CHAPTER - II
REVIEW OF RELATED LITERATURE

One of the indispensable parts of the research is reviewing the literature. The review of related literature is a sort of formal training, which enables the researcher to understand the objectives and the corresponding hypotheses of the study. It acquaints the researcher with the current knowledge and serves as a pole star in delimiting and defining the problem. The most important reason for reviewing the literature is to know about the recommendations of the previous researchers for further researches, which they have listed in their studies. This step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. Essentially, review of related literature economizes time and energy of the researcher. Thus, the review of related literature is an essential aspect of research problem as it is a step of scientific method; it forms the foundation upon which all the future work is to be built. If we fail to acquire this formation of knowledge provided by the review of literature our work is likely to be shallow.

In the present research, the investigator has scanned and reported most of the relevant studies done in India and abroad in the field of organizational commitment, job satisfaction and work motivation of the teachers. Therefore, in order to prepare a base for defining the problem precisely, making interpretation of data meaningful and making comparisons among similar studies, the investigator studied the related literature extensively. The review provided an insight into various dimensions of the problem and related issues at different stages. In this attempt, the investigator was selective and reviewed researches, which had a direct bearing on the present study. The present chapter provides a thumbnail account of such studies, their ambit and outcomes. The available researches, which are directly and indirectly related to the present study, have been conveniently classified under the following three sections: The first section (2.1) deals with the research studies related to organizational commitment; the second section (2.2) includes the review of studies pertaining to job satisfaction; and the studies related to work motivation have been presented in the third section (2.3).
2.1 STUDIES RELATED TO ORGANIZATIONAL COMMITMENT

**Pedro and David (1986)** conducted a study, which sought to determine whether school systems’ organizational value orientation affects the teachers’ organizational commitment and job satisfaction. The findings revealed that the normative value of orientation was associated with diminished job satisfaction. Gender and experience were found to be factors influencing job satisfaction. It was also suggested that school systems need to develop personnel strategic policies to assist the teachers experiencing less job satisfaction.

**Pedro (1992)** made an attempt to study teachers’ organizational commitment and also examined the organizational conditions and individual features affecting it. The analyses suggested that organizational structure, collaboration climate, school orderly environment, encouragement for innovation, shared decision-making and frequency of supervision directly affected teachers’ organizational commitment. The most powerful predictor of organizational commitment was teachers’ motivation to learn and sense of efficacy. Also, the female teachers were reported to have higher commitment than their male counterparts and the years of experience was found to be negatively correlated with organizational commitment.

**Fresko, Kfir and Nasser (1997)** made an empirical investigation of a model to predict teacher commitment, as measured by the extent to which teachers expressed an unwillingness to change careers. The predictor variables included personal variables as well as job-related factors. Results indicated that only job satisfaction could directly predict commitment and other factors such as professional self-image, abilities, gender, job advancement and pupil grade level were indirectly related, generally through their relationship with satisfaction. Teaching experience was found to be unrelated to other variables in the model.

**Hawkins (1998)** explored the predictors of affective organizational commitment among high school principals. The stepwise multiple regression performed in the study indicated that 58 percent of the variation in affective commitment was explained by perceived fairness, organizational tenure, perceived organizational support and high school principal’s age. The findings revealed that perceived fairness was the most
powerful of the four variables that entered the regression equation whereas age explained the least amount of variance in affective organizational commitment. Gender and perceived autonomy were not significant enough to enter the stepwise multiple regression equation.

Elizur and Koslowsky (2001) examined the relationship between work values, gender and organizational commitment. A moderated regression analysis showed that work values especially the cognitive ones were positively related with commitment and the interaction of values with gender was also found to be a significant predictor of commitment.

Mishra and Srivastava (2001) tried to find out the moderating effect of the job stress on organizational commitment and job satisfaction relationship. The results of the study suggested that job stress had a moderating effect on the relationship of job satisfaction and organizational commitment. The multiple regression analysis revealed that more than 53 percent of the variance in organizational commitment was accounted by job satisfaction with the job, positive job perceptions and educational level.

Somech and Bogler (2002) conducted a study to examine the distinctive relationships of teacher professional and organizational commitment with participation in decision-making and with organizational citizenship behaviour (OCB). Firstly, whereas participation in the managerial domain was found to be positively associated with both the professional and the organizational commitment, participation in the technical domain was positively related with only teachers' professional commitment. Secondly, professional commitment was positively associated with OCB towards the student, whereas organizational commitment was positively associated with all three dimensions of OCB (towards the student, the team and the organization).

Maheshwari (2003) analyzed the views and opinions of secondary school teachers regarding the ways and means through which commitment may be inculcated and their suggestions for reforms and improvements in the overall system to inculcate commitment among them. The findings revealed that majority of teachers suggested that for increasing commitment school environment should be healthy. 41 percent respondents suggested that more salaries and other facilities might enhance commitment
among the teachers and 40.3 percent respondents were in the favour of motivation by the principals. The others suggestions included increased social recognition and prestige, disincentive to the non-committed teachers, participation in decision-making and curriculum construction, qualitative improvement in the teaching-learning programme etc. The study also suggested reforms in the existing education system, social climate and management, teachers’ competencies and skills and social prestige of the teacher.

Mathew (2003) studied the organizational commitment of teachers in relation to work values, self-actualisation and leadership behaviour of the principals. The major objective was to investigate whether differences in work values, self-actualisation and leadership behaviour of principals would account for significant differences in the organizational commitment of the teachers. The study reported a significant and positive relationship between organizational commitment (all components) and work values, organizational commitment (affective and normative) and self-actualisation, organizational commitment (all components) and leadership behaviour of principals. The teachers having high work values were found to be more committed to the organization and the older teachers possessed more normative commitment than their counterparts.

Bogler and Somech (2004) undertook a study, which focussed on the relationship between teacher empowerment and teachers’ organizational commitment, professional commitment and organizational citizenship behaviour and examined which subscales of teacher empowerment can best predict these outcomes. The Pearson correlations and multiple regression analyses indicated that teachers' perceptions of their level of empowerment were significantly related to their feelings of commitment to the organization and to the profession and to their organizational citizenship behaviour. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and professional commitment while decision-making, self-efficacy and status emerged as the significant predictors of organizational citizenship behaviour.

Feather and Rauter (2004) studied organizational citizenship behaviour (OCB) in relation to job status, job security, organizational commitment and identification. It was
found that organizational commitment and job satisfaction had a positive relationship among permanent and temporary teachers. The contract teachers reported more job insecurity and more OCBs compared to the permanent teachers. The OCBs were positively related to perceived job insecurity and negatively related to opportunities to satisfy influence and skill-utilization work values for the contract teachers and positively related to organizational commitment, organizational identification and to opportunities to satisfy variety and skill-utilization work values for the permanent teachers. The findings revealed that working conditions which yielded positive work experiences normally were more likely to produce positive results such as maximum job satisfaction and good organizational commitment.

**Vashistha and Mishra (2004)** evaluated the relative contribution of social support and occupational stress to organizational commitment. The results revealed that social support and occupational stress significantly predicted the degree of organizational commitment. Among social support, appraisal support and belonging support, appraisal support explained the variance in organizational commitment to a large extent. Belonging support and low status were found to be the other variables which explained the variance in organizational commitment to some extent.

**Kumar and Patnaik (2004)** determined the organizational commitment, attitude towards work and job satisfaction of post-graduate teachers to explore the relationship of the organizational commitment with job satisfaction and attitude towards work. No significant differences were found related to sex, age group and teaching experience of the teachers, the mean scores revealed slight differences between male and female teachers below 40 years and above 12 years experience of teaching only in two factors i.e. job properties and organization policy and practices. The study revealed a moderate correlation between organizational commitment and job satisfaction, organizational commitment and attitude towards work whereas job satisfaction and attitude towards work were found to be highly correlated.

**Chughtai and Zafar (2006)** conducted a study on antecedents and consequences of organizational commitment among teachers. The purpose of the study was to determine if selected personal characteristics, facets of job satisfaction and two dimensions of
organizational justice (distributive justice and procedural justice) significantly explained the variance in the organizational commitment of teachers. The results indicated that the personal characteristics, facets of job satisfaction and two dimensions of organizational justice as a group were significantly related to organizational commitment of teachers. Individually, distributive justice and trust were found to be the strongest correlates of commitment. Moreover, commitment was found to be negatively correlated to turnover intentions and positively related to self-report measure of job performance.

**Jain and Pratibha (2006)** studied the relative efficacy of organizational commitment and organizational climate on job satisfaction of the employees of the different organizations. The major objective was to assess the impact of organizational commitment on job satisfaction of the employees of the various organizations. The findings of the study revealed 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.

**Nguni, Sleegers and Denessen (2006)** examined the effects of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behaviour. The regression analyses showed transformational leadership dimensions to have strong effects on teachers' job satisfaction, organizational commitment and organizational citizenship behaviour. The transformational leadership had significant add-on effects to transactional leadership in prediction of job satisfaction, organizational commitment and organizational citizenship behaviour. Job satisfaction was reported to be a mediator of the effects of transformational leadership on teachers' organizational commitment and organizational citizenship behaviour.

**Balay (2007)** investigated the relationship between different levels of organizational commitment (compliance, identification, internalization) of teachers and their different conflict management strategies (compromising, problem solving, forcing, yielding, avoiding). The study indicated that male teachers were more likely to experience commitment based on compliance and also were more likely to avoid conflicts than female teachers. It was revealed that as teachers became older, they were more likely to experience commitment based on internalization and on identification and they were
more likely to use problem solving conflict management strategies than those who were younger.

**Jamal, Hasan and Raheem (2007)** conducted a study on predictors of organizational commitment of secondary school teachers to know how organizational commitment is related with each of the factors i.e. teacher stress, job satisfaction, teacher morale and socio-emotional school climate for male and female teachers. The findings revealed that the teacher stress was negatively correlated with organizational climate implying that if the teachers are expected to be committed to their organizations, then they must be free from stress. Job satisfaction was found to be positively correlated with organizational commitment. Teacher morale and socio-emotional school climate were also found to be positively correlated with organizational commitment implying that if the morale of the teacher is high and the school provides good socio-emotional climate then the teachers will be more committed to their institutions where they are employed.

**Chan, Lau and Hogan (2008)** in their study tested a predictive and mediation model of teacher commitment. The teacher efficacy and sense of identification with school were hypothesized to mediate the relations of an individual antecedent (teaching experience) and two organizational antecedents (perceived organizational politics and reflective dialogue) to teacher commitment. Perceived organizational politics was found to be negatively related to teacher commitment, whereas reflective dialogue and teaching experience were positively related. Also, teacher efficacy and identification with school were reported to completely mediate the relations between the three antecedents and teacher commitment.

**Joolideh and Yeshodhara (2008)** compared the organizational commitment of high school teachers in India and Iran and studied the influence of teachers’ gender and types of school on organizational commitment of teachers. The study aimed to find out the difference in organizational commitment between male and female, government and private high school teachers in Bangalore and Sanadaj (Iran) together and separately. It was found that the female teachers had better organizational commitment than the male teachers. The results also reported that only in normative commitment significant difference was observed between government and private high school teachers.
Martin (2008) analyzed the dimensions and antecedents of the employee’s commitment and found links of economic and relational antecedents of the job with the dimensions of organizational commitment. The findings suggested that affective commitment was determined mainly by participation, flexibility and information exchange.

Sharma (2008) made a comparative analysis of the commitment among teachers with regard to some of their personal and academic variables such as age, gender, faculty, qualifications. The analyses of the data revealed that female and male teachers were equally committed and that age-wise differences produced no differences among the teachers. The science and arts teachers were found to be equally committed revealing that subject has no significant effect on the commitment of the teachers. It also reported a significant difference in commitment of teachers with regard to their qualifications and teachers with doctoral degree were found to be more committed than the teachers having post-graduate degree.

Sharma (2008) explored the personality and adjustment correlates of organizational commitment among the teachers. The study revealed the factors G, H, L, M and Q3 of 16 PF to be significant personality correlates of organizational commitment. Four of the adjustment scales namely home, health, emotional and occupational emerged as the significant adjustment correlates of organizational commitment. It was depicted that teachers temperamentally characterized as conscientious, rule-bound, venturesome, socially bold, trusting, adaptable, practical, regulated by external realities, controlled, high in self-concept control; and having home, health, emotional and occupational adjustment were more likely to be more committed to their organizations/institutions.

Tiwari and Mishra (2008) endeavoured to investigate the role of work stress and health in the prediction of organizational commitment. Work stress was found to be inversely related with affective, normative, continuance and overall commitment. Further illness was found to be negatively correlated with affective, normative, continuance and overall commitment. The affective, normative and overall commitment was predicted by stress related to physical condition and health (illness). Furthermore, short job tenure group showed higher level of commitment than the long job tenure group.
Henkin and Holliman (2009) studied the relationship between teachers’ organizational commitment and interpersonal conflicts beyond the classroom and innovations in schools. The study revealed that increments in experience in large was associated with organizational commitment and higher levels of interpersonal conflict were linked to the lower levels of commitment. Participation in activities beyond the classroom was found to be marginally related to commitment whereas it had a strong positive effect on teachers’ organizational commitment. Positive relationships among study variables were suggested for affective commitment as a proxy measure for decisions to leave the school.

Khan and Kord (2009) investigated the relationship of mental health, job satisfaction and organizational commitment among the employees. The results indicated a significant correlation between job satisfaction and organizational commitment but mental health was not significantly correlated with job satisfaction and organizational commitment. No significant differences were found between gender, education level, monthly salary and job tenure of the employees on the mean scores of affective, normative, continuance commitment and overall organizational commitment respectively. However, the older employees were found to be more satisfied than the younger employees.

Kumar and Giri (2009) studied the impact of age and experience of employees on their organizational commitment and job satisfaction. It was predicted that job satisfaction and organizational commitment differed significantly across the employees. The study reported that the aged employees had higher job satisfaction and organizational commitment, job satisfaction and organizational commitment also differed significantly based on work experience of employees such that higher the work experience of employees, higher was their job satisfaction and organizational commitment.

Misra, Ansari and Khan (2009) made a comparative study of organizational commitment and organizational health among public and private school teachers. The findings of the study revealed that public and private school teachers differed significantly on organizational commitment and organizational health. Further the private school teachers showed higher organizational commitment as compared to the
public school teachers and also private school teachers perceived better organizational health as compared to the public school teachers. Out of the three dimensions of organizational commitment both the groups differed on two dimensions namely affective and normative commitment and had a significant difference in the case of dimension of continuance commitment.

**Nammi and Nehzad (2009)** aimed to investigate the existence of relationships between components of psychological climate including autonomy, trust, pressure, cohesion, support, recognition, fairness and innovation of teachers’ commitment to school, teaching occupation and work group. Support was found for the existence of statistically significant relationship between psychological climate and components of organizational commitment. The results of the multiple regression analysis showed that trust, innovative support, fairness and recognition had a significant effect on explanation of variance of dimensions of organizational commitment.

**Sezgin (2009)** examined the relationship between teachers’ perception of organizational commitment and school health in Turkish primary schools. The results indicated that teacher compliance commitment was negatively related to both identification and internalization. The three dimensions of school health, institutional integrity, principal professional leadership and morale negatively predicted teacher commitment based on compliance. Professional leadership was found to be the only school health dimension that was significant in predicting identification commitment. Two dimensions of school health i.e. academic emphasis and resource support were not reported to be the significant predictors of the organizational commitment factors.

**Tamini and Khan (2009)** undertook a study to ascertain the relationship between job satisfaction, organizational commitment, personality type and self-concept. The results showed that organizational commitment and self-concept explained 21.5 percent of variance of job satisfaction in total sample. Organizational commitment was the first important predictor and self-concept and personality type were respectively the second and third predictor variables for job satisfaction. Also, organizational commitment and self-concept explained 10.2 percent of variance of job satisfaction. Altogether the results showed that organizational commitment was a significant predictor for job satisfaction.
satisfaction, but self-concept had low level relationship than organizational commitment and personality type was not a predictor for job satisfaction.

**Yahcouchi (2009)** investigated the employee’s perception of the prevalent leadership styles and their impact on organizational commitment. The impact of religion and gender on leadership style and organizational commitment was also examined. The study reported a positive relationship between transformational leadership and organizational commitment. A significant and curious difference in leadership perception and organizational commitment between religious communities was also noted.

**Hulpia and Devos (2010)** explored the relationship between distributed leadership and teachers' organizational commitment. The findings revealed differences in the leadership practices namely quality and distribution of leadership functions, social interaction, cooperation of the leadership team and participative decision-making influenced organizational commitment. The teachers were reported to be strongly committed to the school if the leaders were highly accessible, tackled problems efficiently or empowered teachers to participate, and frequently monitored teachers' daily practices.

**Hulpia, Davos and Keer (2010)** investigated the effect of cooperative leadership team, distributed leadership, participative decision-making and context variables on teachers’ organizational commitment. The analyses revealed that especially the presence of a cooperative leadership team and the amount of leadership support played a significantly positive key role in predicting teachers’ organizational commitment. Also, participative decision-making and distribution of the supportive leadership function had a significant positive impact on teachers’ organizational commitment. In contrast, distribution of the supervisory leadership function and teachers’ job experience had a significant negative impact. The study also indicated that 9 percent of the variance in teachers’ organizational commitment was attributable to the differences between schools.

**Ipek (2010)** in his study aimed to describe organizational culture and commitment and to predict organizational commitment from organizational culture in Turkish primary
schools. The primary school teachers were reported to perceive all four organizational culture dimensions at moderate levels, but they particularly perceived organizational commitment at internalization and identification levels. The results revealed that organizational commitment at compliance level was predicted from power and role cultures, while organizational commitment at identification and internalization levels was predicted from achievement and support cultures.

**Sharma (2010)** undertook a study to identify predominant decision-making style of principals as well as to examine its impact on organizational commitment among the teachers working under them. The study revealed that avoidant decision-making was predominantly followed by spontaneous decision-making and reflecting dependence on personal charisma. The dependent decision style also showed some impact on all the commitment types. It was also reported that the committed and satisfied teachers were normally the high performers who contributed towards the productivity of the organization.

**Aydin, Sarier and Uysal (2011)** studied the effect of gender on the organizational commitment of teachers. The findings indicated that the effect of gender was in the favour of males at the levels of identification and internalization and male teachers were more likely to adopt the norms and values of the organization easier than females. On the other hand, female teachers were found to possess the tendency of organizational commitment so as to carry on their acquisition.

**Cohen and Liu (2011)** examined the relationship between individual values, organizational and occupational commitment, organizational citizenship behavior (OCB) and in-role performance. It was reported that the individual values were related to all commitment forms but there was no clear distinction between the three dimensions of commitment (affective, continuance, and normative) and two-commitment focii (organizational and occupational) in terms of their relationships to different values. The findings suggested that both individual values and commitment are concepts that can increase our understanding of employees' behaviour in the workplace.

**Cokluk and Yilmaz (2010)** focussed on the relationship between teachers' organizational commitment and school administrators' leadership behaviour. The study
revealed a moderate positive relationship between the teachers' perceptions about organizational commitment and supportive leadership behaviour of school administrators but a moderate negative relationship was found between organizational commitment and directive leadership behaviour of school administrators.

Karadag, Baloglu and Cakir (2011) analyzed direct and indirect relations between school culture and the organizational commitment of primary school teachers. The findings indicated that although there was a positive correlation between school culture and organizational commitment, the direct effect of school culture on organizational commitment was not meaningful.

Kumari and Jafri (2011) conducted a study aimed at investigating the overall level of organizational commitment of male and female teachers of secondary schools. The female teachers were reported to have higher commitment level as compared to the male teachers. No significant differences were found in the levels of affective, normative and continuance commitment of male and female teachers working in the secondary schools. It also indicated that the overall percentage of organizational commitment of female teacher 59.04 was much higher than that of the male teachers who had only 40.95 as their overall organizational commitment level.

Mishra (2011) studied the teacher effectiveness, job satisfaction and organizational commitment among secondary school teachers. The major objective was to determine whether male and female teachers differed significantly with respect to their teacher effectiveness, job satisfaction and organizational commitment. The results indicated that teacher effectiveness, job satisfaction and organizational commitment were positively correlated with each other. No significant differences were found between the male and female teachers with respect to teacher effectiveness while on job satisfaction and organizational commitment they differed significantly.

Rekabdarkolaei (2011) examined structure of organizational commitment in relation to the teacher's organizational behaviour. The results showed the teachers' positive perceptions about organizational behaviour and organizational commitment and a meaningful relationship was found between the teachers' organizational behaviour and organizational commitment.
Sharif and Sulaiman (2011) explored the relationship between teachers' empowerment and their organizational commitment in rural secondary schools. The study indicated that in general, secondary school teachers in rural secondary schools possessed high levels of empowerment and organizational commitment. A positive and significant correlation between teachers' empowerment and organizational commitment was also reported.

Toreman, Karakus and Savas (2011) in their study determined the effect of staff empowerment on teachers' three dimensioned organizational commitment. According to the stepwise regression analyses results, "professional growth" and "impact" dimensions of personnel empowerment significantly predicted both the total score of organizational commitment and the dimensions of "affective and normative commitment". Also, "status" and "decision-making" dimensions of personnel empowerment significantly predicted the "continuance commitment" dimension. The findings showed the importance of personnel empowerment strategies on teachers' organizational commitment.

Anari (2012) investigated the relationship between emotional intelligence, job satisfaction and organizational commitment and examined the role of gender and age on the three variables. A positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment and between job satisfaction and organizational commitment was found. The study reported that there were no significant differences among high-school teachers of different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the females reported significantly higher emotional intelligence, but the results showed no age differences among the participants.

Khasawneh, Omari and Abu-Tineh (2012) determined the relationship between transformational leadership of school principals on teachers' organizational commitment. The findings indicated that a strong, positive and significant relationship existed between transformational leadership (overall) and the organizational
commitment dimension. Furthermore, the relationship between each component of transformational leadership and organizational commitment was found to be moderate, positive and significant.

**Zilli and Zahoor (2012)** conducted a study on organizational commitment among male and female teachers which mainly aimed at comparing their organizational commitment. It was hypothesized that female teachers would have greater affective, normative and continuance commitment as compared to male teachers. The data were analysed using descriptive and inferential statistics. The results revealed that the female teachers possessed significantly higher level of organizational commitment than their male counterparts.

### 2.2 STUDIES RELATED TO JOB SATISFACTION

**Khatoon and Hasan (2000)** probed the job satisfaction of secondary school teachers in relation to their religion. The findings revealed that the majority of teachers liked their jobs and female teachers had a greater degree of job satisfaction than the male teachers. The fresher teachers drawing less salary were more satisfied than their seniors who were experienced and drawing higher salaries. It was found that the teachers’ training influenced job satisfaction negatively whereas religion did not have any effect on the teachers’ job satisfaction.

**Shafeeq (2000)** aimed to determine the correlation between job satisfaction and adjustment of teachers and whether there exists any significant difference between mean scores of teachers on adjustment with high and low job satisfaction. The findings revealed that highly adjusted teachers had low job satisfaction and vice-versa. Though the relationship between adjustment and job satisfaction was found to be low and negative yet it indicated that high adjustment leads to low job satisfaction. It also revealed that adjustment did not play any significant role in job satisfaction of teachers.

**Panda (2001)** made a comparative study of attitude towards teaching profession and job satisfaction of teachers of Assam and Orissa. The study revealed that a significant percentage of teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was also found that more than 40 percent female, experienced, urban and rural teachers of Assam; and male, experienced teachers of Orissa were dissatisfied.
with their jobs. A significant and positive relationship between attitude towards teaching profession and job satisfaction of teachers of Assam and Orissa in general and their different categories except in case of male and female teachers in Assam was also observed.

Vyas (2002) studied the job satisfaction of school teachers with reference to sex, marital status and educational qualifications. The objective was to assess the job satisfaction of male and female married and unmarried teachers with higher and minimum educational qualification. The findings indicated that sex was not related to job satisfaction and married teachers possessed more positive towards job satisfaction than the unmarried teachers. Also, educational qualifications were not found to be related to job satisfaction of teachers.

Bhuyan and Choudhary (2003) determined the degree of job satisfaction of teachers with respect to sex, marital status, and location as well as experience and identified the factors responsible for job satisfaction of teachers. The teachers were found to be happy with revised pay scale, promotional aspects but were unhappy with academic environment of the institutions and the retirement benefits. No association was found between level of job satisfaction and sex, locality, marital status and experience of the teachers. The results revealed a significant difference in job satisfaction of male and female teachers; but there was no significant difference in job satisfaction between married and unmarried; between rural and urban and among experience of the teachers.

Choudhury (2003) made an attempt to determine the degree of correlation and to find out the significant differences among teachers on job satisfaction with respect to sex, marital status, location and experience. It was concluded that the teachers working in different institutions possessed the same degree of job satisfaction with respect to marital status, location and experience, except sex (male and female). No relationship was found in job satisfaction among male and female, more and less experienced, married and unmarried teachers working in different institutions.

Gupta and Jain (2003) undertook a study with the objective of comparing the job satisfaction between teachers working in government and private schools and to identify the factors influencing teachers to take up nursery teaching as a career. It was found that most of the teachers do not think of nursery school teaching as their career from the early school stage and hence do not purposely plan and prepare for it. A variety of factors such as salary, security, physical conditions, promotion, recognition etc. were reported to influence job satisfaction.
Shailaja (2003) examined locus of control and job involvement in relation to the job satisfaction of the teachers. The major objective of the study was to establish the relationship among locus of control, job involvement and job satisfaction. The results revealed that locus of control as a generalized expectancy for internal or external control of reinforcement was meaningfully related to job satisfaction. It showed clearly that job involvement influenced job satisfaction of teachers and a significant relationship existed between job involvement and job satisfaction of teachers.

Ali, Khan and Alam (2005) contemplated to ascertain the effect of locus of control, sex and marital status on job satisfaction. The results revealed that the internally group of teachers were found to be significantly more satisfied with their job than their externally controlled counterparts. The female teachers showed significantly greater degree of job satisfaction than the male teachers and married teachers were found to be significantly more satisfied with their job than unmarried counterparts.

Mary and Raj (2005) studied job satisfaction of government school teachers with respect to a) gender, b) medium of instruction, c) locality, d) educational qualifications, e) salary, f) subjects, g) type of schools, h) age, and i) experience. No significant difference was found in the job satisfaction of teachers with respect to the above said variables. It indicated that the job satisfaction of government school teachers of overall and at all levels in the region was not high and they possessed average level of job satisfaction. However, the mean scores revealed that the female teachers had average job satisfaction and medium of instruction, locality and religion contributed significantly to job satisfaction.

Sharma and Bansal (2005) focussed on the occupational stress pattern and its relation with job satisfaction in working women belonging to two service groups- school teachers and bank clerks. No significant difference was found between occupational stress patterns as a whole. Only one stressor, responsibility for persons was found to vary for the two groups. On the other hand, three out of twelve stressors i.e. low status, role conflict, unreasonable group and political pressure were found to be the predictor variables for job satisfaction in the study.

and internal-external control was found to be positive and statistically significant. The results showed that the mean stress score for permanent teachers was low as compared to temporary teachers however, their job satisfaction and coping score was higher as compared to temporary teachers. The permanent and temporary teachers differed significantly with respect to internal-external control as they had different job conditions.

**Manikandan and Jayan (2006)** examined the influence of age on job satisfaction, job involvement, organizational commitment and mental health of employees. It was reported that different age groups did not differ significantly with respect to job satisfaction and organizational commitment. Age was found to have a significant influence on the job satisfaction. Also, mental health status was significantly influenced but age of the employees that is the age groups showed a higher mean score as compared to the lower groups.

**Khaleque (2007)** conducted a study on teachers of higher education and their job satisfaction. The sample under study involved 120 teachers of both (male and female) of rural and urban areas. The results indicated that the level of job satisfaction among the teachers was not significant and the female teachers possessed higher degree of job satisfaction in average than that of male teachers in general.

**Neelkandan and Rajendran (2007)** conducted a study which aimed to find out the level of job satisfaction of employees in a public sector organization. The results revealed that employees differed in job satisfaction on the basis of marital status and years of service. The married employees possessed higher job satisfaction than the unmarried employees and the employees with a service of 16 years and above had higher job satisfaction than the employees with less than 5 years of service, 11-15 years of service and 6-10 years of service.

**Seenivasan (2007)** undertook a study to determine the job satisfaction of secondary school teachers. The job satisfaction of teachers was analyzed on the basis of the variables: age, sex, qualification, experience, spouse’s level of education, spouse’s employment and size of the family. The findings revealed that the teachers in general were satisfied with their jobs. All the teachers irrespective of their sex, qualification,
spouse’s level of education were satisfied with their job. The size of the family and experience of teachers did not have any effect on their overall job satisfaction. Further, it was found that the teachers in the age group of 30-40 and 40-50 were most satisfied groups and the teachers whose spouses were employed were satisfied with their jobs whereas all teachers whose spouses were not employed were not satisfied.

Singh and Bhardwaj (2007) evaluated the differential effect if any, of organizational hierarchies of employees on job satisfaction. The analyses of the data revealed that organizational hierarchies exerted differential effects on job satisfaction among the employees. The employees belonging to junior engineers’ group exhibited lowest job satisfaction whereas the class-III employees appeared as being much more satisfied with their job. Also, the employees belonging to junior engineers’ group exhibited lowest level of job satisfaction whereas the employees belonging to class-III feel more job satisfaction as compared to other two groups.

Singh (2007) studied the job satisfaction of teachers in relation to their attitude towards teaching. The objectives were to compare the job satisfaction of teachers with their attitude towards teaching and also to compare the job satisfaction of male and female teachers, with their attitude towards teaching. The job satisfaction was found to be positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teachers was also positively but not significantly related to their attitude towards teaching.

Ishwara and Laxmana (2008) investigated the correlates of job satisfaction among the teachers. 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. The study revealed a positive association between overall job satisfaction and specific job satisfaction. Organizational, individual and career factors also determined the level of job satisfaction of the teachers.

Kamboj (2008) tried to find out the relationship between job satisfaction and self-actualization of secondary school teachers. The findings indicated a positive and
significant correlation between job satisfaction and self-actualization of secondary school teachers. From the results, it was also inferred that the teachers who were more satisfied with their jobs were also found to be more self-actualized.

**Basu (2009)** investigated the impact of gender and marital status on job satisfaction of the secondary school teachers. The results exhibited that gender and marital status had a significant bearing on the job satisfaction of the teachers. While female teachers scored higher job satisfaction as compared to the male teachers, the mean scores of the unmarried teachers on job satisfaction was lower than those of the married teachers.

**Bhandari and Patil (2009)** carried out a study on job satisfaction among the women teachers. It was found that a few women teachers faced certain problems such as lack of coordination and cooperation in the workplace. Majority of these teachers were found to be satisfied with their work, job and salary and said that they had promotional opportunities in the teaching profession. Majority of women teachers acknowledged that they have got recognition for the job and work done. The study also revealed that 55.25% of the women teachers were fully satisfied with their job and work; and only about 41.69% of these women teachers revealed that they have got recognition and encouragement for the work done in their workplace.

**Chamundeswari and Vasanthi (2009)** studied job satisfaction and occupational commitment among teachers. The study aimed at finding if there was any significant difference in job satisfaction and occupational commitment among teachers. Significant differences were found in job satisfaction and occupational commitment between teachers in different categories of schools. The central board school teachers were significantly better in their commitment when compared to the matriculation board teachers. The study reported a significant and positive correlation between job satisfaction and occupational commitment.

**Gopalkrishnan (2009)** undertook a study aimed at identifying the factors that determine job satisfaction of teachers. It was found that job satisfaction was determined by the relationship and cordiality that existed between the principal and faculty members. The study revealed that while the teachers were satisfied with principal, parents and students, physical facilities, self-esteem and co-teachers, they were dissatisfied with salary and fringe benefits, opportunity for achievement, academic policies, management and job security.
Gujjar, Ahmed and Naoreen (2009) made a comparative study of job satisfaction of teachers of Bawalpur in Pakistan. The study revealed that female teachers were more satisfied than their male counterparts, permanent teachers were more satisfied than contractual teachers on different dimensions of the job satisfaction as well as on overall job satisfaction. It was found that designation wise secondary school teachers were more positive than the elementary school teachers on atmosphere of the institutions. Age wise the teachers belonging to the age group of 41-50 years was significantly positive than the age group of 20-30 years on relation with colleagues and experience wise the group having experience of 16-20 years was more positive than the group having experience of 1-5 years on relation with colleagues.

Gupta and Sahu (2009) probed organizational role stress and job satisfaction among the male and female teachers. The main objective was to find out the relationship between the organizational role stress and job satisfaction among vocational teachers. Results indicated that there were significant gender differences regarding job satisfaction only. Organizational role stress and job satisfaction were significantly and negatively correlated and this relationship was found to be significant for males as well as for females.

Gupta and Sahu (2009) studied job satisfaction as related to organizational role stress and locus of control among teachers. The major objective of the study was to find out the relationships of job satisfaction with organizational role stress and locus of control among vocational teachers and to find out the gender differences regarding these relationships. Results indicated that there was significant gender difference regarding job satisfaction only. Job satisfaction and organizational role stress were significantly and negatively correlated and this relationship was found significant for males as well as females. Job satisfaction and locus of control were found to be significantly and negatively correlated. However, a significant and positive relationship was found between locus of control and organizational role stress and this relationship was also found significant for males as well as for females.

Saveri (2009) explored the relationship between job satisfaction and life satisfaction among the teachers and also measured the extent of job satisfaction and life satisfaction among them. Significant differences were found between aided and government, rural and urban, married and unmarried school teachers in their extent of job satisfaction. The
study revealed a positive relationship between job satisfaction and life satisfaction and a significant association between job satisfaction and total number of years of teaching experience was also found. The majority of teachers exhibited a moderate level of job satisfaction and life satisfaction.

Sharma and Patnaik (2009) undertook a study of organizational health of elementary schools and job satisfaction of teachers with the objective to determine whether the status of organizational health of elementary schools and job satisfaction of teachers was satisfactory and whether there existed a positive relationship between organizational health and job satisfaction of elementary school teachers. The results indicated that the teachers of private schools were highly satisfied whereas the teachers of government schools were only above average in job satisfaction. A positive and substantial correlation was found between organizational health of schools and job satisfaction of teachers.

Singh (2009) made an attempt to find out the impact of leadership behaviour on teachers’ job satisfaction and pupils’ academic achievement. The study concluded that some dimensions of leadership behaviour played a significant role in pupils’ academic achievement also. It also revealed that leadership as a whole was significantly related to teachers’ job satisfaction as well as to pupils’ academic achievement and that all the dimensions of leadership behaviour were not the significant predictors of pupils’ academic achievement.

Akhtar and Naqvi (2010) made a comparative study of job satisfaction of public and private school teachers. It was hypothesized that there was no significant difference in job satisfaction between the teachers working in public and private schools. The data analysis was conducted through 't'-test and ANOVA which reported no significant difference between teacher's job satisfaction in public and private schools.

Brackett and Salovey (2010) studied the emotion-regulation ability, burnout, and job satisfaction among secondary school teachers. It also examined the mediating effects of affect and principal support on these outcomes. The emotion-regulation ability was found to be positively associated with positive affect, principal support, job satisfaction, and one component of burnout i.e. personal accomplishment. Two path models
demonstrated that both positive affect and principal support mediated independently the associations between emotion-regulation ability and both personal accomplishment and job satisfaction.

Neelkandan (2010) determined the level of job satisfaction of teachers in relation to organizational health of the schools. The study concluded that there was a significant relationship between the job satisfaction and organizational health of the school teachers. However, it also revealed that the teachers differed in job satisfaction in relation to the organizational health. Significant relationship was found between the job satisfaction and organizational health of male and female, rural and urban teachers.

Sharma (2010) examined the professional commitment of teachers in relation to their job satisfaction and gender differences. The objectives were to study the relationship between professional commitment and job satisfaction of teachers and to find the difference in the professional commitment due to gender differences. The study reported a positive and significant correlation between job satisfaction and professional commitment of the teachers whereas the professional commitment was found to be independent of the gender differences.

Sood (2010) explored the relationship between job satisfaction and role commitment level of teachers as well as certain selected background factors like gender and length of service of secondary school teachers. The findings revealed that the level of job satisfaction level of secondary school teachers had a positive significant effect on their role commitment and teachers with higher job satisfaction level exhibited significantly higher commitment towards teaching profession as compared to the teachers with either moderate or low job satisfaction level. Further, the teachers with an experience of 10 years and less possessed significantly higher commitment towards teaching profession in comparison to highly experienced teachers with total length of service of 15 years and more. Also, gender and teaching experience were found to have a significant combined influence on role commitment of secondary school teachers.

Fatimah and Halim (2011) undertook a study to examine the relationship between organizational justice and organizational citizenship behaviour with job satisfaction among secondary school teachers and identified effects of the dimensions of organizational justice and organizational citizenship on job satisfaction. The results showed significant relationship between organizational justice and job satisfaction,
organizational citizenship behaviour and job satisfaction. Organizational justice was found to have a positive significant relationship with job satisfaction where organizational citizenship behaviour acted as the moderator between the two variables.

Kaur and Sidana (2011) estimated and compared the level of job satisfaction of teachers according to gender, area of location and type of management. The study revealed that the level of job satisfaction of male teachers was higher than their female counterparts. Further, rural teachers were found to be more satisfied as compared to the urban teachers. It was reported that the government teachers were more satisfied than their counterparts working in government aided and private institutions whereas the teachers working in private institutions were more satisfied than those working government aided institutions.

Lam and Yan (2011) explored the job satisfaction and career development of beginning teachers. The beginning teachers were initially interviewed after graduation from the teacher training programme and then after gaining a two-year teaching experience. The school factors such as volume of non-teaching workload, equitability in the distribution of work, and professional autonomy were reported to influence the job satisfaction and teaching motivation of teachers significantly.

Mahmood and Haider (2011) investigated the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. Generally teachers were reported to be less satisfied with advancement, compensation supervision human-relation and working conditions. It was also revealed that the female teachers were more satisfied than their male counterparts and there was no significant difference between urban and rural teachers' job satisfaction.

Massey (2011) analyzed the difference in intensity of relationship between teacher freezing and job satisfaction of secondary school teachers. The study also aimed at investigating the effect of sex, experience and types of school on teacher freezing and job satisfaction. However, no significant effect of sex, experience and types of school on teacher freezing and job satisfaction was found. The findings revealed a significant intensity of relationship between teacher freezing and job satisfaction.

Menon and Athanasoula-Reppa (2011) examined the association between individual characteristics and teachers’ job satisfaction in secondary education in Cyprus. The use
of factor analysis resulted in the identification of the following seven factors which represent different aspects of job satisfaction: school climate, key stakeholders, support and training, participation in school management, student/school progress, professional development and employment terms. The experienced teachers reported significantly higher job satisfaction on two of the identified dimensions (key stakeholders and participation in school management). No significant differences between men and women on all dimensions of job satisfaction were found, pointing to the absence of a link between gender and job satisfaction.

Singh and Pal (2011) carried out a study of job satisfaction and teaching effectiveness of school teachers. The study aimed at estimating the general level of job satisfaction and teaching effectiveness of primary and upper school teachers and the correlation between these two variables. The general job satisfaction was found to be 70% among the respondents whereas effectiveness was higher (73.5%) as compared to the former. The study also reported a significantly higher correlation between job satisfaction and teaching effectiveness.

Sridevi (2011) in her study on job satisfaction investigated the significant difference in job satisfaction among the teachers with respect to their gender, locale and type of institution. The study revealed that the majority of the teachers expressed moderate level of job satisfaction and the teachers working in aided institutions were highly satisfied with their job than the teachers of unaided and government institutions. No significant differences were found in the job satisfaction of the teachers with respect to gender and length of service.

Bhayana (2012) studied the effect of gender, academic stream and teaching experience on job satisfaction of teachers. The major findings were that there was no significant difference in job satisfaction between male and female teachers and more experienced teachers had more job satisfaction than the less experienced teachers. However, no significant interaction effects of gender and academic stream; gender and teaching experience; gender, academic stream and teaching experience were found on the job satisfaction of the teachers.

Nagar (2012) studied job satisfaction and organizational commitment among the teachers during the times of burn out. The study also examined the effect of increased
job satisfaction on commitment among teachers towards their organization. The results indicated that all the three factors of burn out namely, depersonalization, reduced personal accomplishment and emotional exhaustion lead to decreased job satisfaction. In terms of job satisfaction, females showed higher levels of job satisfaction as compared to men and were reported to be more committed to their organizations as compared to the male teachers. It was also concluded that greater job satisfaction contributed significantly towards an increase in organizational commitment.

_Gupta, Pasrija and Bansal (2012)_ made a comparison of job satisfaction of secondary school teachers in relation to their some demographic variables such as gender, locality, qualifications, experience and type of schools. The findings reported significant differences in job satisfaction between male and female teachers indicating that female teachers were more satisfied than their male counterparts. Similarly, it revealed that more experienced teachers and teachers belonging to rural areas had better job satisfaction their counterparts. Further, the teachers having post-graduate qualifications and working in private schools were reported to be significantly better than their counterparts.

_Salim and Mustafa (2012)_ conducted a study to ascertain the role of emotional intelligence on job satisfaction and the effect of gender on the relationship between emotional intelligence and job satisfaction. The results of the study showed a significant positive relationship between emotional intelligence and job satisfaction and no effect of gender was observed on the relationship between the two variables.

### 2.3 STUDIES RELATED TO WORK MOTIVATION

_Mittal (1989)_ explored the phenomenon of teachers’ motivation to work in various settings and levels and its interdependence with the organizational climate of the concerned schools. The study also aimed at comparing the teachers’ motivation to work among teachers differing in sex, location of schools and management of schools. The teachers working in the private school were found to be significantly more motivated to work than those working in government managed schools. It was found that the sex and location of the school had no significant influence on the teachers’ motivation to work. The teachers who perceived less disengagement, less alienation, less psycho-physical
hindrance, more espirit and more humanised thrust dimensions of the school-organizational climate were found to be more work-motivated.

**Mittal (1992)** undertook an exploratory study of teachers’ motivation to work and some factors associated with high and low work motivation of teachers viz. job satisfaction, personality factors, school organizational climate and pupil rankings. It was found that in general the motivation to work was average or above average among the teachers. The female teachers who were younger in age and those having teaching experience of up to 10 years scored significantly higher than their counterparts. However, status, qualifications, family income were not found to exert much of an impact on motivation to work. The teachers’ working in urban areas unaided schools, in girls’ school and in co-educational schools displayed higher motivation to work than those working in rural areas, government schools and exclusively boy’s school. The study also reported a positive and significant correlation between work motivation and job satisfaction.

**Singh, Husain and Pathak (1994)** investigated the differences if any in job involvement and work motivation among the different categories of employees of a public sector. The occupational stress was found to be an influential factor in job involvement of employees. The study revealed that the work motivation was influenced by occupational level; and job involvement and work motivation were positively and significantly correlated in the organizations. Managers were found to be highly motivated by the need for monetary gains and least motivated by self-actualisation, non-financial gains and personal growth respectively. On the other hand supervisors were found to be highly work motivated and need for self-actualisation and social affiliation respectively and least work motivated by the need for the non-financial gains which was most active in motivating them whereas need for non-financial gains least generated motivation among them. Thus, the results showed different need patterns in different categories of employees of the organization.

**Srivastava and Krishna (1994)** made a comparative analysis of male and female teachers with regard to their work motivation and job involvement. The results indicated that the male teachers maintained a markedly higher level of work motivation and job involvement. Teachers’ work motivation generated by most of their needs was
positively correlated with their job involvement. A perusal of the results 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. However, the male teachers were found to be more motivated in their jobs as compared to the female teachers.

**Lindholm (1997)** focussed on secondary school physical education teacher’s work motivation using personal investment theory as a theoretical framework. One-way ANOVA results revealed few within-group perception differences based on gender, age, years of teaching experience or job capacity. The teachers reported significantly lower incentives for accomplishment and recognition and significantly higher affiliation incentives. The study also reported that the teachers had significantly fewer perceived opportunities for recognition and power and also possessed significantly lower levels of organizational commitment.

**Balasubramanian and Meenakhisundaram (2001)** conducted a study on selected demographic variables and work motivation of post-graduate teachers and to find out whether there was any significant difference in the mean scores of work motivation in terms of sex, teaching subject, employment, type of management, locality of the school and type of school. No significant difference was found in the work motivation among the post-graduate teachers in terms of their teaching subject (science vs language), employment (both husband and wife employed vs only husband employed), locality of schools (rural school teachers vs urban school teachers) and type of school (boys school vs urban schools vs co-ed schools).

**Houkes and Nijhuis (2001)** studied the work and individual determinants of intrinsic work motivation, emotional exhaustion and turnover intention of teachers. It was hypothesized that growth need strength had a direct effect on intrinsic work motivation and it moderated the relationship between task characteristics and work motivation. The results showed that generally, personal characteristics had a direct effect on the outcomes as hypothesized and only one moderating effect was found. The upward striving moderated the relationship between unmet career expectations and turnover intention.
Khan (2001) probed work motivation among teachers and teacher performance in senior secondary schools of Delhi. The major objective was to compare male and female teachers on work motivation among different age groups of teachers. It was found that the teachers of the government senior secondary schools in general possessed work motivation to some extent and no significant difference was found in the overall work motivation of the male and female teachers. However, male teachers were found to be significantly better than their counterparts with respect to dependence, work group relations, psychological work incentives. Also, no significant difference was reported in the work motivation of the teachers of three different age groups that was up to 40 years, 41-50 years and 51 and above.

Virk, Chhabra and Kumar (2001) investigated the effect of job status, age and type-behaviour on occupational stress and work motivation. The results revealed that type-A behaviour measure rendered significant effect on occupational stress and work motivation of the subjects. Job level and age variables also yielded significant differences in the work motivation. A significant second order interactive effect of job level X type-behaviour X age was found for occupational stress and measure of type-behaviour also interacted with job level of the subjects to affect the work motivation in a significant manner.

Patel and Rao (2005) examined the determinants of teachers’ motivation and performance towards school improvement. The study led to identification of twenty seven factors/sub factors within teachers and school which influenced teachers’ motivation and performance in relation to the performance of the schools. The findings revealed that the major contributors to teacher motivation and their performance as preferred by the respondents were: individual ability of teacher (100%), understanding of role and responsibility by teachers (93%), concern of the head of school for administrative efficiency (93%), concern of the head of the school for academic efficiency (90%) and supportive classroom environment (90%). Among these factors individual ability of teachers, concern of head of school for administrative efficiency, internal school environment and supportive classroom environment were found to be significantly 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 negatively correlated with the motivation of the teachers.
Sinclair and Martin (2006) studied the motivational profiles of cooperating teachers who agreed to work with student teachers and discussed the factors that encourage or dissuade them from taking on their important role. It was revealed that teachers' positive motivations to take practicum students revolved around a solid set of professional commitment to self, students and the profession. However, the actual experience of working with student teachers was reported to run counter to these positive motivations and may dissuade teachers from continuing in their cooperating role.

Ayeni and Popoola (2007) conducted a study of work motivation, job satisfaction and organizational commitment of library personnel in academic and research libraries. The findings of the study revealed that correlation existed between perceived motivation, job satisfaction and commitment although correlation between motivation and commitment was negative. No difference was observed in perceived motivation of professional and non-professional library personnel. Moreover the findings also showed that differences existed in the job satisfaction of library personnel in academic and research libraries and no relationship existed in the organizational commitment of library personnel based on their years of experience.

Chen (2007) explored the structure of secondary school teachers’ job satisfaction and its relationship with attrition and work enthusiasm. The results showed that (a) the structure of secondary school teacher job satisfaction was made up of ten components and was consistent with the model put forward by Locke et al. (1976); (b) secondary school teachers were dissatisfied with their jobs as a whole and with dimensions such as the educational system, student quality, leadership and administration, work achievements, working conditions, salaries and welfare, and work stress; and (c) teacher overall job satisfaction and satisfaction with the educational system, income and welfare, leadership and administration, status, and work environment and conditions were closely related to work involvement and retention. The external rewards and commendations were also found to stimulate the teachers' work motivation.

De Cooman and Jegers (2007) made an effort to explore the graduate teachers’ motivation to pursue a teaching job based on job motives and work values. From the response of 241 recently graduated teachers it was concluded that teachers consider intrinsic, altruistic and interpersonal features as strong job-specific motivators. Furthermore, teachers preferred altruistic and interpersonal work values, while non-teachers were more attracted by individualistic work values such as career opportunities and executive power.
Sharma, Gajraj and Sharma (2007) studied organizational commitment as a determinant of job satisfaction and work motivation. The major objectives were to find out the differences in work motivation of the senior and junior engineers and to compare the job satisfaction and organizational commitment of the senior and junior engineers. The study revealed a positive relationship between organizational commitment and job satisfaction. However, a positive but low relationship was found between work motivation and organizational commitment. The study also reported a non-significant relationship between work motivation and job satisfaction for the junior engineers due to the lack of organizational identification.

Kumar, Udayasuriyan and Vimala (2008) conducted a study of the motivational analysis among the employees of a public sector concern. The major objective was to find out the motivational level of the employees and to analyze the influence of demographic variables on the motivational level. The results indicated that the motivational level was medium among majority of the employees. Significant difference was found among the employees motivation level based on the demographic variables such as age, gender, experience in the present organization, marital status and monthly income. It was revealed that high motivation was more among the females than male and on the other hand low motivation was also found to be more among the female as compared to their counterparts.

Sinclair (2008) focussed on student teachers' motivation to be primary teachers and their commitment to teaching after their first practicum. It was found that student teachers were multi-motivated to be teachers. The most common reasons for choosing teaching reflected a positive self-evaluation of their attributes and capabilities to be teachers, to work with children and because of the intellectual stimulation teaching would provide. A significant change was reported in the motivation and commitment over the first semester of initial teacher education, particularly as a result of the first practicum.

Carbonero, Roman, Martin and Reoyo (2009) investigated the effect of the motivational teaching skills program in the secondary education teaching staff. The results showed significant differences in the motivational dimension and meaning tendency in the instructional dimension. Regarding the modulating variables (sex, school, being a teacher or not being), the single modulation found was the sex in the students control dimension with a significant improvement above women against men.
Nor, Roslan and Mahyuddin (2009) examined the changes in teachers' commitment, motivation and burnout levels of secondary school teachers. The findings reported significant changes in the current teachers' commitment and motivation compared to their commitment and motivation in the past. The teachers attributed the negative changes mainly due to the increase in work load and the positive changes to their personal development. Negative changes in teachers' motivation and commitment and an increase in teachers' burnout levels were also found. It was also suggested that there is much to be done to increase teachers' commitment and motivation and to reduce teachers' burnout and teachers' work load is the main factor that needs improvement.

Darolia, Kumari and Darolia (2010) explored the extent to which the perceived organizational support, work motivation and organizational commitment predict the individual differences in job performance of workers. Among all the three classes or predictor variables, perceived organizational support showed highest correlation with job performance followed by work motivation measure i.e. monetary gains and affective commitment. Continuance commitment, need for goal achievement and competition and non-financial rewards showed modest level association with performance. Two components of work motivation i.e. need for monetary gains and goal achievement and competition contributed significantly to the prediction of job performance. The study revealed that among the three components of organizational commitment, affective and continuance commitment were the best predictors of job performance.

Gao (2010) conducted a study with the aim to understand English teachers' motivation and their commitment to the teaching career. Through interpreting their professional experiences, he revealed that initially, many of them were unwilling to become teachers but were attracted by the teacher education programmes to learn more English. Many of them became more committed to teaching after they had positive professional experiences. However, their sense of satisfaction and achievement were reported to be undermined by the challenges that they had to cope with as well as awareness that they were unable to sustain their professional competence.

Hadi and Adil (2010) investigated job characteristics as the predictors of work motivation and job satisfaction. All job characteristics were found to be significant and positive correlates of intrinsic motivation. It was found that skill variety, task significance and task identity were significantly and positively related to job
satisfaction. The task identity turned out to be the most important positive predictor of job satisfaction and intrinsic motivation whereas extrinsic motivation was only predicted by feedback.

**Majid, Jelas, Azman and Rahman (2010)** explored the skills and the ability of the teachers to use elements and function of communication effectively and the need of extrinsic and intrinsic motivation to enhance of working satisfaction. The results of the study highlighted the importance of motivation in influencing professionalism and to raise the teacher's culture of excellence.

**Roness and Smith (2010)** examined the stability in motivation during the teacher education programmes of the prospective teachers. The results indicated stability in motivation among the prospective teachers. They were found to express satisfaction with the practical teaching experience but were more critical towards the lack of coherence in the course work. Not knowing if they want to become teachers, 24% of the students were ambivalent about teaching.

**Wagner and French (2010)** studied motivation, work satisfaction and teacher change among the teachers. The results indicated that three facets of work satisfaction: supervisor support, the nature of the work itself, and co-worker relations were the significant predictors of intrinsic interest in professional development. The qualitative analysis also revealed the ways in which interactions between motivation, professional development activities, and work environment support or undermine change.

**Bal and Visser (2011)** in their study investigated the factors influencing the motivation to continue working after retirement. The findings revealed that organizational support and change of work role were positively related to motivation to continue working. However, contrary to hypothesis, organizational support and change of work role interacted negatively, such that organizational support was only positively related to motivation to continue working for those who wanted to conduct the same kind of work after their retirement.

**Dombrovskis, Guseva and Murasovs (2011)** analyzed the connection between peculiarities of motivation to work and professional burn-out among urban and rural school teachers who had less than five years of professional experience. The motives of work satisfaction and social status were found to occupy the lowest position in work motivation structure. The study also detected significant correlations between emotional exhaustion, economic motive and the motive of career growth in both groups of teachers.
Marusic, Jugovic and Ivanec (2011) empirically tested the model of influences on the choice of teaching as a career based on expectancy-value theory of motivation. The results of the study revealed that the principal motives for career choice of the student teachers were the opportunity to work with children, social contribution and perceived teaching ability, while personal values such as job security and time for family were perceived to be less important.

Recepoglu, Kilinc and Cepni (2011) examined the motivation level of teachers according to school principals' humour styles. The results indicated that 141 of the teachers claimed school principal had producer style of humour, 76 of them said that the principal had appreciator style of humour and 18 of them reported that school principal had reproducer style of humour. On the other hand, 70 teachers revealed that school principal had a non-humorous style. In addition to this, it was concluded that the motivation level of the teachers who work with non-humorous principals were lower than those working with principals who had producer, appreciator or reproducer humour styles.

Bentea and Anghelache (2012) conducted a study aimed to test if were differences in the levels of job satisfaction varying with the gender, the professional position given by the level of continuous training held (through tenure and teaching degrees) and the dominant needs. The results did not indicate any differences between men and women in overall job satisfaction and its dimensions but satisfaction is affected by the level of continuous training. Also, job satisfaction was found to be influenced by the intensity of the needs of achievement and affiliation.

Pal and Dasgupta (2012) investigated the relationship between sources of work motivation and organizational citizenship behaviour. The broad objective was to examine the nature of organizational citizenship behaviour and its dimensions in the private and public sector Indian organizations. The results indicated that the organizational citizenship behaviour tended to be higher in the private sector workers than that of the public sector workers. Work motivation with respect to the workers of two sectors presented a mixed picture with “t” differences being significant on the three sources and insignificant on the other two. The relationship of organizational citizenship behaviour with that of the work motivation was found to be significant among the private sector organizations whereas the same relationship was insignificant in the public sector organizations.
2.4 AN OVERVIEW

The review of related literature presented an overview of studies related to organizational commitment, job satisfaction and work motivation. Commitment to an organization has been demonstrated to have a major impact on employee’s retention, intent to leave and job performance. Yet there is a paucity of research on this construct for teachers, especially in school settings. The studies related to organizational commitment were conducted mostly in industrial sector, health sector, hospitality sector and corporate sector etc. A close perusal of the review of studies revealed that organizational commitment has been studied in relation to organizational climate, teacher stress, teacher morale, mental health and teacher’s personal and academic variables like gender, age, qualification, experience etc. Though it was found that a few studies were conducted on relationship between organizational commitment, job satisfaction but negligible amount of research has been undertaken related to organizational commitment and work motivation. So, this study will help to open the door to a new and different venue for the study of organizational commitment in relation to job satisfaction and work motivation of secondary school teachers.

A vast array of research literature related to job satisfaction of teachers revealed that the variable is moderated by numerous contextual and psychological factors such as attitude towards teaching, job involvement, perception of school climate, locus of control, organizational health and life satisfaction. A sizeable number of researches evince that there is a close relationship between job satisfaction and demographic variables such as age, gender, type of institution, locale, experience, educational qualifications and experience. However, the field of work motivation has not been much explored by the educationists so it seems to be a new arena in the context of research. The review of literature also suggested that variables i.e. organizational commitment, job satisfaction and work motivation have been studied either independently or in combination with other variables or in terms of their interaction with various other factors. Also, studies related the effect of job satisfaction and work motivation on organizational commitment of secondary school teachers have not been undertaken so far. Therefore, the study of effect of job satisfaction and work motivation on organizational commitment of secondary school teachers will provide an insight into aspirations of teachers from their job which in turn will be helpful in boosting their work motivation and commitment towards the school.

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