Tehran).

8. There is no significant difference between the following categories of teachers with reference to their Self Esteem in India (Mysore) and Iran (Tehran)
The eighth hypothesis stated as “There is no significant difference between the following categories of teachers with reference to their Self Esteem in India (Mysore) and Iran (Tehran)” with reference to gender, experience, subjects taught and age is accepted as the test statistics revealed non-significant difference/influence by various selected demographic variables on Self Esteem of teachers in India (Mysore) and Iran (Tehran).

9. There is no significant difference between the following categories of teachers with reference to their Organizational Commitment in India (Mysore) and Iran (Tehran)

(A) Male and female teachers

(B) Teachers of different length of experience

(C) Teachers of different types of subjects

(D) Teachers of different age groups

The ninth hypothesis stated as “There is no significant difference between the following categories of teachers with reference to their Organizational Commitment in India (Mysore) and Iran (Tehran)” with reference to gender, experience, subjects taught and age is accepted as the test statistics revealed non-
significant difference/influence by various selected demographic variables on Organizational Commitment of teachers in India (Mysore) and Iran (Tehran).

10. There is no significant relationship among Job Satisfaction, Self Esteem and Organizational Commitment in

A-Teachers of both India and Iran

B-Teachers of India only

C-Teachers of Iran only

The tenth hypothesis stated as “There is no significant relationship among Job Satisfaction, Self Esteem and Organizational Commitment in teachers of both India and Iran, teachers of India only and teachers of Iran only”. Organizational Commitment of teachers was significantly related to both Job Satisfaction and Self Esteem for all the teachers. Both for teachers from Mysore (India) and teachers from Tehran (Iran), Job Satisfaction and Organizational Commitment were mutually related.

5.4 Discussion of Results

The purpose of this investigation was to examine how certain demographic variables (male and female teachers, teachers of different length of experience, teachers from government and private institutions, teachers of different types of subjects and teachers of different age groups) affect Job Satisfaction, Self Esteem and Organizational Commitment of faculty members of secondary level teacher training colleges in India (Mysore) and Iran (Tehran). In addition, the study aimed to find out the relationship between Job Satisfactions, Self Esteem and
Organizational Commitment of faculty members in both countries (India and Iran).

Van der Westhuizen and Smit (2001) report that there is a tendency worldwide towards job dissatisfaction in education. In a study of Black female teachers, (du Toit & Strasheim, 1994), Job Satisfaction was observed to be a function of pupils’ behavior, job security, relationships with colleagues and pupils, and teaching as a task.

On the basis of independent samples t-test testing, mean difference of the male and female faculty members of this study, supports that there is no significant difference between male and female teachers in Mysore sample with referent to their Job Satisfaction. And also independent samples T-test testing revealed that there is no significant difference between male and female faculty members with reference to their Job Satisfaction in Tehran sample.

Pors (2003) conducted a study including 411 Danish library managers and 237 library managers from the United Kingdom and concluded that there is no overall difference in Job Satisfaction in relation to gender.

These findings support the results of studies conducted by (Donohue & Heywood, 2004; Hill, 1983; Hull, 1999; Jones Johnson & Johnson, 2000; Rout, 1999; Nestor & Leary, 2000; Ward & Sloane, 2000; Ali, 2009; Corbin, 1998; Dilsha & Latif, 2011; Malik et al., 2011).

Findings of the study contrasts with the findings of (Bishay, 1996; Perie & Baker, 1997; Blood et al., 2002; Ben-Peretz, 1996; Huberman, 1993; Bull, 2005; Robbins et al., 2003; Tang & Talpade, 1999; Oshagbemi, 2000; Greenberg & Baron, 1995; Drafke & Kossen, 2002; Okpara, 2004).
Test statistics revealed that in India (Mysore) and Iran (Tehran) sample, teachers of different length of experience did not influence Job Satisfaction.

Bishay (1996) indicates that in many professions, increased length of experience may lead to boredom and dissatisfaction with an occupation. However, the results from the survey of 120 teachers conducted by Bishay (1996) indicate that if teachers are given enough freedom to vary their work and alter the level of challenge, Job Satisfaction will concomitantly increase. Knoop (1986) maintains that new courses, new curricula, adequate participation in decision making, experimentation with teaching methods, and learning experiences are plausible areas for teachers to explore for continuous improvement.

About differences between work experience and Job Satisfaction, according to (Cetin, 2006; Mathew, 2007), non significant difference has been found in Job Satisfaction based on the experience variable. However, the finding of this study is contracts with the findings of (Amar & Singh, 1985; Bishay, 1996; Poppleton & Risborough, 1991; Crossman & Harris, 2006; Reyes, 2001; Blood et al., 2002; Lambert et al., 2001).

Findings of this study revealed that there is no significantly difference between teachers from government and private institutions with reference to their Job Satisfaction in Mysore sample. The result of this study supports the finding of (Kipkebut, 2010). The finding of this study is contracts with the findings of (Shrivastava & Purang, 2009; Kipkebut, 2010; Shrivastava & purang, 2009; Sharma, 1994) who found a difference between Job Satisfactions of employees working in public versus private institutions.

About differences between teachers of different types of subjects and Job Satisfaction of them, one way ANOVA testing revealed that there is no significant
difference between of faculty members with reference to their Job Satisfaction in Mysore sample. Contrary to expectations, this study also did not find a significant difference between teachers of different types of subjects with reference to their Job Satisfaction in Tehran sample.

One-way ANOVA revealed a non-significant difference among Indian teachers belonging to different age groups (F=0.219; P=.883). The mean Job Satisfaction scores of teachers belonging to 30 years, 31-44, 45-54 and above 55 years are 76.21, 75.96, 77.65 and 77.67 respectively, which were statistically same contributed for the non-significant difference. Also one-way ANOVA revealed a non-significant difference among Iranian teachers belonging to different age groups (F=0.683; P=.564). The mean Job Satisfaction scores of teachers belonging to 30 years, 31-44, 45-54 and above 55 years are 74.25, 77.39, 77.75 and 80.36 respectively, which were statistically same contributed for the non-significant difference.

The result of this study supports the findings of (Leafy et al., 2005; Malik et al., 2011; Steers, 1977; Reudavey, 2001).

Contradicting these findings are several researches. Some studies such as (Angel & Perry, 1981; Ross & Reskin, 1992) revealed that increasing in age have been found to increase Job Satisfaction. The result of (Robbins et al., 2003; Howard & Bull, 2005; Okpara, 2004; Rhodes, 1983; Mottaz, 1988; Clark, 1996; Loscocco, 1990; Bishay, 1996; Blood et al., 2002; Spector, 1997; Drafke & Kossen, 2002; Amar & Singh, 1985) study also revealed that there was relationship between Job Satisfaction and age.

In case of Mysore sample, when Self Esteem verified against male and female faculty members, independent samples t test revealed that there is
significant difference between male and female faculty members. This finding is consistent with previous studies (Naderi et al., 2009; Matovu, 2012; Hossaini, 2002; Zareh, 1994).

But from the data collected we found that there was no significant difference between gender and Self Esteem of faculty members in Tehran sample. This finding is consistent with previous studies (Matovu, 2012; Hossaini, 2002; Aryana, 2010; Melinda et al., 2001; Hoelter, 1983; Gentile et al., 2009). Many studies have failed to find differences in Self Esteem between males and females. These problems suggest an alternative explanation for reported differences in Self Esteem: scales purporting to measure this concept may be measuring something different within the groups being compared.

About faculty members’ length of experience in case of Self Esteem, one way ANOVA testing revealed a significant difference in the mean Self Esteem scores in Mysore sample. Surprisingly, no differences were found in the mean Self Esteem scores in Tehran sample. The finding of this study is consistent with the finding of (Lee, 1992).

About type of institutions and Self Esteem of faculty members mean score and standard deviation revealed that there is no significant difference between faculty members who working in government, private aided and private unaided colleges with reference to their Self Esteem in Mysore sample. In Tehran sample we did not have any private university. The finding of this study contrasts with the findings of (Khurshid et al., 2012).

This study revealed that there is no significant difference between teachers of different types of subjects and Self Esteem of them in Mysore sample. Mean and standard deviation of faculty members who had educated in science, arts, and
language were (20.96, 21.75, 21.78) respectively. It is also found that there is no significant difference between teachers of different types of subjects and Self Esteem of them in Tehran sample. Mean and standard deviation of faculty members who had educated in science, arts, and language were (21.44, 21.84, 21.83 and 21.69) respectively. The finding of this study is consistent with the findings of (Hasanzadeh & Imanifer, 2011).

Results from this study showed that there is significant difference between ages of faculty members with reference to their Self Esteem in Mysore sample. As the age increased, Self Esteem of the teachers in Mysore (India) increased linearly and significantly.

It is also found that there is significant difference between ages of faculty members with reference to their Self Esteem in Tehran sample. Among teachers from Tehran (Iran) teachers in the age group of 45-54 years had highest Self Esteem scores compared to teachers in the other age groups.

Jaquish and Ripple (1981) found that adults report somewhat lower Self-Esteem in late adulthood (age 61–81 years) than in middle adulthood (age 40–60 years). However, the findings of the current study do not support the previous researches done by (Trimakas & Nicolay, 1974; Erdwins et al., 1981; Ryff’s , 1989). For twenty years back, Wylie (1979) studied a large review of the Self-Esteem literature and revealed that there are not existed systematic age differences in Self Esteem.

Independent samples t-test testing, revealed a non significant difference between mean Organizational Commitment scores of male and female teachers in Mysore sample. It is also found that there were no significant differences between
male and female faculty members with reference to their Organizational Commitment in Tehran sample.

This finding is consistent with previous studies (Billingsley & Cross, 1992; Caruana & Calleya, 1998; Alzaidi, 2008; Akintayo, 2005; Kinnear & Sutherland, 2000; Ngo & Tsan, 1998; Wahn, 1998; Meyer & Allen, 1997; Bashir et al., 2011). And also Fathy (2008) found that there are no significant differences in the levels of Organizational Commitment between male and female teachers. This study was seconded by Kacmar, Carlson and Brymer (1999) who found that gender is not a good predictor of any of the forms of Organizational Commitment. Khatibi et al. (2009) reported that there was no significant difference between male and female employees in Organizational Commitment. Nazari et al. (2012) reported that there were no significant differences in affective, continuance and overall Organizational Commitment between male and female lecturers. However, the findings of this study contrasts with the findings of (Jonier & Bakalis, 2006; Mathieu & Zajac, 1990) who found significant differences between male and female in affective, continuance and overall Organizational Commitment.

Research (Cramer, 1993; Harrison & Hubbard, 1998; Mowday et al., 1982) indicates that women as a group are more committed than men in their employing organization. Loscocco (1990) conducted research amongst 3559 blue-collar workers in the manufacturing industry and reports that female employees are more committed than male employees. Mowday et al. (1982) ascribe this to women having more barriers to overcome to attain their positions within an organization and will more likely have to overcome similar barriers should they leave the organization.
In another research carried out by Reyes (1992) who found that female teachers tend to have higher school commitment than male teachers.

On the basis of one way ANOVA testing, mean scores and standard deviation with respect to Organizational Commitment of faculty members with different length of experience supports that there is no significant difference between male and female faculty members in Mysore sample. And also one way ANOVA testing revealed that there is no significant difference between male and female faculty members with reference to their Organizational Commitment in Tehran sample.

About difference between work experience and Organizational Commitment, the findings of this study is in agreement with the findings of some studies like (Singh & Shifflette, 1996; Adeyinka, 2007) which revealed teachers with different experience were not differ on their Organizational Commitment. According to (Cetin, 2006), no significant difference has been found in Organizational Commitment based on the experience variable. However findings of the study contracts with the findings of a study by Bashir et al. (2011) which revealed that there is significant difference between Organizational Commitment and length of experience.

Robson and Prabhu (2000) compared the levels of organisational commitment amongst contract and permanent staff in an information technology arena and found a weak level of commitment for both contractors and permanent staff. Reyes (2001) reports that the longer teachers have been working in a school setting, the less committed they become.

Bashir (2011) revealed that there is significant difference between Organizational Commitment and length of experience.
In case of Mysore sample, when mean scores on Organizational Commitment verified against type of institutions, one way ANOVA testing revealed that there is no significant difference between type of institution and Organizational Commitment of faculty members. In Tehran sample we did not have any private university. The finding of this study support by Sharma (1994) who state that government and private teachers did not differ in their Organizational Commitment. The finding of this study contrasts with the findings of Colbert and Kwon (2000) who found a difference between Organizational Commitments of employees working in public versus private organizations.

This study revealed that there is no significant difference between teachers of different type of subjects and Organizational Commitment of them in Mysore sample. Mean and standard deviation of faculty members who had educated in science, arts, and language were (78.57, 79.43, 78.11) respectively. It is also found that there is no significant difference between teachers of different type of subjects and Organizational Commitment of them in Tehran sample. Mean and standard deviation of faculty members who had educated in science, arts, and language were (76.74, 77.24, 75.50) respectively.

Faculty members that educated in the arts field were higher committed than the other two groups. This finding could be due to the humanitarian dimensions of the subject which they teach.

For Indian sample, when Organizational Commitment verified against age of faculty members, again a not-significantly association was observed. It is also found that there is no significant difference between ages of faculty members with reference to their Organizational Commitment in Tehran sample. This findings are in agreement with previous studies (Cohen, 1992; Demiray, Curabay & Curabay,
2008) who reported that there is no significant difference between age and Organizational Commitment. Findings of the study contrasts with the findings of (Dunham, Grube & Castaneda, 1994; Lok & Crawford, 1999; Loscocco, 1990; Luthans, 1992; Meyer & Allen, 1997; Mowday et al., 1982; Sekaran; 2000; Harrison & Hubbard, 1998; Kacmar et al., 1999; Cramer, 1993; Hellman, 1997; Mathieu & Zajac, 1990; Mowday et al., 1982, Bull, 2005; Amar & Singh, 1985).

Test statistics revealed that both for teachers from Mysore (India) and teachers from Tehran (Iran), Job Satisfaction and Organizational Commitment were mutually related.

The relationship between Job Satisfaction and Organizational Commitment is very crucial now-a-days, because people now often do not prefer to stay with the same organization for long. It has become hard for the organizations to exercise influence on the employees for retaining them. If employees exhibits different levels of Job Satisfaction and if this satisfaction leads to the organization commitment, obviously organizations would want to hire employees with the higher levels of Organizational Commitment.

Employers normally expect that people with higher levels of Job Satisfaction will have higher levels of Organizational Commitment. The reason why satisfaction will lead to the commitment is that a higher level of Job Satisfaction may lead to good work life and reduction in stress. Similarly, if employees are highly satisfied with their work, co-workers, pay, and supervision and derive high level of overall Job Satisfaction with their jobs they are more likely to be committed to the organization than if they are not satisfied. The focus on these two key concepts cannot be over stated because Job Satisfaction and commitment are primary determinants of employee turnover, performance, and
productivity (Okpara, 2004). Committed and satisfied employees are normally high performers that contribute towards organizational productivity (Samad, 2007).

Kalleberg and Mastekaasa (2001) found that previous research on the relationship between Job Satisfaction and Organizational Commitment has not shown any consistent and easily reconcilable findings, the majority of research investigating this relationship indicates that there is a significant relationship between Job Satisfaction and Organizational Commitment (Aranya, Lachman & Amernic, 1982; Boshoff & Mels, 1995; Harrison & Hubbard, 1998; Johnston et al., 1990; Knoop, 1995; Kreitner & Kinicki, 1992; Morrison, 1997; Norris & Niebuhr, 1984; Ting, 1997).

The findings of the research are consistent with prior research indicating that employees perceiving a high degree of Organizational Commitment experienced a high level of overall Job Satisfaction (Meyer & Allen, 1997). The result of this study supports the finding of researcher mentioned above.

Based on the results of this study, Self Esteem was found to be a negatively related with Job Satisfaction and Organizational Commitment. The finding of this study is consistent with the findings of Lerner et al. (2011). Findings of the study contrasts with the findings of (Alavi & Askaripur, 2003; Lopez & Greenhaus, 1978). Based on the results of this research, Alavi and Askaripur (2003) suggest that managers and employers should employ people with high Self- Esteem so that their Job Satisfaction might be increased after employment. On the contrary, Alavi and Askaripur (2003) state that a decrease in Job Satisfaction may be due to a decrease in Self Esteem, and thus, organizations should increase their employees' Self Esteem, which, in turn, will increase their
Job Satisfaction (Alavi and Askaripur, 2003). According to this study, one of the best methods for increasing Self-Esteem in personnel is to increase their Job Satisfaction in all of its dimensions (Alavi & Askaripur, 2003).

5.5 Educational Implications

This study was conducted to investigate the Job Satisfaction, Self Esteem and Organizational Commitment among faculty members of secondary level teacher training programme in India (Mysore) and Iran (Tehran) -A comparative study. The findings from this study provided empirical confirmation of the theory and research reported in the Job Satisfaction, Self Esteem and Organizational Commitment literature and the results indicated the following implications:

1. Some variables have significant differences based on the different demographic characteristics. Therefore decision maker should diversely respond to meet the needs of those within each demographic variable category as follows: first, because, there were no significant differences by gender, age, work experience, type of institution and different type of subjects in Organizational Commitment and Job Satisfaction of faculty members in both countries, decision maker can make decision for the Organizational Commitment and Job Satisfaction of faculty member, without bias based on demographic variables, mentioned above. Second, because this study reported that there is significant difference by gender in Self Esteem among male and female faculty members in Mysore sample that male faculty members have higher Self Esteem than female faculty members. So decision maker of educational system in India should try to improve female Self Esteem level by creating appropriate decision without having gender discrimination. Third, because this study revealed that there is
the relationship between Job Satisfaction and Organizational Commitment of faculty members in both countries, decision maker of educational system in both countries should be aware of the situation that makes Job Satisfaction and dissatisfaction and being committed among faculty members. Fourth, because this study revealed that there is significant difference between age and Self Esteem of faculty members in both countries, faculty members above 45 years old have higher Self Esteem than below 45 years old, so education program directors need to be aware of the needs of their own faculty members. Program directors should develop a pleasant work environment that begins with an orientation for new faculty. Then an effective mentoring program should be established in order to retain faculty. Strong co-worker relations should be promoted inside and outside the work environment to maintain a positive interaction among faculty members. Additionally, there should be opportunities for junior and senior faculty to advance in their academic careers with support from program directors.

2. Finding of this study can play an illuminating role in opening the eyes of policy as well as decision makers on possible disadvantages of their system, i.e., regarding facilities, quality, etc., and on how they could be minimized.

3. The findings of the present research could be employed as a trigger by heads of universities to pay more attention to the nature of interaction they have with faculty.

4. The findings in the present dissertation could also give faculty a better idea of themselves, etc., and they could be encouraged to take measure that would diminish their weakness.
5. Pedagogically, the results obtained in this research could function as an influential element in enhancing the overall quality of education.

6. The findings in the present dissertation could also give faculty a better idea of themselves, i.e. if they were efficient, showed high levels of commitment, etc, and they could be encouraged to take measure that would diminish their weakness.

7. Theoretically, the findings will motivate theoreticians to pay more attention to variations among different countries when introducing theories, as well as instruments regarding the variables analyzed in this research.

5.6 Suggestions for Future Research

1. The study can be expanded by surveying staff and principals. This would increase the generalizability of the results.

2. In this research Organizational Commitment was used as one-dimensional construct. Meyer and Allen (1997) viewed Organizational Commitment as a multi dimensional construct of Organizational Commitment. In future study, it is need to study effects of multi dimensional contract of Organizational Commitment on behaviour of organizations.

3. Future studies should consider the inclusion of variables such as culture, pay, leadership style, educational level and occupational level as independent variables. The inclusion of such variables would further enhance our understanding of the factors influencing Organizational Commitment, Job Satisfaction and Self Esteem in an education college context.

4. Since the data of this study were collected from one city in Iran (Tehran), and one city in India (Mysore) the generalization of the findings is limited.
Therefore, it is necessary to expend the data sources to include the larger populations, specially a national sample in Iran and India. It would be interesting to see whether the same variables will have an impact on faculty member’s Job Satisfaction, Self Esteem and Organizational Commitment of another cities and another level of educational system.

5. The differences between faculties Job Satisfaction, Self Esteem and Organisational Commitment in urban, suburban and rural colleges should be explored.

6. Because there wasn’t more research about faculty members Job Satisfaction, Self Esteem and Organizational Commitment, and this research revealed that Job Satisfaction and Organizational Commitment are significantly and positively related. So, another research is need for study about relationship between faculty member’s Job Satisfaction, Self Esteem and Organizational Commitment.

7. Research as well as scientific cooperation and collaboration with different countries, particularly those which are labelled as developed, as a means of identifying weaknesses in each country be conducted.

8. Given the far-reaching changes in the India and Iran education milieu, Future studies should explore Job Satisfaction, Self Esteem and organisational commitment of faculty members further as well as their antecedents and consequences.
5.7 Limitations of the Study

In a research, there are certain problems which are encountered by the researcher. The present study may involve the following problems:

1. Other variables which are extraneous may affect the results for example (personality of the faculty members, other income resource).

2. It is possible that some of the subjects may be subjective in responding to questions posed by the researcher.

3. The study is also limited in the length of time the researcher had to collect data.

4. The questionnaires were completed while faculty members were at work. It is possible they were influenced by recent occurrences at work such as, bad behaving of the principals, which could result in negativity on the questionnaire.

5. Respondents in the education colleges cover a wide range of the age, education level, working place experiences, and gender. Because of these deficiencies, some respondent may not thoroughly understand their own levels of satisfaction as they are stated on the questionnaire.

6. The findings of this study may or may not be generalizable to other settings.