CHAPTER - I
INTRODUCTION

Organizations today are facing challenges and opportunities due to constantly changing world of business. The changes in the business world include technological advances and changing economic trends in the global market. Werner (2007) states that "social, cultural, political, technological and global forces challenge organizations to redefine their strategies". These changes also affect the various aspects of the functioning of the organization such as organizational commitment, organizational culture, work motivation and job satisfaction of the employees. None of the field is left untouched by these changes. So, every organization needs to recognize that the human element and organization are synonymous. A well-managed organization do not look to capital investment but to employees, as the fundamental source of improvement. For the success of any organization committed and satisfied human resources are considered as the most important assets whereas the non-committed and dissatisfied workers are the biggest liabilities as it leads to absence of enrichment, fulfillment in their life and work. That's why every organization spends too much money, time and effort to fit square pegs into square holes.

The importance of human beings as one of the most important factors of production can’t be denied. It has also been observed that effectiveness of an organization multiplies if the human resources as well as the problems are properly taped. The understanding of human behaviour in a work situation and assessment of performance is very complex because many personal as well as environmental variables influence the efficiency of an individual worker. Here, important question to be answered is: “What drives human beings to behave and condition themselves to attach with the organization?” It is widely assumed that the factors such as organizational climate, job satisfaction, work motivation that contribute to high level of organizational commitment. Steers (1977) indicated that individuals enter the organization with specific skills, desires and goals and expect a work setting where they can use their skills, satisfy their desires and achieve their goals. The extent to which organization is perceived as facilitating these ends; the organizational commitment is likely to increase. On the other hand if the organization is perceived as failing to provide sufficient
opportunities along with these lines, organizational commitment is likely to diminish. Organizations which intend to bring or maintain the motivational culture, have to concentrate more on employee’s commitment behavior because having committed and satisfied employees is the biggest asset for any organization.

Likewise the educational organizations are one of the most important organizations of any nation as they oversee issues on the national agenda. Their effective functioning depends firmly on its coordination in the direction of societal expectation. The responsibility of meeting these expectations lies with the educational institutions like schools, colleges, universities, etc. But schools form the basis for transforming the students into the dutiful citizens. To think of schools, without the teachers is impossible as the teacher has been the most vital factor of influence in the system of education. Henry Adams corroborates the above views with these words "A teacher affects eternity one can never tell where his influence stops. He plays an important role in shaping and moulding the habits, the tastes, the manner and above all the character of the students. He inculcates human values in the minds of the youngsters." Thus, the success of educational programs lies on the important contributions of effort, involvement and most importantly on the teacher’s organizational commitment.

The Education Commission (1964-66) observed, “The destiny of India is being shaped in her classrooms” and that ‘as is the teacher, so is the nation’ to emphasize about the importance of the teachers. The commission further observed that all the different factors which influence the quality of education and its contribution towards national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions at work in which they can be fully effective. The National Policy of Education (1986) recognized the crucial role of teachers and stated that the status of teacher reflects the socio-cultural ethos of a society, it has been said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. The POA (1986) while observing, “Our educational system has large number of teachers who inspire
their pupils and are known for their learning but also teachers who thoughtlessly ignore their obligation, sometimes altogether absenting themselves from the institutes. There are instances of teachers conducting themselves in a manner not benefitting the profession” resolve to work towards creation of opportunities and atmosphere to promote autonomy and innovation among the teachers. The National Policy on Education (1986) further expressed “of all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavors must ultimately depend”. Therefore, the teachers have to perform a noble and a challenging role in the educational process.

The vitality of all educational organizations lies in the willingness of teachers to contribute towards their development. Teacher’s organizational commitment has been recognized as an effective route to school success (Fink, 1992). The educational organizations such as schools require teachers who are committed to their organizations and well-being of students because low teacher commitment reduces student achievement. And this is a danger because these are the students who make the future of any country. The schools need committed teachers to achieve their objectives and they cannot succeed without their efforts and commitment. The teachers strong in commitment find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They are rarely at a loss for things to do and always seem to make maximum efforts cheerfully and zestfully. In order to fulfill these expectations teachers need to maintain their personal commitment to the organization where they are employed. The highly committed teachers wish to remain associated with the schools and advance organizational goals as they are less likely to leave. Thus, organizational commitment is critical in retaining and attracting well-qualified teachers.

According to Bishay (1996), the teaching profession ranks high on the success list of a society. The schools need committed teachers to achieve their goals. Commitment is not simply a human relation concept, rather it is about generating human energy and activating the human mind. Thus, the schools need to increase the level of organizational commitment among its teachers. In conjunction with this, "teachers organizational commitment and job satisfaction" (Howell & Dorfmen, 1986)
have been identified as important to understanding the work behaviour of teachers in the educational organizations. If we desire to transform our educational system on healthy and ideal lines, then it is of utmost importance that our teaching community be well-satisfied and committed to their organizations. The dissatisfaction among the teachers is undesirable and dangerous in any profession and it is suicidal, if it occurs in the teaching profession. A dissatisfied teacher always spells disaster to the country’s future. According to Kovach (1977), job satisfaction is an important component of the organizational commitment. A teacher can't remain committed to an organization if he is not satisfied with his job. Also, job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention. Thus, it is one of the significant determinants of teacher's organizational commitment and in turn a contributor to school effectiveness.

The above discussion clearly reflects that job satisfaction of teachers and their commitment to the organization are the major factors for the qualitative improvement of any educational system. Another important psychological variable influencing teacher’s organizational commitment is their work motivation. The motivational concepts also play a major role in most serious efforts to analyze and explain individual's behaviour at work. Motivation to work is a human state where competence to work and "will to work" fuse together. The teacher performs his job in the global context of the school and various factors tend to affect his motivation at work, which in turn affects the performance, commitment and job satisfaction. In this sense work motivation to a large extent determines productivity, organizational environment, personal need satisfaction and psychological well-being of the teachers. Thus, the way in which teachers perceive motivation influences their level of commitment and satisfaction. While job satisfaction has been the topic of many studies but only few researches related to organizational commitment and work motivation have been conducted in the educational settings. Thus, it is assumed that the present study will provide a new information and perspective describing job satisfaction, work motivation and organizational commitment of secondary school teachers.
1.1 ORGANIZATIONAL COMMITMENT

The schools/colleges are the significant human enterprises and lights and shades of its life would affect the very foundation of the human society. The persons who are largely responsible for the fortune of these enterprises are the school teachers. The teachers are expected to transform an individual into a person of imagination, wisdom, human love and enlightenment; the institutions into the lampposts for the prosperity and country into a learning society. They are also supposed to contribute significantly towards preparing their students as role performers in different walks of life and shape the youth into acceptable adult roles in the society. In order to fulfill these expectations, teachers need to maintain their personal commitment to the organization where they are employed. Thus, it has been widely recognized that teachers’ commitment to the organization is a vital factor for its effective functioning.

An organization is a social system which includes both the organizational dimensions and the individual dimensions. The dynamic process of interaction between these two dimensions influence the working behaviour of members within the organizations. In conclusion, it can be said that a school is a social system and people are the centre of focus. In a school people take the roles of administrators, teachers, students, custodians and so forth. An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. For the success of any organization, committed and satisfied human resources are considered as the most important assets of an organization, whereas the non-committed, dissatisfied workers are the biggest liabilities as it leads to absence of enrichment, fulfillment in their life and work. That’s why every organization spends too much money, time and effort to fit square pegs into square holes. Fostering commitment among employees is also important because employees, who are highly committed stay longer, perform better, miss less work and engage in organizational citizenship behaviour. These findings can be generalized to the teachers as well.

Commitment refers to an individual’s attraction and attachment to the work and the organization. It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. It could
manifest in terms of three ways i.e., affective, normative and continuance and each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts him/herself in the workplace (Meyer et al, 2002). Commitment is part of a teacher’s affective or emotional reaction to their experience in a school setting (Ebemier & Nicklaus, 1999). It can be seen to be part of a learned behaviour or attitude associated with the professional behaviour of teachers. O’ Reily (1991) viewed commitment as an individual’s psychological bond to the organization including a sense of job-involvement, loyalty and a belief in the values of the organization. Mariados (2000) stated that commitment is a deep profound value of emotional intelligence. It means aligning with the goals of a group or organization and applying oneself completely for a cause. Thus, it is evident from the survey of the various conceptions of the term commitment that it is a subjective aspect of an individual.

Organizational commitment, in a general sense, is the employee’s psychological attachment to the organization. It is the relative strength of an individual’s identification with and involvement in an organization. It may be defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization. Organizational commitment is an attitude or an orientation towards the organization which links or attaches the identification of the person to the organization. It includes three components: (a) belief in the organization’s goals and values (b) willingness to exert effort on behalf of the organization and (c) desire to remain in the organization (Williams and Hazer, 1986). In other words, it is a powerful tool that may be used as aid to achieve higher level of performance and at the same time to develop and maintain discipline in the organization.

Literature on the construct of organizational commitment indicates that this construct can be described from an attitudinal, behavioural and motivational perspective. Organizational commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow 1993). Meyer, Allen and Best (1994) indicated that organizational commitment as a behaviour is evident when committed individuals enact specific behaviour due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, organizational commitment is a state of being in
which organizational members are bound by their actions and beliefs that sustain their
activities and their own involvement in the organization (Miller and Lee 2001). Pareek
(2004) defined organizational commitment as a person’s feeling with regard to
continuing his or her association with the organization, acceptance of the values and
goals of the organization, and willingness to help the organization achieve such goals
and values. Thus, organizational commitment is a bond the employee has with his/her
organization. It has been defined and measured in several different ways. But the
various definitions and measures share a common theme that organizational
commitment is a bond or linking between the individual and the organization.

Organizational commitment has emerged as an important construct in
organizational researches over a past few decades. Many major reviews of commitment
research and theory have appeared during this period (e.g. Irving and Coleman, 1997;
Mathieu, Zajac and Meyer, 1999; Meyer & Allen, 1991). With the increased attention
given to commitment there have been many important developments, two of these are
of particular importance. First, it has become apparent that commitment is a complex
and multifaceted construct. For many years researchers and theorists have been defining
and operationalizing commitment in different ways, as a result, it has been difficult to
synthesize the results of the accumulating research. It is now recognized that
commitment can different forms. Second, there has been broadening of the domain
within which commitment is studied (Meyer, Allen & Smith, 1993). Individuals can
feel committed to the organization, top management, supervisors or the work group.
Besides this, commitment has been examined with regard to career (e.g., Blau, 1985),
union (e.g., Fullagar and Barling, 1989) and profession (e.g., Morrow and Wirth, 1989).

Therefore, organizational commitment has been conceptualized and defined in a
number of ways. One of the more popular notions of organizational commitment is
affective attachment (Mowday et al., 1979). More specifically, with affective
commitment the individual identifies with the organization and therefore, is committed
to pursue its goals. Another view of organizational commitment comes from Becker’s
(1960) work i.e., calculative commitment- a reflection of recognized, accumulated
interests (e.g., pension and seniority) that bind one to a particular organization.
However, Mathieu & Zajac (1990) and Meyer, Allen & Gellalty (1990) have noted that
affective/attitudinal and calculative commitments are not entirely distinguishable
concepts and that the measurement of each contains elements of the other. Allen and
Meyer (1990) further differentiated them from another component i.e., normative component. The normative commitment refers to the employee’s feelings of obligation to stay with the organization; feelings resulting from the internalization of normative pressures exerted on an individual prior to entry or following entry. There are different factors involved in each of the three components as illustrated below in Fig 1.1.

Fig. 1.1: Three Components of Organizational Commitment


With the continuing research efforts a full-fledged three-component model of organizational commitment was developed by Meyer & Allen (1991). According to Meyer and Allen’s three component model of commitment, there are three “mindsets” which can characterize an employee’s commitment to an organization: affective, normative and continuance commitment. The affective commitment arises from job conditions and met expectations that is, did the job provide the rewards that the employee expected? Continuance commitment is produced by the benefits accrued from working for the organization and by the lack of available alternative jobs. The normative commitment comes from the employee’s personal values and from the obligation that the person feels towards the employer. These obligations come from favours that the organization has done such as paying the person’s school expenses.
The first component of organizational commitment is the affective commitment which is mostly attitudinal in nature. It is defined as the employee’s positive emotional attachment to the organization. Mowday, Porter and Steers (1982) defined affective organizational commitment as a strong belief in and acceptance of the organization’s goals and values; willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization. An employee becomes emotionally attached to the organization and perceives congruence between his or her goals and those of the organization. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she “wants to”. The roots of affective commitment can be traced to exchange principle. An organization provides rewards or punishment as its disposal in return for the contribution employees make or fail to make and employees show commitment or lack in return of these rewards and punishments (Meyer & Allen, 1997). They described affective commitment as employee’s emotional attachment to, identification with and involvement in the organization.

Continuance commitment refers to commitment based on the costs that the employee associates with leaving the organization. It is widely believed that anything that increases the cost associated with leaving the organization can lead to the development of continuance commitment. In continuance commitment, the individual commits to the organization because he/she perceives high costs of losing organizational membership including economic costs (such as pension accruals) and social costs (friendship ties with the co-workers) that would be incurred. The employee remains a member of the organization because he/she has to.

The employees whose primary link to the organization is based on continuance commitment remain in the organization because they need to do so. This results from the worker’s entering into an exchange relationship with the organization. The degree of continuance commitment is determined by the extent to which this exchange relationship continues to favour the employee. Continuance commitment boils down to measurable qualities and considers the ideas that individuals do not leave a company for fear of losing their benefits, taking a pay cut and not being able to find another job (Murray, Gregorie & Downey, 1991).
Normative commitment which is the third aspect of organizational commitment is based on the social behaviour or internalized desires within the staff members to be a
part of the organization. In normative commitment, the individual commits to and remains with an organization because of feelings of obligation. A person believes he/she has to the organization or his/her feeling of obligation to his/her workplace. The employees with a high degree or level of normative commitment feel that they ought to remain with the organization. These feeling may be derived from many sources. For instance, the organization may have invested resources in training an employee who then feels a ‘moral’ obligation to put forth effort on job and stay with the organization to ‘repay the debt’. It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one’s organization. Finally, normative commitment refers to the employee’s feelings of obligation to stay with the organization.

In view of changing career pattern due to global changes in work organization, organization loyalty is reported to be declining as turnover rate increases, average job tenure fails and employees go “job shopping”. The managers and management researchers have long believed that organizational goals are unattainable without the enduring commitment of the members of the organizations. Therefore, deeper knowledge of organizational commitment is needed to better understand the attitudes and behaviour of the modern workforce. There are many ways to build employee commitment and employers often fail to realize that some of the most effective things they can do to develop and sustain motivated, committed employees costs very little or nothing at all. Nelson (1999) has proposed the power of the five I’s i.e. interesting work, information, involvement, independence and increased visibility. The first one is that the work should be interesting which means that no one wants to do the same boring job over and over, day after day. Moreover, while any job will always require some boring, repetitive tasks, everyone should have at least a part of their job be of high interest to them. Secondly, information is power, and employees want to be empowered with the information they need to know to do their jobs better and more effectively. Further, more than ever, employees want to know how they are doing in their jobs and how the company is doing in its business. The open channels of communication in an organization allow employees to be informed, ask questions, and share information.
Involving employees in decision-making, especially when the decisions affect them directly, is both respectful and practical. Those closest to the problem typically have the best insight as to what to do. As one involves others, one increases their commitment and ease in implementing new ideas or change. The independence is also an important strategy for enhancing commitment. Only a few employees want their every action to be closely monitored and most employees appreciate having the flexibility to do their jobs as they see fit. So, giving people latitude increases the chance that they will perform as one desires and bring additional initiative, ideas, and energy to their jobs. Lastly, everyone appreciates getting credit when it is due. The occasions to share the successes of employees with others are almost limitless. Thus, providing employees new opportunities to perform, learn, and grow as a form of recognition and thanks is highly motivating for most people.

Every organization aspires to have individuals who are highly committed. The educational organizations such as schools, colleges and universities also require
teachers who are committed to their profession and well-being of the students. They need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. Thus, it has been said that the teacher commitment is at the center of school organizational reform. Though the concept of commitment as the investment of human resources has long been associated with the professional characteristics of teachers but today it is widely recognized that teachers’ commitment to the schools is very important. The committed teacher consider it morally right to stay in the school, regardless of how much status enhancement or satisfaction the organization gives him or her over the years. So, at this juncture it can be said that organizational commitment is one of the key phenomena which governs the motivation of the teacher at their work place and subsequently makes them feel satisfied with work.

Pedro (1992) found that the most powerful predictor of organizational commitment was teachers’ motivation and females tend to have higher commitment than males. Hawkins (1998) revealed that organizational tenure was an important predictor of organizational commitment whereas gender was not significant enough to enter the stepwise multiple regression equation. Mishra and Srivastava (2001) reported that more than 53 percent of the variance in organizational commitment was accounted by job satisfaction. Maheshwari (2003) revealed that majority of teachers suggested that for increasing commitment school environment should be healthy and 40.3 percent respondents were in the favour of motivation by the principals. Kumar and Patnaik (2004) found a moderate correlation between organizational commitment and job satisfaction, organizational commitment and attitude towards work. Chugtai and Zafar (2006) indicated that the personal characteristics, facets of job satisfaction were significantly related to organizational commitment of teachers. Kumar and Giri (2009) observed that the job satisfaction and organizational commitment differed significantly based on work experience of employees such that higher the work experience of employees, higher was their job satisfaction and organizational commitment.

Tamini and Khan (2009) showed that organizational commitment was a significant predictor for job satisfaction. Sharma (2010) concluded that the committed
and satisfied teachers are normally high performers who contribute towards the productivity of the organization. Sharma (2010) reported a positive and significant correlation between job satisfaction and organizational commitment of the teachers where as organizational commitment of the teachers was found to be independent of the gender differences. Mishra (2011) revealed that job satisfaction and organizational commitment were positively correlated with each other. Karadag, Baloglu and Cakir (2011) found a positive correlation between teachers’ organizational commitment and school culture. Anari (2012) found a positive and significant relationship between organizational commitment and job satisfaction of teachers. Zilli and Zahoor (2012) reported that female teachers possessed higher level of organizational commitment than their male counterparts.

Despite the plethora of research already conducted on organizational commitment, there have been many discrepancies in both the way commitment has been conceptualized and defined. Additionally, the context of work and the culture of the profession might have different influences on employee commitment and thus, there is a need to examine commitment for the teachers. The literature reveals that teacher’s commitment to the organization or lack of thereof has a variety of important organizational consequences. Also, the literature indicates that teachers with strong commitment to the organization work harder at their jobs and perform better than those with lower levels of commitment. So, there is a need to strengthen the organizational commitment of teachers by motivating them and providing them better working conditions so as to channelize their capabilities.

1.2 JOB SATISFACTION

Today skilled persons with high and improved quality are of paramount importance for the nation’s economic growth and development. The World Bank has argued that the higher academic performance is promoted by evaluating the quality of teaching and research and the quality of teaching mainly depends on the teachers. Thus, the teachers in the emerging economy have a very vital role to play in the social reconstruction and transmission of wisdom, knowledge and experience from one generation to another. The progress and future of education, its equality and ideals will depend on how and why the students are educated. The quality of their education
depends upon the competence, dedication and quality of teachers. It is not the brick and mortar of the classroom, but the dialogues, rapport and interactions supported by the deeds, between the learners and the teachers which can make or mar the destiny of the youngsters and in turn that of the nation. The committed and satisfied teachers can prepare skilled individuals and the commitment and dedication of teachers depends upon their job satisfaction.

Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual with his or her job. While working in an organization, people develop a set of attitudes about the work, supervision, co-workers and working conditions. This set of attitudes is referred to as job satisfaction. According to Locke (1976), job satisfaction may be defined as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience. Job satisfaction expresses the degree of congruence between one’s expectations of the reality that the job provides (Davis, 1981). Spector (1997) defined job satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Therefore, job satisfaction is the extent to which a person derives pleasure from a job. In other words, job satisfaction is the favorableness or unfavourableness with which the employees view their work; it is a result of fit between job requirements and the expectations of the employees. It expresses the extent of match between the employees’ expectations from the job and the rewards that the job provides.

Job satisfaction reflects an employee’s overall assessment of their job particularly their emotions, behaviour and attitudes about their work experience. Ultimately it is a general attitude resulting from many attitudes in three areas: specific job factors, individual adjustment and group relationship. The happier the people are within their job the more satisfied they are said to be. One of the surest ways for deteriorating conditions in an organization is low job satisfaction whereas high job satisfaction is the hallmark of a well-managed organization and is fundamentally the result of effective behavioral management. Greater job satisfaction is likely to lead eventually to more effective functioning of the individual and the organization as a whole. In fact, working life is to be evaluated not simply in terms of the amount of goods turned out, the productive efficiency and the profit it brings but the level
satisfaction that the participants derive from it. Job satisfaction definitely promotes happiness, success and efficiency in one’s professional activity wherein organizational commitment helps in developing a happy and congenial working atmosphere in the workplace.

The difference in a broad spectrum of views regarding job satisfaction seems to be caused firstly, by the varying nature of jobs that individuals perform; secondly by the attempts to conceptualize job satisfaction in a variety of ways by different disciplines like psychology, sociology, education and management etc., and finally, the variety of methods employed by various researchers to study job satisfaction. It is widely accepted as psychological aspect of effective functioning in any profession. The credit of this thought goes to Hoppock (1935) who commented that there were many opinions about job satisfaction but there were a few studies undertaken in this regard. He conceptualized job satisfaction as the combination of psychological, physiological and environmental circumstances that cause a person truthfully to say, “I am satisfied with my job”. Thus, job satisfaction is the favorableness with which employee view their work.

One of the biggest preludes to the theory of job satisfaction comes from the Hawthorne studies. These studies (1924-1933), primarily credited to the Elton Mayo of the Harvard Business School, sought to find the effects of various conditions on the workers productivity. These studies ultimately showed that novel changes in work conditions temporarily increases productivity (called the Hawthorne effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for different purposes other than pay, which paved the way for the researchers to investigate other factors in job satisfaction. The Era of Scientific Management (Tayolrism) also had a significant impact on the study of job satisfaction. F.W. Taylor (1911) in his book, ‘Principles of Scientific Management’ argued that there was a single best way to perform any given task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labour and piece of work towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by the industries greatly increased the productivity because the workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction.
The sources of job satisfaction and dissatisfaction may vary from individual to individual. Generally speaking, mentally challenging work that an individual can successfully accomplish is satisfying. Rewards that are equitable and that offer accurate feedback for performance may keep the person glued to job and the organization. Working conditions that encourage goal accomplishment, likewise, are satisfying. Individuals, again, will be satisfied with organizations that have policies and procedures designed to help them attain rewards (F.J. Landy). According to V.S.P Rao, the sources of job satisfaction can be categorized into seven sources which have been illustrated in Fig.1.4. Firstly, the work itself is the major source of job satisfaction. It involves the extent to which the job offers the individual with interesting tasks, opportunities for learning and the chance to accept responsibility and job content factors such as...
recognition, responsibility, achievement etc. The amount of financial remuneration that is received often referred to as pay plays an important role in influencing job satisfaction.

The employees want a pay system which is simple, fair and in line with their expectations. When pay is seen as fair, based on job demands, individual skills level and community pay standards, satisfaction is likely to result. Promotion opportunities seem to have a varying effect on job satisfaction includes chances for career growth and advancements in hierarchy. Perceived quality of supervision is another important source of job satisfaction. Employee-centred supervisory style enhances a great deal of job satisfaction as the leader looks after the subordinates carefully and displays friendship, warmth, respect towards them. The degree to which the fellow workers are technically proficient and socially supportive also determines the job satisfaction to a great extent. The amount of satisfaction an individual derives from his association with the work group depends, to a large extent on the relationship with the group members and also his own need for affiliation. Working conditions that are compatible with an employee’s physical comfort and that facilitate doing a good job contribute to job satisfaction. Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of work place and adequate tools and equipments are the features which affect job satisfaction. The occupational level is also an important source of job satisfaction because most of the employees crave intellectual challenges on jobs. They tend to prefer being given opportunities to use their skills and abilities and being offered a variety of tasks, freedom and feedback on how well they are doing. These characteristics make jobs mentally challenging.

A complex array of factors also affect job satisfaction among teachers. These factors can be categorized as intrinsic, extrinsic and demographic factors as depicted in Fig. 1.5. Intrinsic sources originate from within the individual and have psychological value. Such type of satisfaction is essentially self-administered. Autonomy (that is, independence such as the ability to choose one’s own work pace) is one of the sources of intrinsic satisfaction. Intrinsic satisfactions to the teachers come from classroom activities. The daily interactions with the students inform teacher’s feelings about whether or not students have learned something as a result of their teaching. Student
characteristics and perceptions of teacher control over the classroom environment also are the intrinsic factors affecting teacher satisfaction (Lee, Dedrick and Smith, 1991). The intrinsic factors play a significant role in motivating individuals to enter the teaching profession because they enjoy teaching and want to work with young people.

The extrinsic sources of satisfaction originate from outside the individual; they come from his or her environment. The forces beyond the individual’s control determine the frequency and magnitude of extrinsic sources of satisfaction. Working conditions and opportunities to interact with the co-workers are sources of extrinsic satisfaction, as are job security and fringe benefits. A variety of extrinsic factors have been associated with teacher satisfaction including salary, perceived support from administrators, school safety and availability of school resources, among others (Bobbit et al, 1994). However while intrinsic forces may motivate people to become teachers, extrinsic conditions can influence their job satisfaction and their desire to remain in teaching throughout their career. In addition to the above two factors, the demographic factors such as the personality, level of formal education, intelligence and abilities, age, marital status and orientation to the work also play a significant role in determining the job satisfaction of teachers.

Every profession has certain aspects conducive for job satisfaction. At the same time, it has other aspects that lead to dissatisfaction. Teaching profession is not an exception. It is impossible to isolate the factors of dissatisfaction but attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession. Until and unless a teacher derives satisfaction he cannot initiate desirable outcomes to cater to the needs of the society as well as to live up to the expectations of the organization also. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession and it is suicidal if it occurs in the teaching profession as cautioned by the Education Commission (1964-66). It is however strange to know that whereas job satisfaction of teachers has remained a major research area in education, it is a disturbing fact that teachers are found dissatisfied with their jobs.
Fig 1.5: Factors Affecting Job Satisfaction
Job satisfaction among school teachers has been considered as a vital factor for the improvement of the education system and thus has got an unshakeable place in educational researches. Fresko, Kfir and Nasser (1997) conducted a study which indicated that only job satisfaction could directly predict commitment. Gupta and Jain (2003) reported that a variety of factors such as salary, security, physical conditions, promotion, recognition etc. influence job satisfaction. Feather and Rauter (2004) found that organizational commitment and job satisfaction have a positive relationship among teachers. The findings also revealed that working conditions which yield positive work experiences normally will produce positive results such as maximum job satisfaction and higher organizational commitment. Kumar and Patnaik (2004) reported that job satisfaction and attitude towards work are highly correlated. Jain and Pratibha (2006) concluded that more committed employees with perceived conducive climate in the organization were found to be more satisfied with their jobs in comparison to less committed employees with perceived non-conducive climate.

Jamal, Hasan and Raheem (2007) reported that job satisfaction was positively correlated with organizational commitment. Ishwara and Laxmana (2008) explored that the majority of teachers were found to be dissatisfied about various aspects of their job. The highest aspects of job satisfaction were found to be the work itself, pay, recognition for good work, creativity, responsibility, professional growth, working condition and job security. Gopalkrishnan (2009) in his study revealed that teachers were satisfied with principal, parents and students, physical facilities, self-esteem and co-teachers and they were dissatisfied with salary and fringe benefits, opportunity for achievement, academic policies, management and job security. Khan and Kord (2009) revealed a significant correlation between job satisfaction and organizational commitment. Kaur and Sidana (2011) found that level of job satisfaction of male teachers was greater than their female counterparts. Sridevi (2011) indicated that there were no significant difference in job satisfaction among the teachers with respect to their gender, locale and type of institution. Gupta, Pasrija and Bansal (2012) reported that female teachers were more satisfied than their male counterparts and more experienced teachers, teachers belonging to rural areas had better job satisfaction than their counterparts. Nagar (2012) concluded that greater job satisfaction among teachers also leads to increased organizational commitment.
Teacher’s job satisfaction is one of the key factors in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the human resources of an organization is evaluated. A teacher, who is happy with his job, plays a pivotal role in the upliftment of the society whereas a dissatisfied teacher can become irritable and may create tensions which can affect the student’s learning process and consequently their academic growth. The well-adjusted and satisfied teacher can contribute a lot to the well being of his/ her pupils. Thus, the study of job satisfaction of teachers will be helpful in identifying and categorizing the conditions and factors that lead to their job satisfaction or dissatisfaction. Besides, one could reinforce conditions that make work more satisfying and fulfilling instead of dull and disappointing.

1.3 WORK MOTIVATION

The relationship between a person and his or her work is a basic element of social life. The drastic changes in this relationship can constitute a revolution. It has been suggested that so far there have been two such revolutions—the first with the advent of machine power (replacing people with machines in the 19th century) and the second with the information explosion through computers. The third revolution that is taking place now is that of the humanization of work. The terms ‘humanization of work’, ‘industrial democracy’, ‘quality of work life’ and ‘participative work’ are interchangeably used to define the same concept, the core concept of being the value of treating the worker as human being, improving his or her work environment and emphasizing his or her involvement in work-related decisions.

Work has become a highly complex phenomenon in the present state of technological development. Work may be a task, a duty or an accomplishment. It may be mental, physical or both. Its end product is often evaluated differently by different people. In other words, work takes on different shades of meaning and most important is the intrinsic meaning that it has for the individual performer and for the group with whom he identifies. Men work for various reasons. To produce, to create, to earn money are some of the reasons that make the individuals to work. Regardless of its meaning work cannot be considered apart from the individual's motivation who performs it.
Motivation is a basic psychological process. It refers to the force within the person that affects direction, intensity and persistence of voluntary behaviour. Luthans (1998) asserted that motivation is the process that arouses, energizes, directs and sustains behaviour and performance. That is, it is the process of stimulating the people to action and achieve a desired task. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 1999). To Olajide (2000), "it is goal-directed, and therefore cannot be outside the goals of any organization whether public, private or non-profit". According to Hellriegel, Slocum and Woodman (2001) motivation represents the forces acting or within a person that cause the person to behave in a specific, goal-directed manner. Thus, motivation is the result of the interaction of the individual and the situation. In other words, it is a positive drive that forces a person to reach the goal.

Motivation to work is a human state where competence to work and will to work fuse together. In absence of one other does not produce results. It is the ultimate test of effectiveness of almost every organization because it is directly related to the results achieved. According to Pinder (2008), “Work motivation is a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior and to determine its behavior, and to determine its form, direction, intensity, and duration”. In the words of Jennifer Vanbaren (2010), work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly and well. It can also be defined as the willingness to exert high levels of efforts towards the organizational goals conditioned by the ability to satisfy some individual need.

Every employer wishes to hire positively motivated people who want to work and will continue to try hard throughout the total period of employment Motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence), towards a particular goal (direction). Even when people have clear work objectives, the right skills and a supportive work environment, they must have sufficient motivation to achieve work objectives. Because the work motives of employees affect their productivity; one of management’s jobs is to channelize employee motivation effectively towards achieving organizational goals. In other words, motivation is the key to success in any organization. By executing the correct motivational action, an organization can essentially operate smoothly and efficiently. However, a mistaken use of motivation in an organization can lead to a much different outcome.
Fig 1.6: The Motivation Process

Motivation in simple terms may be understood as the set of forces that cause people to behave in certain ways. The process of motivation (as shown in Fig. 1.6) begins with the individual needs which induce a human being to expand energy in the pursuit of the goals. In this manner, human energy is directed towards the realization of the goals. The realization of goals produces satisfaction and relieves tension. This re-energizes the individual and leads him to formulate new goals. The new goals lead to new desires and wishes and the process continues. If the desired goal is not realized, an individual becomes dissatisfied. This causes tension but it can also re-energize an individual. In the latter case, goals are strengthened and the individual tries to realize the goal. If the goal is not realized, there are two possibilities: one is that the goal displacement occurs, which leads to formation of alternative goals and the second is that the entirely new goals are formulated. Thus, motive determines the behaviour and behaviour leads to the realization of goals.

There are three types of forces which generally influence work motivation: (i) forces operating within and individual, (ii) forces operating within the organization (iii) forces operating in the environment which have also been shown in the Fig.1.7. The forces operating within an individual are one of the major determinants of work motivation. The human needs are both numerous and complex. Some of these needs cannot be described and identified because people hide their real needs under the cover of socially accepted behavior. Further, each person is different and a variety of items may prove to be motivating depending upon the needs of the individual, the situation the individual is in and what rewards the individual expects for the work done. It is the duty of the leader to match individual needs and expectations to the type of rewards available in the job setting.

As far as the organizational forces are concerned, the climate in the organization must be conducive to human performance. The climate plays an important role in determining the worker’s motivation which in turn is determined by a number of variables such as its leadership style, autonomy enjoyed by the members, growth prospects, emotional support from members, reward structure etc. The third determinant is the force acting in the environment. A worker does not live in two separate worlds, one inside the workplace and the other outside of it. The troubles and pleasures of off-
the-job life cannot be put aside when reporting for the work in the morning, nor can the company matters be dropped when returning home after work. The on-the-job and off-the-job experiences are inextricably interwoven and cannot be separated into water-tight compartments. The culture, norms, customs, images and attributes accorded by the society to particular jobs, professions and the worker’s home life play an important role in determining the motivation level of the individuals.

![Diagram of Determinants of Work Motivation]

**Fig 1.7: Determinants of Work Motivation**


Work motivation has emerged as one of the important organizational behaviour that affects performance at work. During past two decades extensive empirical research has been done to understand the implications of motivation at work place. The interest in work motivation among the psychologists and other behavioural scientists who study organizations has escalated dramatically as well (Katzell and Thompson, 1990). There are obvious reasons for it; firstly the dwindling productivity of organizations, secondly demographic changes seem to have accentuated the need for innovative approaches to developing and detaining valuable human resources. As a matter of fact work motivation may be viewed as a broad construct pertaining to the conditions and processes that account for the arousal, direction, magnitude, and maintenance of effort in a person’s job.
Based on these researches, work motivation can be thought of at three levels. First it is essential for an organization to understand the needs of the employees, their perception of the goal setting process in the organization and their expectancy about being rewarded for their efforts. If they feel that they perform well but are rewarded poorly, their motivation will be very low. In that case, the organization may do something to raise expectancy and examine why expectancy is low. The second level of work motivation is the employees’ devotion to the organization. An organization which is able to increase achievement and self-actualisation motivation among its employees will have more committed employees. The third level of motivation is the work satisfaction which works as a feedback or an incentive to the individual. It has been noted that the organizational setting, the nature of job, the interpersonal relations at work-place, the employees’ needs, the organizational climate, reward and personal policies etc. are likely to affect the employee’s work motivation. This kind of work satisfaction, which is the basis of people’s commitment to the organization can come about if attention is paid to both organizational factors and to the understanding of individual employees. Thus, motivation results from the interaction of the individual with the organization through a role. So, all the three elements are important for planning the management of motivation- the organization, the role (the job) and the individual.

Work motivation also helps the employer in understanding the behavior of an employee. It interacts with and acts in conjunction with other mediating processes and the environment but it cannot be seen. It is hypothetical construct which helps in explaining the behaviour though it cannot be equated with behavior. Certainly individuals differ in their basic motivational drive. It has also been established that employee's motivation changes from one occasion to another. In an organization, when an employee is doing a good job or production is increased by him, he must be rewarded with respect to his needs. The individual may be motivated by more than one need at a time, and unless we recognize the part played by each one we cannot properly understand his behaviour. So, in a workplace the manager or supervisor has to know the needs or drives of individual and motivate him according to it. Educational organizations like schools, colleges and universities need highly motivated teachers so
as to attain their goals and produce good citizens. It is one of the several factors that go into a teacher's performance. It includes the factors that cause, channelize and sustain the behaviour of teachers in a particular committed direction. The researchers assume that motivation among teachers is in short supply and in need of periodic replenishment. Thus, if it is known that what drives the teacher, it will help in understanding their work behaviour. Their efficiency in working will lead to the progress of school which in turn will enhance their commitment to school and job satisfaction. To summarize, motivation acts as a powerful tool in educational institutions which may lead to increased efficiency of teachers.

There may be several reasons which motivate the teachers to do their work efficiently. Money is not the only motivator. There are other incentives which can also serve as motivators. For instance, Srivastava and Krishna (1994) indicated that the 'need for achievement' and 'self-control' were the most dominant motivating forces for male as well as female teachers whereas the 'monetary gain' was the least effective motivator for them. Similarly, Patel and Rao (2005) examined the determinants of teachers’ work motivation and found that among these factors individual ability of teachers, concern of head of school for administrative efficiency, internal school environment and supportive classroom environment were correlated with teacher motivation and their performance. Similarly, opportunity for reward and recognition were found to have higher positive correlation with teacher motivation whereas the current compensation package for teachers was found to be negatively correlated with the motivation of the teacher.

Motivation is a unifying concept for the human relations and is considered as one of the determinants of organizational commitment and job satisfaction. Though there is a paucity of researches on work motivation but there are some studies which evince that it is an important correlate of organizational commitment. Mittal (1992) revealed a positive and significant correlation between work motivation and job satisfaction. However, the male teachers were found to be more motivated in their jobs as compared to the female teachers. Pathak (1994) reported that work motivation was influenced by occupational level and job involvement and work motivation were positively and significantly correlated in the organization. Lindholm (1997) indicated
that the teachers reported significantly lower incentives for accomplishment and recognition and significantly higher affiliation incentives. Khan (2001) reported that there was no significant difference in the work motivation of teachers with respect to their gender, type of school and age groups. Mathew (2003) found that teachers having high work values were more committed to the organization. Smart (2003) reported that working conditions are the most important predictor of organizational commitment followed by gender, salary and qualification. Ayeni and Popoola (2007) revealed that correlation existed between work motivation, job satisfaction and commitment although correlation between motivation and commitment was negative. However, Sharma, Gajraj and Sharma (2007) found a positive but low relationship between work motivation and organizational commitment.

Chen (2007) reported that the external rewards and commendations were also effective in stimulating the teachers’ work motivation. Kumar, Udayasuriyan and Vimala (2008) reported significant differences in work motivation based on the demographic variables such as age, gender, experience in the present organization, marital status and monthly income. Nor, Roslan and Mahyuddin (2009) suggested that there is much to be done to increase teachers’ organizational commitment and work motivation and teachers’ work load was the main factor that needed improvement. Hadi and Adil (2010) concluded that the job characteristics such as skill variety, task significance and task identity were the positive correlates of work motivation. Wagner and French (2010) indicated that the three facets of work satisfaction: supervisor support, nature of work itself and co-workers, relations were the significant predictors of intrinsic interest in the professional development of teachers. Bal and Visser (2011) reported that organizational support and change of work role were positively related to work motivation of the teachers. Dombrovskis, Guseva and Murasovs (2011) concluded that the motives of work satisfaction and social status were found to occupy the lowest position in the work motivation structure.

Teaching is an important area which influences the younger students during their early formative years and therefore the question of the teachers’ work motivation shall be receiving due importance. Thus, the motivation of teachers for improving their performance and in turn improving the quality and performance of school system has
been recognized in our country and has been receiving serious attention. Also, several measures have been taken to improve the status and conditions of teachers to achieve improvements in the school system. While there has been significant enhancement in the monetary benefits to teachers, very little improvement in the school system is visible. In this context, a consensus is emerging about understanding the motivational factors, mechanisms and processes which influence teacher’s motivation and their performance. Such understanding can lead to identification of monetary and non-monetary inputs having significant influence on motivation and performance of teachers and when carefully managed and implemented could lead to visible improvement in the quality and performance of schools and their outputs.

1.4 RATIONALE OF THE STUDY

India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have made towards the massive expansion of educational facilities in the country. In absolute terms, the educational system created in the country is vast when viewed in respect of the number of institutions, students and teachers and the variety of educational activity. However, effective utilization and success of educational set-up to produce quality output has been a subject matter of concern. Several commissions and committees, who examined the functioning of educational set-up in the country, have expressed concern about the quality, commitment, motivation and job satisfaction of teachers towards an overall improvement of the education system.

It may be relevant to mention that in the present scenario of education in our country one comes across candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be teacher’s organizational commitment, job satisfaction and work motivation.
The educational organizations such as schools need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. Organizational commitment is critical in retaining and attracting well-qualified teachers. The teachers who are not committed to their workplace are likely to put less effort in the classroom as compared to the teachers with high level of commitment. This would adversely affect student learning and achievement in particular and standard of education in the country in general. Moreover, high turnover among teachers especially when good teachers quit, can have high costs and implications for the education system. This is because good quality teachers take with them their research, teaching skills and experience. Other costs include the time involved in recruitment, selection and training of new faculty; advertising expenses and increased workloads for existing faculty.

Satisfaction with job has been found to be a significant determinant of teacher's organizational commitment and in turn, a contributor to school effectiveness. Unless the teachers are satisfied they will not be committed to their organization i.e. the school. Thus, job satisfaction affects the teacher's organizational commitment to a great extent. In this context, it may be appropriate to mention that man’s ability to perform skilled tasks is affected by practice and by the degree to which he is motivated. While the teachers are selected on the basis of their qualification, training and experience, it could be inferred that the difference in performance of different teachers is related to their motivational level. In the past, influence of motivation on performance has been studied intensively in the field of psychology and organizational behaviour. However, the studies have been limited to industrial workers and the people in knowledge-related activities like teachers, researchers and those in similar other activities have largely remained untouched by these efforts. In order to make the teachers satisfied and committed to their job, there is a need for strong and effective motivation at the various levels of school teaching i.e. primary, secondary, senior secondary etc. Likewise job satisfaction, motivation is one of the several factors that accounts for a teacher's commitment towards the organization. In other words, motivation is the key to success in any organization and is one of the important determinants of organizational commitment of teachers.
Lastly, most of the researches on organizational commitment have been done by industrial-organizational and occupational psychologists. A very little amount of research on organizational commitment has been conducted within educational settings. Additionally, the review of literature indicated that a number of investigations have been made to study the job satisfaction of teachers at different levels of teaching. But the area of teacher’s organizational commitment and work motivation has been almost neglected and thus needs to be explored. Further in Indian context, only a few studies have been carried out on motivation of teachers. Thus, the lack of researches in the present area motivated the researcher to take up the present topic and to study the effect of job satisfaction and work motivation on organizational commitment of the teachers. Therefore, a comprehensive view of organizational commitment, job satisfaction and work motivation of teachers is extremely important as it will lead to qualitative improvement in education system.

1.5 STATEMENT OF THE PROBLEM

Organizational Commitment in relation to Job Satisfaction and Work Motivation of Secondary School Teachers Working in Different Types of Schools

1.6 OPERATIONAL DEFINITIONS OF THE TERMS USED

Organizational Commitment

Organizational commitment is an individual’s psychological bond to the organization including a sense of job-involvement, loyalty and a belief in the values of the organization.

Job Satisfaction

Job satisfaction is the combination of psychological, physiological and environmental circumstances that cause a person truthfully to say, “I am satisfied with my job”. In the present study, it has been measured through the eight different aspects such as intrinsic aspect of the job; salary, promotional avenues and service conditions; physical facilities; institutional plans and policies satisfaction with the authorities;
satisfaction with social status and family welfare; rapport with the students and relationship with the co-workers.

**Work Motivation**

Work may be defined as a task, duty or accomplishment. Motivation to work is a human state where competence to work and "will to work" fuse together. Work motivation in the present study refers to the process, which is used to encourage and inspire teachers to perform their jobs efficiently and also to initiate work-related behavior among them.

**Type of Schools**

The schools can be classified into various types like government or private schools, residential or non-residential schools, state board or C.B.S.E. affiliated schools and single sex or co-educational schools. Out of these different types, the present study was conducted on the secondary school teachers working in government and private schools affiliated to Haryana Board of School Education (HBSE).

**Gender**

The word gender is commonly used for different sexes such as male and female, boys and girls etc. In the present study, it refers to the male and female secondary school teachers.

**Teaching Experience**

It refers to the experience gained by a teacher while teaching in a school after attaining the pre-service training. In the present study, the teachers having more than five years of teaching experience are labeled as more experienced teachers and those having a teaching experience of less than five years have been considered as the less experienced teachers.

1.7 **VARIABLES INVOLVED**

1. **Dependent Variable:** The dependent variable in this study is Organizational Commitment.
2. **Independent Variables:**
   - (a) Job Satisfaction
   - (b) Work Motivation
   - (c) Type of Schools
   - (d) Gender
   - (e) Teaching Experience

1.8 **OBJECTIVES OF THE STUDY**

The present study asserts to meet the following objectives:

A. **Objectives related to Organizational Commitment of Teachers with respect to Type of Schools, Job Satisfaction and Gender**

1. To study the effect of (a) type of schools, (b) job satisfaction, and (c) gender on organizational commitment of secondary school teachers.
2. To study the interaction effect of (a) type of schools and job satisfaction; (b) job satisfaction and gender; and (c) type of schools and gender; on organizational commitment of secondary school teachers.
3. To find out the interaction effect of type of schools, job satisfaction and gender on organizational commitment of secondary school teachers.

B. **Objectives related to Organizational Commitment of Teachers with respect to Type of Schools, Work Motivation and Gender**

4. To study the effect of (a) type of schools, (b) work motivation, and (c) gender on organizational commitment of secondary school teachers.
5. To study the interaction effect of (a) type of schools and work motivation; (b) work motivation and gender; and (c) type of schools and gender; on organizational commitment of secondary school teachers.
6. To find out the interaction effect of type of schools, work motivation and gender on organizational commitment of secondary school teachers.

C. **Objectives related to Organizational Commitment of Teachers with respect to Type of Schools, Job Satisfaction and Teaching Experience**

7. To study the effect of (a) type of schools, (b) job satisfaction, and (c) teaching experience on organizational commitment of secondary school teachers.
8. To study the interaction effect of (a) type of schools and job satisfaction; (b) job satisfaction and teaching experience; and (c) type of schools and teaching experience; on organizational commitment of secondary school teachers.

9. To find out the interaction effect of type of schools, job satisfaction and teaching experience on organizational commitment of secondary school teachers.

D. Objectives related to Organizational Commitment of Teachers with respect to Type of Schools, Work Motivation and Teaching Experience

10. To study the effect of (a) type of schools, (b) work motivation, and (c) teaching experience on organizational commitment of secondary school teachers.

11. To study the interaction effect of (a) type of schools and work motivation; (b) work motivation and teaching experience; and (c) type of schools and teaching experience; on organizational commitment of secondary school teachers.

12. To find out the interaction effect of type of schools, work motivation and teaching experience on organizational commitment of secondary school teachers.

1.9 HYPOTHESES OF THE STUDY

A. Hypotheses related to Organizational Commitment of Teachers with respect to Type of Schools, Job Satisfaction and Gender

H_o1 There exists no significant effect of (a) type of schools, (b) job satisfaction, and (c) gender on organizational commitment of secondary school teachers.

H_o2 There exists no significant interaction effect of (a) type of schools and job satisfaction; (b) job satisfaction and gender; and (c) type of schools and gender; on organizational commitment of secondary school teachers.

H_o3 There exists no significant interaction effect of type of schools, job satisfaction and gender on organizational commitment of secondary school teachers.

B. Hypotheses related to Organizational Commitment of Teachers with respect to Type of Schools, Work Motivation and Gender

H_o4 There exists no significant effect of (a) type of schools, (b) work motivation, and (c) gender on organizational commitment of secondary school teachers.
H₀₅ There exists no significant interaction effect of (a) type of schools and work motivation; (b) work motivation and gender; and (c) type of schools and gender; on organizational commitment of secondary school teachers.

H₀₆ There exists no significant interaction effect of type of schools, work motivation and gender on organizational commitment of secondary school teachers.

C. Hypotheses related to Organizational Commitment of Teachers with respect to Type of Schools, Job Satisfaction and Teaching Experience

H₀₇ There exists no significant effect of (a) type of schools, (b) job satisfaction, and (c) teaching experience on organizational commitment of secondary school teachers.

H₀₈ There exists no significant interaction effect of (a) type of schools and job satisfaction; (b) job satisfaction and teaching experience; and (c) type of schools and teaching experience; on organizational commitment of secondary school teachers.

H₀₉ There exists no significant interaction effect of type of schools, job satisfaction and teaching experience on organizational commitment of secondary school teachers.

D. Hypotheses related to Organizational Commitment of Teachers with respect to Type of Schools, Work Motivation and Teaching Experience

H₀₁₀ There exists no significant effect of (a) type of schools, (b) work motivation, and (c) teaching experience on organizational commitment of secondary school teachers.

H₀₁₁ There exists no significant interaction effect of (a) type of schools and work motivation; (b) work motivation and teaching experience; and (c) type of schools and teaching experience on organizational commitment of secondary school teachers.

H₀₁₂ There exists no significant interaction effect of type of schools, work motivation and teaching experience on organizational commitment of secondary school teachers.
1.10 DELIMITATIONS OF THE STUDY

Keeping in view the limitations of time and other resources available, the present study was delimited to the following aspects:

1. The present study was delimited to Rohtak Division of Haryana only.
2. The study was confined to secondary school teachers working in Rohtak, Jhajjar and Sonepat cities only.
3. The study was restricted only to government and private schools affiliated to Haryana Board of School Education (HBSE).
4. The present investigation was delimited to the study of only one dependent variable i.e. organizational commitment.

1.11 CHAPTERISATION SCHEME

The present study has been divided into six chapters. Out of the six Chapters, Chapter I is Introduction which includes Need of the Study, Variables Involved, Objectives, Hypotheses and Delimitations of the Study. The Chapter II is devoted to the Review of Related Literature. In chapter III, Design of the Study, Sample, Tools, Procedure and Statistical Techniques have been presented. The Chapter IV deals with the Analysis and Interpretation of the Data along with the Discussion of the Results. In Chapter V, the Findings, Educational Implications of the Study and Suggestions for Further Research have been presented. The Chapter VI is allocated to the Summary of the present study.