CHAPTER - V
FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Based on the analysis and interpretation of results, findings were lined up. Keeping in view the major findings, implications of the study have been peeked into. Some suggestions have also been laid down for further research in the field related to this study. So, this chapter is devoted to represent the findings, implications of the study and suggestions for further research.

5.1 FINDINGS OF THE STUDY

5.1.1 Findings related to Effect of Type of Schools, Job Satisfaction and Gender on Organizational Commitment of Teachers

A. Main Effects of Type of Schools, Job Satisfaction and Gender on Organizational Commitment of Teachers

- A significant difference was found in organizational commitment between teachers working in government and private schools. Further the teachers working in private schools possessed more organizational commitment than the teachers working in government schools.

- The study revealed that job satisfaction didn’t have a significant effect on organizational commitment of teachers leading to the inference that the teachers with high and level of job satisfaction do not differ significantly from each other on organizational commitment.

- Gender was found to have a significant effect on organizational commitment of teachers but there was no significant difference in organizational commitment between male and female teachers. However, in context of mean scores it was found that the female teachers had more organizational commitment than their male counterparts.
B. Double Interaction Effects of Type of Schools, Job Satisfaction and Gender on Organizational Commitment of Teachers

- There was a significant interaction effect of type of schools and job satisfaction on organizational commitment of secondary school teachers. Further investigations revealed that
  - The government school teachers with high level of job satisfaction possessed significantly lower organizational commitment than the private school teachers with high level of job satisfaction.
  - The private school teachers with low level of job satisfaction were reported to have higher organizational commitment than the government school teachers with low level of job satisfaction.
  - It was revealed that the mean scores of organizational commitment of government school teachers with high level of job satisfaction and for private school teachers with low level of job satisfaction do not differ significantly.
  - The government school teachers with low level of job satisfaction had lower organizational commitment than the private school teachers with high level of job satisfaction.
  - It was inferred that the government school teachers with high level of job satisfaction also had significantly higher organizational commitment than the government school teachers with low level of job satisfaction.
  - On comparison of mean scores it was found that private school teachers with high level of job satisfaction possessed significantly higher organizational commitment than the private school teachers with low level of job satisfaction.

- Job satisfaction and gender had a significant interaction effect on organizational commitment of secondary school teachers. The results of t-test revealed that
  - The male teachers with high level of job satisfaction had significantly higher organizational commitment than the male teachers with low level of job satisfaction.
It was found that mean scores of organizational commitment of female teachers with high level of job satisfaction and female teachers with low level of job satisfaction differ significantly and female teachers with high level of job satisfaction were found to be better than their counterparts.

The male teachers with high level of job satisfaction possessed significantly higher organizational commitment than the female teachers with low level of job satisfaction.

In context of the mean scores it was found that the female teachers with high level of job satisfaction had higher organizational commitment than the male teachers with low level of job satisfaction.

No significant difference was found in organizational commitment of male teachers with high level of job satisfaction and female teachers with high level of job satisfaction.

It was concluded that the male teachers with low level of job satisfaction and the female teachers with low level of job satisfaction do not differ significantly with respect to their organizational commitment.

The study revealed that there was a significant interaction effect of type of schools and gender on organizational commitment of secondary school teachers.

The results of further investigations illustrated that

The mean scores of male teachers working in government schools and for male teachers working in private schools differed significantly and male teachers working in private schools scored higher on organizational commitment than their counterparts.

The female teachers working in government schools possessed significantly lower level of organizational commitment than the female teachers working in private schools.

The female teachers working in private schools were reported to have higher organizational commitment than the male teachers working in government schools.

It was revealed that the female teachers working in government schools possessed higher organizational commitment than the male teachers working in private schools.
On comparison of the mean scores it was found that male teachers working in government schools had significantly lower organizational commitment than their female counterparts.

No significant difference was found in the organizational commitment of male teachers working in private schools and female teachers working in private schools.

C. Triple Interaction Effect of Type of Schools, Job Satisfaction and Gender on Organizational Commitment of Teachers

- No significant interaction effect of type of schools, job satisfaction and gender was found on the organizational commitment of secondary school teachers.

5.1.2 Findings related to Effect of Type of Schools, Work Motivation and Gender on Organizational Commitment of Teachers

A. Main Effects of Type of Schools, Work Motivation and Gender on Organizational Commitment of Teachers

- No significant effect of type of schools was found on the organizational commitment of teachers leading to inference that the teachers working in government and private schools do not differ significantly with respect to their organizational commitment.
- Work motivation had a significant effect on the organizational commitment of teachers. It was further revealed that teachers with high level of work motivation also exhibited higher organizational commitment than those with level of work motivation.
- Gender was reported to have a significant effect on organizational commitment of teachers leading. The study also revealed that female teachers possessed higher organizational commitment than the male teachers.

B. Double Interaction Effects of Type of Schools, Work Motivation and Gender on Organizational Commitment of Teachers

- A significant interaction effect of type of schools and work motivation was reported on the organizational commitment of the teachers. The further investigations revealed that
The private school teachers with high level of work motivation reported significantly higher organizational commitment than the government school teachers with high level of work motivation.

The private school teachers with low level of work motivation were found to possess significantly higher organizational commitment than the government school teachers with low level of work motivation.

From the mean scores it was concluded, the government school teachers with high level of work motivation had significantly lower organizational commitment than the private school teachers with low level of work motivation.

The private school teachers with high level of work motivation scored significantly higher on organizational commitment than the private school teachers with high level of work motivation.

It was inferred that the government school teachers with high level of work motivation exhibited significantly higher on organizational commitment than the government school teachers with low level of work motivation.

No significant difference was found in the organizational commitment of private school teachers with high level of work motivation and private school teachers with low level of work motivation.

- There was a significant interaction effect of work motivation and gender on the organizational commitment of the teachers. The results of t-test revealed that
  
  The male teachers with high level of work motivation also possessed significantly higher organizational commitment than male teachers with low level of work motivation.

  The study concluded that female teachers with high level of work motivation also exhibited significantly higher organizational commitment than female teachers with low level of work motivation.

  The female teachers with low level of work motivation reported significantly lower organizational commitment than male teachers with high level of work motivation.

  The female teachers with high level of work motivation and male teachers with low level of work motivation did not differ significantly with respect to their organizational commitment.
No significant difference was found in the organizational commitment of male teachers with high level of work motivation and female teachers with high level of work motivation.

The female teachers with low level of work motivation reported significantly higher organizational commitment than male teachers with low level of work motivation.

No significant interaction effect of type of schools and gender was found on the organizational commitment of the teachers leading to the conclusion that the variables do not interact with each other to have an effect on the organizational commitment of the teachers.

C. Triple Interaction Effect of Type of Schools, Work Motivation and Gender on Organizational Commitment of Teachers

There was found a significant interaction effect of type of schools, work motivation and gender on the organizational commitment of the teachers. On applying t-test, the following conclusions were drawn:

The female teachers working in private schools with low level of work motivation reported significantly higher organizational commitment than the male teachers working in government schools with high level of work motivation.

No significant difference was observed in organizational commitment between female teachers working in government schools with high level of work motivation and male teachers working in private schools with low level of work motivation.

The female teachers working in private schools with high level of work motivation had significantly higher organizational commitment than the male teachers working in government schools with low level of work motivation.

From the mean scores, it was inferred that male teachers working in private schools with high level of work motivation had significantly lower organizational commitment than the female teachers working in government schools with low level of work motivation.
No significant difference was found in organizational commitment between female teachers working in government schools with high level of work motivation and male teachers working in government schools with high level of work motivation.

The male teachers working in government schools with high level of work motivation had significantly higher organizational commitment than the female teachers working in government schools with low level of work motivation.

It was reported that male teachers working in government schools with high level of work motivation possessed significantly higher organizational commitment than the female teachers working in government schools with low level of work motivation.

The female teachers working in government schools with high level of work motivation scored significantly higher than the male teachers working in government schools with low level of work motivation on organizational commitment.

The female teachers working in government schools with low level of work motivation had significantly lower organizational commitment than the female teachers working in government schools with high level of work motivation.

It was revealed that male teachers working in private schools with low level of work motivation possessed significantly higher organizational commitment than the female teachers working in private schools with low level of work motivation.

There was no significant difference in organizational commitment between female teachers working in private schools with high level of work motivation and female teachers working in private schools with low level of work motivation.

The male teachers working in private schools with high level of work motivation did not differ significantly from the female teachers working in private schools with low level of work motivation on organizational commitment.
The female teachers working in private schools with high level of work motivation reported significantly higher organizational commitment than the male teachers working in private schools with low level of work motivation.

No significant difference was found in organizational commitment between male teachers working in private schools with high level of work motivation and male teachers working in private schools with low level of work motivation.

There was no significant difference in organizational commitment of male teachers working in government schools with high level of work motivation and male teachers working in private schools with high level of work motivation.

The male teachers working in government schools with high level of work motivation had significantly lower organizational commitment than the female teachers working in private schools with high level of work motivation.

No significant difference was found in organizational commitment between male teachers working in government schools with high level of work motivation and male teachers working in private schools with low level of work motivation.

The female teachers working in government schools with low level of work motivation exhibited significantly higher organizational commitment than the male teachers working in private schools with high level of work motivation.

It was revealed that the female teachers working in government schools with low level of work motivation had significantly lower organizational commitment than the female teachers working in private schools with high level of work motivation.

On comparison of mean scores, it was revealed that the female teachers working in government schools with high level of work motivation exhibited significantly higher organizational commitment than the female teachers working in private schools with low level of work motivation.
The female teachers working in government schools with low level of work motivation exhibited significantly higher organizational commitment than the male teachers working in government schools with low level of work motivation.

The male teachers working in government schools with low level of work motivation reported significantly lower organizational commitment than the male teachers working in private schools with high level of work motivation.

It was concluded that male teachers working in private schools with low level of work motivation possessed significantly higher organizational commitment than the male teachers working in government schools with low level of work motivation.

The male teachers working in government schools with low level of work motivation showed significantly lower organizational commitment than the female teachers working in private schools with low level of work motivation.

The female teachers working in private schools with high level of work motivation exhibited significantly higher organizational commitment than the female teachers working in government schools with low level of work motivation.

It was found that female teachers working in government schools with low level of work motivation had significantly lower organizational commitment than the male teachers working in private schools with low level of work motivation.

The female teachers working in private schools with low level of work motivation were found to possess significantly higher organizational commitment than the female teachers working in government schools with low level of work motivation.

No significant difference was reported in organizational commitment between female teachers working in private schools with high level of work motivation and male teachers working in private schools with high level of work motivation.
5.1.3 Findings related to Effect of Type of Schools, Job Satisfaction and Teaching Experience on Organizational Commitment of Teachers

A. Main Effects of Type of Schools, Job Satisfaction and Teaching Experience on Organizational Commitment of Teachers

- There was no significant interaction effect of type of schools on the organizational commitment of teachers leading to the inference that the teachers working in government and private schools do not differ significantly on organizational commitment scores.
- Job satisfaction was reported to have a significant effect on the organizational commitment of the teachers. It was further revealed that the teachers with high level of job satisfaction also possessed higher organizational commitment than the teachers with low level of job satisfaction.
- The study revealed a significant effect of teaching experience on the organizational commitment of teachers. In context of the mean scores, it was found that less experienced teachers scored significantly higher than those having more teaching experience.

B. Double Interaction Effect of Type of Schools, Job Satisfaction and Teaching Experience on Organizational Commitment of Teachers

- A significant interaction effect of type of schools and job satisfaction was found on organizational commitment of the teachers. On applying t-test it was found that
  - The government school teachers with high level of job satisfaction had significantly lower organizational commitment than the private school teachers with high level of job satisfaction.
  - The mean scores of organizational commitment of government school teachers with low level of job satisfaction and for private school teachers with low level of job satisfaction were found to differ significantly leading to the inference that private school teachers with low level of job satisfaction had higher organizational commitment than the government school teachers with high level of job satisfaction.
No significant difference was observed in the organizational commitment of government school teachers with high level of job satisfaction and private school teachers with low level of job satisfaction.

It was reported that the private school teachers with high level of job satisfaction also possessed higher organizational commitment than the government school teachers with low level of job satisfaction.

The government school teachers with high level of job satisfaction were reported to have significantly higher organizational commitment than the government school teachers with low level of job satisfaction.

Significant difference was found in the organizational commitment of private school teachers with high level of job satisfaction and private school teachers with low level of job satisfaction and the private school teachers with high level of job satisfaction scored higher than their counterparts.

A significant interaction effect of job satisfaction and teaching experience was found on the organizational commitment of the teachers. The analysis further revealed that

The more experienced teachers with high level of job satisfaction also possessed significantly higher organizational commitment than the less experienced teachers with low level of job satisfaction.

It was concluded that the less experienced teachers with high level of job satisfaction had significantly higher organizational commitment than the less experienced teachers with low level of job satisfaction.

In context of mean scores, it was found that the more experienced teachers with high level of job satisfaction possessed higher organizational commitment than the less experienced teachers with high level of job satisfaction.

The less experienced teachers with high level of job satisfaction were reported to have significantly higher organizational commitment than the more experienced teachers with low level of job satisfaction.

The more experienced teachers with high level of job satisfaction had significantly lower organizational commitment than the less experienced teachers with high level of job satisfaction.
On comparison of mean scores, it was inferred that less experienced teachers with high level of job satisfaction possessed significantly higher organizational commitment than the less experienced teachers with low level of job satisfaction.

There was a significant interaction effect of type of schools and teaching experience on the organizational commitment of secondary school teachers. From the results of t-test it was inferred that

- The more experienced teachers working in private schools possessed significantly higher organizational commitment than the more experienced teachers working in government schools.
- The less experienced teachers working in private schools were found to have significantly higher organizational commitment than the less experienced teachers working in government schools.
- It was concluded that the more experienced teachers working in government schools had significantly lower organizational commitment than the less experienced teachers working in private schools.
- On comparison of the mean scores, it was observed that the less experienced teachers working in government schools scored significantly higher than the more experienced teachers working in government schools on organizational commitment.
- The less experienced teachers working in government schools had significantly higher organizational commitment than the more experienced teachers working in government schools.
- No significant difference was found in organizational commitment of less experienced teachers working in private schools and more experienced teachers working in private schools.

C. **Triple Interaction Effect of Type of Schools, Job Satisfaction and Teaching Experience on Organizational Commitment of Teachers**

- A significant interaction effect of type of schools, job satisfaction and teaching experience was found on the organizational commitment of the teachers. Further investigations revealed that
No significant difference was found in organizational commitment between the more experienced government school teachers with high level of job satisfaction and less experienced private school teachers with low level of job satisfaction.

It was found that the less experienced government school teachers with low level of job satisfaction and more experienced private school teachers with low level of job satisfaction did not differ significantly with respect to their organizational commitment.

The less experienced private school teachers with high level of job satisfaction exhibited significantly higher organizational commitment than the more experienced government school teachers with low level of job satisfaction.

The less experienced government school teachers with low level of job satisfaction were reported to possess significantly higher organizational commitment than the more experienced private school teachers with high level of job satisfaction.

The more experienced government school teachers with high level of job satisfaction and less experienced government school teachers with high level of job satisfaction did not differ significantly from each other on organizational commitment.

The more experienced government school teachers with low level of job satisfaction possessed significantly lower organizational commitment than the more experienced government school teachers with high level of job satisfaction.

It was observed that the more experienced government school teachers with high level of job satisfaction also had significantly higher organizational commitment than the less experienced government school teachers with low level of job satisfaction.

In the context of mean scores, it was found that less experienced government school teachers with high level of job satisfaction had significantly higher organizational commitment than the more experienced government school teachers with low level of job satisfaction.
It was revealed that the less experienced government school teachers with low level of job satisfaction also had lower organizational commitment than the less experienced government school teachers with high level of job satisfaction.

No significant difference was found in organizational commitment between more experienced private school teachers with low level of job satisfaction and less experienced private school teachers with low level of job satisfaction.

It was observed that the less experienced private school teachers with high level of job satisfaction and less experienced private school teachers with low level of job satisfaction did not differ significantly with respect to their organizational commitment.

There was no significant difference in organizational commitment of more experienced private school teachers with high level of job satisfaction and less experienced private school teachers with low level of job satisfaction.

No significant difference was found in organizational commitment between more experienced private school teachers with low level of job satisfaction and less experienced private school teachers with high level of job satisfaction.

The more experienced private school teachers with high level of job satisfaction did not differ significantly from more experienced private school teachers with low level of job satisfaction.

The more experienced government school teachers with high level of job satisfaction reported significantly lower organizational commitment than the more experienced government school teachers with high level of job satisfaction.

It was concluded that the more experienced government school teachers with high level of job satisfaction possessed significantly lower organizational commitment than the less experienced private school teachers with high level of job satisfaction.
- No significant difference was found in organizational commitment between more experienced government school teachers with high level of job satisfaction and more experienced private school teachers with low level of job satisfaction.
- The less experienced government school teachers with low level of job satisfaction and more experienced private school teachers with high level of job satisfaction did not differ significantly with respect to their organizational commitment.
- No significant difference was observed in organizational commitment between less experienced government school teachers with low level of job satisfaction and less experienced private school teachers with high level of job satisfaction.
- The less experienced government school teachers with high level of job satisfaction and less experienced private school teachers with low level of job satisfaction did not differ significantly on organizational commitment.
- The less experienced government school teachers with low level of job satisfaction possessed significantly higher organizational commitment than the more experienced government school teachers with low level of job satisfaction.
- The more experienced government school teachers with low level of job satisfaction reported significantly lower organizational commitment than the more experienced private school teachers with high level of job satisfaction.
- The more experienced private school teachers with low level of job satisfaction exhibited significantly higher organizational commitment than the more experienced government school teachers with low level of job satisfaction.
- On comparison of mean scores, the less experienced government school teachers with low level of job satisfaction reported significantly higher organizational commitment than the more experienced government school teachers with low level of job satisfaction.
The less experienced government school teachers with low level of job satisfaction possessed significantly lower organizational commitment than the less experienced private school teachers with high level of job satisfaction.

It was inferred that more experienced private school teachers with low level of job satisfaction had significantly higher organizational commitment than the less experienced government school teachers with low level of job satisfaction.

The less experienced private school teachers with low level of job satisfaction reported significantly higher organizational commitment than the less experienced government school teachers with low level of job satisfaction.

No significant difference was observed in organizational commitment between less experienced private school teachers with high level of job satisfaction and more experienced private school teachers with high level of job satisfaction.

5.1.4 Findings related to Effect of Type of Schools, Work Motivation and Teaching Experience on Organizational Commitment of Teachers

A. Main Effects of Type of Schools, Work Motivation and Teaching Experience on Organizational Commitment of Teachers

- No significant effect on type of schools was found on the organizational commitment of teachers which leads to the conclusion that there was no significant difference in organizational commitment between teachers working in government and private schools.

- There was found a significant effect of work motivation on the organizational commitment of teachers. It was also found that the teachers with high level of work motivation also had significantly higher organizational commitment than those with low level of work motivation.
Teaching experience was found to have a significant effect on the organizational commitment of teachers. It further revealed that more experienced teachers also scored significantly higher on organizational commitment than the less experienced ones.

B. Double Interaction Effects of Type of Schools, Work Motivation and Teaching Experience on Organizational Commitment of Teachers

- No significant interaction effect of type of schools and work motivation was found on the organizational commitment of the teachers.
- Work motivation and experience was found to have a significant interaction effect on the organizational commitment of the teachers. The results of t-test revealed that
  - The more experienced teachers with high level of work motivation possessed significantly higher organizational commitment than the more experienced teachers with low level of work motivation.
  - The less experienced teachers with high level of work motivation reported significantly higher organizational commitment than the less experienced teachers with low level of work motivation.
  - It was inferred that less experienced teachers with low level of work motivation had significantly lower organizational commitment than the more experienced teachers with high level of work motivation.
  - On comparison of the mean scores, the less experienced teachers with high level of work motivation exhibited significantly higher organizational commitment than the more experienced teachers with low level of work motivation.
  - No significant difference was reported in organizational commitment between more experienced teachers with high level of work motivation and the less experienced teachers with high level of work motivation.
  - There was found no significant difference in organizational commitment of more experienced teachers with low level of work motivation and less experienced teachers with low level of work motivation.
• There was found no significant interaction effect of type of schools and teaching experience on the organizational commitment of the teachers.

C. Triple Interaction Effect of Type of Schools, Work Motivation and Teaching Experience on Organizational Commitment of Teachers

• There was a significant interaction effect of type of schools, work motivation and teaching experience on organizational commitment of teachers. The further investigations revealed that

➢ No significant difference was found in organizational commitment between more experienced government school teachers with high level of work motivation and less experienced private school teachers with low level of work motivation.

➢ The less experienced government school teachers with low level of job satisfaction and more experienced private school teachers with low level of work motivation did not differ significantly from each other with respect to their organizational commitment.

➢ The less experienced private schools teachers with high level of work motivation exhibited significantly higher organizational commitment than the more experienced government school teachers with low level of work motivation.

➢ A significant difference was observed in the organizational commitment of less experienced government school teachers with low level of work motivation and more experienced private school teachers with high level of work motivation leading to the inference that less experienced government school teachers with low level of work motivation scored better than their counterparts.

➢ There was no significant difference in organizational commitment of more experienced government school teachers with high level of work motivation and less experienced government school teachers with high level of work motivation.

➢ The more experienced government school teachers with low level of work motivation exhibited significantly lower organizational commitment than the
more experienced government school teachers with high level of work motivation.

- The more experienced government school teachers with high level of work motivation had significantly higher organizational commitment than the less experienced government school teachers with low level of work motivation.

- In context of mean scores, the less experienced government school teachers with high level of work motivation were found to be significantly higher than more experienced government school teachers with low level of work motivation.

- The less experienced government school teachers with high level of work motivation scored significantly higher on organizational commitment than the less experienced government school teachers with low level of work motivation.

- No significant difference was found in organizational commitment between more experienced private school teachers with low level of work motivation and less experienced private school teachers with low level of work motivation.

- There was no significant difference in organizational commitment of less experienced private school teachers with high level of work motivation and less experienced private school teachers with low level of work motivation.

- The more experienced private school teachers with high level of work motivation and less experienced private school teachers with low level of work motivation did not differ significantly on organizational commitment.

- No significant difference was found in organizational commitment between less experienced private school teachers with high level of work motivation and more experienced private school teachers with low level of work motivation.

- There was no significant difference in organizational commitment of more experienced private school teachers with high level of work motivation and more experienced private school teachers with low level of work motivation.

- The more experienced government school teachers with high level of work motivation exhibited significantly lower organizational commitment than the more experienced private school teachers with high level of work motivation.
The more experienced private school teachers with high level of work motivation reported significantly higher organizational commitment than the more experienced government school teachers with high level of work motivation.

It was revealed that the more experienced government school teachers with high level of work motivation and more experienced private school teachers with low level of work motivation did not differ significantly from each other on organizational commitment.

No significant difference was observed in organizational commitment between less experienced government school teachers with low level of work motivation and more experienced private school teachers with high level of work motivation.

There was no significant difference in organizational commitment of less experienced government school teachers with low level of work motivation and less experienced private school teachers with high level of work motivation.

No significant difference was found in organizational commitment between less experienced government school teachers with high level of work motivation and less experienced private school teachers with low level of work motivation.

The less experienced government school teachers with low level of work motivation and more experienced government school teachers with low level of work motivation did not differ significantly with respect to their organizational commitment.

The more experienced government school teachers with low level of work motivation exhibited significantly lower organizational commitment than the more experienced private school teachers with high level of work motivation.

The mean scores revealed that more experienced private school teachers with low level of work motivation had significantly higher organizational commitment than the more experienced government school teachers with low level of work motivation.
The more experienced government school teachers with low level of work motivation reported significantly lower organizational commitment than the less experienced private school teachers with low level of work motivation.

The less experienced private school teachers with high level of work motivation exhibited significantly higher organizational commitment than the less experienced government school teachers with low level of work motivation.

On comparison of means scores it was found that more experienced private school teachers with low level of work motivation had significantly lower organizational commitment than the less experienced government school teachers with low level of work motivation.

The less experienced government school teachers with low level of work motivation were reported to possess lower organizational commitment than the less experienced private school teachers with low level of work motivation.

No significant difference was found in organizational commitment of less experienced private school teachers with high level of work motivation and more experienced private school teachers with high level of work motivation.

5.2 CONCLUSIONS

Writing conclusion is an important part of the research process as it draws everything together. The present investigation aimed to study organizational commitment in relation to job satisfaction and work motivation of secondary school teachers working in government and private schools. At the outset, the effect of type of schools, job satisfaction, gender was examined on the organizational commitment of the secondary school teachers. Gender and type of schools were reported to have significant main effects on the organizational commitment of teachers whereas job satisfaction had no significant effect on the organizational commitment. Further, the private school teachers and female teachers possessed significantly higher organizational commitment than the government school teachers and the male teachers.
respectively. The study revealed significant double interaction effects of type of schools and job satisfaction; job satisfaction and gender; type of schools and gender on the organizational commitment of teachers. However, the triple interaction effect of type of schools, job satisfaction and gender was not found to be significant.

On exploring the effect of type of schools, work motivation, gender on the organizational commitment of the secondary school teachers it was found that only work motivation and gender had a significant effect on the organizational commitment and the teachers working in government and private schools do not differ significantly with respect to their organizational commitment. In the context of double interaction effects, it was revealed that there was no significant interaction effect of type of schools and gender on organizational commitment of teachers. However, the study reported that the type of schools and work motivation; work motivation and gender had a significant interaction effect on the organizational commitment of teachers. The study also concluded that there was a significant triple interaction effect of the variables i.e. type of schools, work motivation, gender on organizational commitment of the teachers.

The third section focussed on the effect of type of schools, job satisfaction and teaching experience on the organizational commitment of the secondary school teachers. The findings revealed significant main effects of job satisfaction and teaching experience on the organizational commitment of the teachers whereas no significant difference was observed in the organizational commitment of teachers working in government and private schools. The double interaction effects of type of schools, job satisfaction and teaching experience on the organizational commitment of the teachers were found to be significant leading to the inference that these variables interact with each other to have an effect on organizational commitment. Similarly, the interaction effect of all the three variables namely type of schools, job satisfaction and teaching experience collectively on organizational commitment was also reported to be significant.

Lastly, the effect of type of schools, work motivation, teaching experience on the organizational commitment of the secondary school teachers was examined. The findings revealed that type of schools had no significant effect on the organizational
commitment of teachers but work motivation and teaching experience were found to have a significant impact on the organizational commitment. The study reported a significant double interaction effect of work motivation and teaching experience on the organizational commitment of teachers. However, type of schools and work motivation; type of schools and teaching experience were reported to have non-significant double interaction effect on organizational commitment. The triple interaction effect of the variables namely type of schools, work motivation, teaching experience on organizational commitment of the teachers was also reported to be significant.

5.3 EDUCATIONAL IMPLICATIONS

Any research work can be considered effective only when the fund of knowledge generated through it can be applied to improve the existing practices of education. The findings of the present study reveal some important educational implications for teachers, principals, administrators, policy-makers, and school authorities. The present study has revealed that organizational commitment is an important factor contributing to the effectiveness of the education system. The more committed the teachers are to the schools, the more motivated they would be and more willing to work. The committed teachers feel greater responsibility, reducing the need to monitor and supervise. They are expected to be less likely to leave the organization resulting in the reduction of recruitment and selection expenditures. In order to lower the turnover rates of teachers, ways should be explored to increase the organizational commitment of teachers.

To increase the autonomy of teachers in terms of curriculum and disciplinary matters may greatly enhance their commitment. An understanding of teacher’s perception is helpful to promote organizational commitment in school. It is suggested that there is an urgent need of in-service and pre-service training program or workshops for improving the organisational commitment. The professional orientation of teachers and task autonomy also play an important role in contributing to teachers’ commitment to the organization. The teachers who are high in professional orientation would be associated with higher level of affective commitment in school disregard the low level of perceived supportive behaviour. Therefore, to emphasize on professional growth of
teachers in school will be helpful in enhancing the organizational commitment of teachers.

The principals and head of the educational institutions should keep the morale of the teachers high by involving them in decision-making process and should provide the opportunities for teachers to interact and be supportive of one another. The school authorities identify the ways and means through which teachers can be provided with facilitating work environment which will influence their work and also commitment towards the organization and the profession. Thus, the result gives enormous scope for the improvement of teachers’ organizational commitment through well-structured sensitization; attitude building and competency based training programs.

Even the best educational system is bound to fail in the absence of competent and satisfied teachers. Unless the teacher is satisfied with his job, he cannot deliver the goods properly. He will be a loss not to himself only but also to the country’s future. The results have also revealed that job satisfaction is one of key determinants of teachers’ organizational commitment. The teachers with high level of job satisfaction were also reported to have higher organizational commitment than those with low level of job satisfaction. Therefore, the study of job satisfaction is of much value to administrators and policy makers, who frame policies, take decisions and create conditions in which teachers try to maximise their potential and thus derive greater job satisfaction.

Satisfaction from the job is necessary for full devotion and commitment of teachers towards their schools. Achieving a high level of job satisfaction from the teachers needs some simple strategies to be adopted by the principal. The teachers should be offered a variety of meaningful tasks because repetitive routine work often leads to job dissatisfaction. As a leader, the principal should think about introducing application of creativity in their work. For this, the staff should be rotated to different tasks at regular intervals so that their work remains challenging. The teachers should be provided opportunity to self-pace themselves and the supervision should be done unobtrusively. The frequent and non-critical feedback should be given to teachers on their performance and opportunity for self-development to overcome inadequacies should be provided. The teachers need to be empowered by giving autonomy. Autonomy enhances job satisfaction as it gives a sense of personal responsibility of getting a job done whereas lack of satisfaction from the job results in disinterest towards
work. Also, by following proper and judicious selection procedures, it can be ascertained whether a particular teacher derives satisfaction in the job for which he/she has been selected. As far as improving the factors related to the job, the management should provide the opportunity for suitable working space, facilities to achieve one’s status and prestige in job etc.

The present study also reported that work motivation exerts a significant effect on the organizational commitment of the teachers. Although a few human activities occur without motivation, nearly all-conscious behaviour is motivated or caused. Therefore, it is very necessary to identify teachers’ drives and needs and to channelize their behaviour to motivate them towards task performance. As the generation of teachers enters the workplace and as globalisation creates more diverse workforce, schools need to rethink their motivational practices. Though monetary benefits play a crucial role in motivating the teachers but it has also been discovered that one of the best ways to motivate the teachers is good old-fashioned praise and recognition. Peer recognition can also be used as another effective measure for motivating teachers. The schools should introduce formal programs that encourage peer recognition for a job well done because everybody needs encouragement and everybody needs their work to be recognized. The recognition from seniors is also found to be effective in motivating teachers.

Motivation requires discovering and understanding employee drives and needs since it originates within an individual. The teachers with different levels of job satisfaction may require different management styles and motivational strategies for instance; teachers high in extrinsic job satisfaction may prefer bonuses than other types of reward. Fairness in school policies affects job satisfaction and organizational commitment positively; this suggests the utility of the principal to explain and discuss these policies to the teachers, emphasizing and catching attention towards their fairness. The teachers value interpersonal interaction, so the schools can make formal and informal arrangements for the relationships. Teachers’ participation in decision-making, proper communication of role expectations and recognition of good work are some concrete, easily applicable modification that can increase job satisfaction of teachers. The school authorities can organize special welfare programs for teachers’ well-being and positive changes in their level of satisfaction.
The findings of the study also exhibited that demographic variables such as type of schools, gender and teaching experience have a significant effect on the organizational commitment of secondary school teachers. The female teachers possessed significantly higher organizational commitment than their male counterparts. It was further revealed that there is a significant difference in organizational commitment of the teachers working in government and private schools. Though it may not be possible on the part of the school authorities to improve the personality variables of the teachers but it should create proper atmosphere and opportunity for the fulfilment of the personality factors conducive for the organizational commitment, job satisfaction and work motivation.

It is not unusual to hear educators speak about the value of commitment at work. Studies such as this one can assist with the understanding of educator’s commitment from an empirical point of view. This study will help to open the door to a new and different venue for the study of organisational commitment as only a negligible amount of organisational commitment research has been conducted in educational settings. On balance, it can be concluded that institutions which seek to retain their faculty members by building strong organizational commitment are in a better position to reap the benefits of a more satisfied, motivated, and reliable teaching staff.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

No research is perfect and complete in all aspects. Every research has got its own limitations. Due to paucity of time and resources at the disposal of the investigator, all the aspects of the problem cannot be expected to deal with. Therefore, the present study opens up certain avenues for further research which are briefly mentioned below:

1. Similar study can be conducted on a larger sample and in different regions and states to have in-depth knowledge of the factors determining organizational commitment of teachers.

2. The present study was conducted on the sample of secondary school teachers only. It can be extended to school teachers of other levels such as primary teachers and secondary school teachers and comparisons can be made between them.

3. The present piece of research was confined to study of only two correlates i.e. job satisfaction and work motivation of organizational commitment. It is advisable to discover other determinants of organizational commitment like
organizational health, leadership styles, job involvement, teacher morale, socio-emotional school climate and attitude towards work etc.

4. In the present study, the sample was delimited to only Rohtak division of Haryana state only. It can be extended to other three divisions also i.e. Ambala, Hisar and Gurgaon.

5. The present study was confined to the school located in urban areas (cities) only. Similar study can be replicated on the school located in rural settings.

6. In the present study, the sample was delimited to teachers working in schools affiliated to Haryana Board of School Education only. A comparative study of teachers working in HBSE and CBSE schools can be undertaken.

7. The present piece of research comprised teachers from government and private schools only which can be extended to govt-aided schools also and comparison can drawn between the three types of schools.

8. Only three demographic variables viz. type of schools, gender and teaching experience have been taken up in the present study. The other demographic variables such as educational qualifications, academic stream, personality type, locality etc can also be taken up.

9. There is also a need to discover the various antecedents and consequences of organizational commitment so as to improve the teacher performance.

10. In the present study, comparison was made on the samples of high and low group of students belonging to job satisfaction and work motivation only. It is suggested that a comparative study of high, average and low group of students belonging to job satisfaction and work motivation respectively can be conducted.

The list which has been given above is, however, not exhaustive but illustrative. There are vast areas in this field which have not been explored so far and any attempt in this direction may both be rewarding and instructive. If the present study is able to provide thinking in this direction, the efforts of the investigator would be amply rewarded.