CHAPTER - VI
SUMMARY

6.1 INTRODUCTION

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

The vitality of all educational institutions lies in the willingness of teachers to contribute towards their development. The teachers strong in commitment find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They are rarely at a loss for things to do and always seem to make maximum efforts cheerfully and zestfully. The schools need committed teachers to achieve their objectives and they cannot succeed without their efforts and commitment. Teacher’s organizational commitment has been recognized as an effective route to school success. (Fink, 1992). Sharma (2010) concluded that the committed and satisfied teachers are normally high performers who contribute towards the productivity of the organization. In other words, organizational commitment is critical in retaining and attracting well-qualified teachers.

Organizational commitment, in a general sense, is the employee’s psychological attachment to the organization. It may be defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain
membership in the organization. It includes three components: (a) belief in the organization’s goals and values, (b) willingness to exert effort on behalf of the organization and (c) desire to remain in the organization (Williams and Hazer, 1986). Though it has been defined and measured in several different ways but the various definitions and measures share a common theme in that organizational commitment is a bond or linking between the individual and the organization.

When employees join an organization they bring with them a set of wants, needs, desires and past experiences that combine to form job expectations. Job satisfaction expresses the amount of agreement between one's emerging expectations and rewards that the job provides. Job satisfaction expresses the degree of congruence between one’s expectations of the reality that the job provides (Davis, 1981). Spector (1997) has defined job satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. According to Kovach (1977) job satisfaction is an important component of the organizational commitment. Mishra (2011) and Anari (2012) also reported that organizational commitment and job satisfaction were positively correlated with each other.

Teacher’s job satisfaction is one of the key factors in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of human resources of an organization is evaluated. The well adjusted and satisfied teacher can contribute a lot to the well being of his/ her pupils. A dissatisfied teacher can become irritable and may create tensions which can affect the student’s learning process and consequently their academic growth. A teacher can't remain committed to an organization if he is not satisfied with his job. Greater job satisfaction among teachers leads to increased organizational commitment (Nagar, 2012). In this context, Khan and Kord (2009) revealed that there is a significant correlation between job satisfaction and organizational commitment.

Every profession has certain aspects conducive for job satisfaction. At the same time, it has other aspects that lead to dissatisfaction. Teaching profession is not an exception. It is impossible to isolate the factors of dissatisfaction but attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession. The sources of job satisfaction and
dissatisfaction may vary from individual to individual. A variety of extrinsic factors have been associated with teacher satisfaction including salary, perceived support from administrators, school safety and availability of school resources, among others (Bobbit et al, 1994). Gupta and Jain (2003) reported that a number of factors such as salary, security, physical conditions, promotion, recognition etc. influence job satisfaction. According to Ishwara and Laxmana (2008), the highest aspects of job satisfaction among teachers were found to be the work itself, pay, recognition for good work, creativity, responsibility, professional growth, working condition and job security.

Another important psychological variable influencing teacher’s organizational commitment is their work motivation. Motivation to work is a human state where competence to work and "will to work" fuse together. According to Hellriegel, Slocum and Woodman (2001) motivation represents the forces acting or within a person that cause the person to behave in a specific, goal-directed manner. Because the work motives of employees affect their productivity; one of management’s jobs is to channel employee motivation effectively towards achieving organizational goals. By executing the correct motivational action, an organization can essentially operate smoothly and efficiently. In other words, motivation is the key to success in any organization. However, a mistaken use of motivation in an organization can lead to a much different outcome.

The teacher performs his job in the global context of the school and various factors tend to affect his motivation at work, which in turn affects the performance, commitment and job satisfaction. Mathew (2003) found that teachers with high work values were more committed to the organization. Ayeni and Popoola (2007) revealed that a significant correlation existed between work motivation, job satisfaction and commitment of teachers. Thus, the way in which teachers perceive motivation also influences their level of organizational commitment and job satisfaction. Educational organizations like schools, colleges and universities need highly motivated individuals so as to attain their goals and produce good citizens. It is one of the several factors that go into a teacher's performance. It includes the factors that cause, channel and sustain the human behaviour in a particular committed direction.
The researchers assume that motivation among teachers is in short supply and in need of periodic replenishment. Thus, if it is known that what drives the teacher, it will help in understanding their work behaviour. Nor, Roslan and Mahyuddin (2009) suggested that there is much to be done to increase teachers’ organizational commitment and work motivation and teachers’ work load was the main factor that needed improvement. Their efficiency in working will lead to the progress of school which in turn will enhance their commitment to school and job satisfaction. To summarize, motivation acts as a powerful tool in educational institutions which leads to increased organizational commitment and job satisfaction of the teachers. So, the present study was undertaken to explore the organizational commitment among secondary school teachers in relation to their job satisfaction and work motivation.

6.2 RATIONALE OF THE STUDY

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

It may be relevant to mention that in the present scenario of education in our country one comes across candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of
teachers; such determinants appear to be teacher’s organizational commitment, job satisfaction and work motivation.

The educational organizations such as schools need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. Organizational commitment is critical in retaining and attracting well-qualified teachers. The teachers who are not committed to their workplace are likely to put less effort in the classroom as compared to the teachers with high level of commitment. This would adversely affect student learning and achievement in particular and standard of education in the country in general. Moreover, high turnover among teachers especially when good teachers quit, can have high costs and implications for the education system. This is because good quality teachers take with them their research, teaching skills and experience. Other costs include the time involved in recruitment, selection and training of new faculty; advertising expenses and increased workloads for existing faculty.

Satisfaction with job has been found to be a significant determinant of teacher's organizational commitment and in turn, a contributor to school effectiveness. Unless the teachers are satisfied they will not be committed to their organization i.e. the school. Thus, job satisfaction affects the teacher's organizational commitment to a great extent. In this context, it may be appropriate to mention that man’s ability to perform skilled tasks is affected by practice and by the degree to which he is motivated. While the teachers are selected on the basis of their qualification, training and experience, it could be inferred that the difference in performance of different teachers is related to their motivational level. In the past, influence of motivation on performance has been studied intensively in the field of psychology and organizational behaviour. However, the studies have been limited to industrial workers and the people in knowledge-related activities like teachers, researchers and those in similar other activities have largely remained untouched by these efforts. In order to make the teachers satisfied and committed to their job, there is a need for strong and effective motivation at the various levels of school teaching i.e. primary, secondary, senior secondary etc. Likewise job
satisfaction, motivation is one of the several factors that accounts for a teacher's commitment towards the organization. In other words, motivation is the key to success in any organization and is one of the important determinants of organizational commitment of teachers.

Lastly, most of the researches on organizational commitment have been done by industrial-organizational and occupational psychologists. A very little amount of research on organizational commitment has been conducted within educational settings. Additionally, the review of literature indicated that a number of investigations have been made to study the job satisfaction of teachers at different levels of teaching. But the area of teacher's organizational commitment and work motivation has been almost neglected and thus needs to be explored. Further in Indian context, only a few studies have been carried out on motivation of teachers. Thus, the lack of researches in the present area motivated the researcher to take up the present topic and to study the effect of job satisfaction and work motivation on organizational commitment of the teachers. Therefore, a comprehensive view of organizational commitment, job satisfaction and work motivation of teachers is extremely important as it will lead to qualitative improvement in education system.

6.3 STATEMENT OF THE PROBLEM

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

6.4 OPERATIONAL DEFINITIONS OF THE TERMS USED

Organizational Commitment

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

Job Satisfaction

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

**Work Motivation**

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

**Type of Schools**

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

**Gender**

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

**Teaching Experience**

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

1. **Dependent Variable:** The dependent variable in this study is Organizational Commitment.

2. **Independent Variables:**
   - (a) Job Satisfaction
   - (b) Work Motivation
   - (c) Type of Schools
   - (d) Gender
   - (e) Teaching Experience

6.6 OBJECTIVES OF THE STUDY

The present study asserts to meet the following objectives:

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

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

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

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

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

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

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

6. To find out the interaction effect of type of schools, work motivation and gender on organizational commitment of secondary school teachers.
C. Objectives related to Organizational Commitment of Teachers with respect to Type of Schools, Job Satisfaction and Teaching Experience

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

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

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

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

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

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

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

6.7 HYPOTHESES OF THE STUDY

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

H_{o1} There exists no significant effect of (a) type of schools, (b) job satisfaction, and (c) gender on organizational commitment of secondary school teachers.

H_{o2} There exists no significant interaction effect of (a) type of schools and job satisfaction; (b) job satisfaction and gender; and (c) type of schools and gender; on organizational commitment of secondary school teachers.

H_{o3} There exists no significant interaction effect of type of schools, job satisfaction and gender on organizational commitment of secondary school teachers.
B. Hypotheses related to Organizational Commitment of Teachers with respect to Type of Schools, Work Motivation and Gender

\(H_04\) There exists no significant effect of (a) type of schools, (b) work motivation, and (c) gender on organizational commitment of secondary school teachers.

\(H_05\) There exists no significant interaction effect of (a) type of schools and work motivation; (b) work motivation and gender; and (c) type of schools and gender; on organizational commitment of secondary school teachers.

\(H_06\) There exists no significant interaction effect of type of schools, work motivation and gender on organizational commitment of secondary school teachers.

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

\(H_07\) There exists no significant effect of (a) type of schools, (b) job satisfaction, and (c) teaching experience on organizational commitment of secondary school teachers.

\(H_08\) There exists no significant interaction effect of (a) type of schools and job satisfaction; (b) job satisfaction and teaching experience; and (c) type of schools and teaching experience; on organizational commitment of secondary school teachers.

\(H_09\) There exists no significant interaction effect of type of schools, job satisfaction and teaching experience on organizational commitment of secondary school teachers.

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

\(H_010\) There exists no significant effect of (a) type of schools, (b) work motivation, and (c) teaching experience on organizational commitment of secondary school teachers.

\(H_011\) There exists no significant interaction effect of (a) type of schools and work motivation; (b) work motivation and teaching experience; and (c) type of schools and teaching experience on organizational commitment of secondary school teachers.
There exists no significant interaction effect of type of schools, work motivation and teaching experience on organizational commitment of secondary school teachers.

6.8 DELIMITATIONS OF THE STUDY

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

1. The present study was delimited to Rohtak division of Haryana only.
2. The study was confined to secondary school teachers working in Rohtak, Jhajjar and Sonepat cities only.
3. The study was restricted only to government and private schools affiliated to Haryana Board of School Education (HBSE).
4. The present investigation was delimited to only two intervening demographic variables i.e. gender and teaching experience of the teachers.

6.9 CHAPTERISATION SCHEME

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

6.10 DESIGN OF THE STUDY

In the present study, descriptive survey method was used. The study was carried out in three phases which have been discussed below:

I. **Main Effects Phase:** In this phase the main effects of type of schools, job satisfaction, gender, work motivation and teaching experience on organizational commitment were studied separately. In this study the independent variables (job satisfaction, work motivation, type of schools, gender and teaching experience) were varied at two levels as shown below:
II. Double Interaction Phase: In this phase, an attempt was made to find out the interaction effect of type of schools and job satisfaction; job satisfaction and gender; type of schools and gender; job satisfaction and teaching experience; type of schools and teaching experience; type of schools and work motivation; work motivation and gender; work motivation and teaching experience on the organizational commitment of secondary school teachers. The subjects were given different designations and groups were formed to find out the interaction effects which are shown below as:

- **Interaction Effect of Type of Schools and Job Satisfaction on Organizational Commitment**

  - **A₁B₁**: Govt School Teachers + High Job Satisfaction
  - **A₂B₁**: Private School Teachers + High Job Satisfaction
  - **A₁B₂**: Govt School Teachers + Low Job Satisfaction
  - **A₂B₂**: Private School Teachers + Low Job Satisfaction
• Interaction Effect of Job Satisfaction and Gender on Organizational Commitment

\( B_1C_1 \): High Job Satisfaction + Male Teachers
\( B_2C_1 \): Low Job Satisfaction + Male Teachers
\( B_1C_2 \): High Job Satisfaction + Female Teachers
\( B_2C_2 \): Low Job Satisfaction + Female Teachers

• Interaction Effect of Type of Schools and Gender on Organizational Commitment

\( A_1C_1 \): Govt School Teachers + Male Teachers
\( A_2C_1 \): Private School Teachers + Male Teachers
\( A_1C_2 \): Govt School Teachers + Female Teachers
\( A_2C_2 \): Private School Teachers + Female Teachers

• Interaction Effect of Type of Schools and Work Motivation on Organizational Commitment

\( A_1E_1 \): Govt School Teachers + High Work Motivation
\( A_2E_1 \): Private School Teachers + High Work Motivation
\( A_1E_2 \): Govt School Teachers + Low Work Motivation
\( A_2E_2 \): Private School Teachers + Low Work Motivation

• Interaction Effect of Work Motivation and Gender on Organizational Commitment

\( E_1C_1 \): High Work Motivation + Male Teachers
\( E_2C_1 \): Low Work Motivation + Male Teachers
\( E_1C_2 \): High Work Motivation + Female Teachers
\( E_2C_2 \): Low Work Motivation + Female Teachers

• Interaction Effect of Job Satisfaction and Teaching Experience on Organizational Commitment

\( B_1D_1 \): High Job Satisfaction + More Experienced Teachers
\( B_2D_1 \): Low Job Satisfaction + More Experienced Teachers
\( B_1D_2 \): High Job Satisfaction + Less Experienced Teachers
\( B_2D_2 \): Low Job Satisfaction + Less Experienced Teachers
• **Interaction Effect of Type of Schools and Teaching Experience on Organizational Commitment**

  \[A_1D_1: \text{Govt School Teachers} + \text{More Experienced Teachers}\]
  \[A_2D_1: \text{Private School Teachers} + \text{More Experienced Teachers}\]
  \[A_1D_2: \text{Govt School Teachers} + \text{Less Experienced Teachers}\]
  \[A_2D_2: \text{Private School Teachers} + \text{Less Experienced Teachers}\]

• **Interaction Effect of Work Motivation and Teaching Experience on Organizational Commitment**

  \[E_1D_1: \text{High Work Motivation} + \text{More Experienced Teachers}\]
  \[E_2D_1: \text{Low Work Motivation} + \text{More Experienced Teachers}\]
  \[E_1D_2: \text{High Work Motivation} + \text{Less Experienced Teachers}\]
  \[E_2D_2: \text{Low Work Motivation} + \text{Less Experienced Teachers}\]

**III. Triple Interaction Phase:** A combined interaction effect of all the independent variables i.e. type of schools, job satisfaction and gender; type of schools, work motivation and gender; type of schools, job satisfaction and teaching experience; type of schools, work motivation and teaching experience on organizational commitment of teachers was explored separately. The subjects were given different designations and groups were formed to find out the interaction effects which are also being represented diagrammatically in the Figures 6.10.1, 6.10.2, 6.10.3 and 6.10.4 respectively.

• **Interaction Effect of Type of Schools, Job Satisfaction and Gender on Organizational Commitment**

  \[A_1B_1C_1: \text{Govt School Teachers} + \text{High Job Satisfaction} + \text{Male Teachers}\]
  \[A_2B_2C_2: \text{Private School Teachers} + \text{Low Job Satisfaction} + \text{Female Teachers}\]
  \[A_1B_1C_2: \text{Govt School Teachers} + \text{High Job Satisfaction} + \text{Female Teachers}\]
  \[A_2B_2C_1: \text{Private School Teachers} + \text{Low Job Satisfaction} + \text{Male Teachers}\]
  \[A_1B_2C_1: \text{Govt School Teachers} + \text{Low Job Satisfaction} + \text{Male Teachers}\]
  \[A_2B_1C_1: \text{Private School Teachers} + \text{High Job Satisfaction} + \text{Male Teachers}\]
  \[A_1B_2C_2: \text{Govt School Teachers} + \text{Low Job Satisfaction} + \text{Female Teachers}\]
  \[A_2B_1C_2: \text{Private School Teachers} + \text{High Job Satisfaction} + \text{Female Teachers}\]
Fig. 6.10.1: Distribution of cells for Analysis of Interaction Effect of Type of Schools, Job Satisfaction and Gender on Organizational Commitment of Teachers

- **Interaction Effect of Type of Schools, Work Motivation and Gender on Organizational Commitment**

  A₁E₁C₁: Govt School Teachers + High Work Motivation + Male Teachers
  A₂E₂C₂: Private School Teachers + Low Work Motivation + Female Teachers
  A₁E₁C₂: Govt School Teachers + High Work Motivation + Female Teachers
  A₂E₂C₁: Private School Teachers + Low Work Motivation + Male Teachers
  A₁E₂C₁: Govt School Teachers + Low Work Motivation + Male Teachers
  A₂E₁C₁: Private School Teachers + High Work Motivation + Male Teachers
  A₁E₂C₂: Govt School Teachers + Low Work Motivation + Female Teachers
  A₂E₁C₂: Private School Teachers + High Work Motivation + Female Teachers

- **Interaction Effect of Type of Schools, Job Satisfaction and Teaching Experience on Organizational Commitment**

  A₁B₁D₁: Govt School Teachers + High Job Satisfaction + More Experienced Teachers
  A₂B₂D₄: Private School Teachers + Low Job Satisfaction + Less Experienced Teachers
  A₁B₁D₂: Govt School Teachers + High Job Satisfaction + Less Experienced Teachers
  A₂B₂D₁: Private School Teachers + Low Job Satisfaction + More Experienced Teachers
  A₁B₂D₁: Govt School Teachers + Low Job Satisfaction + More Experienced Teachers
A₂B₁D₁: Private School Teachers + High Job Satisfaction + More Experienced Teachers
A₁B₂D₂: Govt School Teachers + Low Job Satisfaction + Less Experienced Teachers
A₂B₁D₂: Private School Teachers + High Job Satisfaction + Less Experienced Teachers

Fig. 6.10.2: Distribution of cells for Analysis of Interaction Effect of Type of Schools, Work Motivation and Gender on Organizational Commitment of Teachers

- Interaction Effect of Type of Schools, Job Satisfaction and Teaching Experience on Organizational Commitment

A₁B₁D₁: Govt School Teachers + High Job Satisfaction + More Experienced Teachers
A₂B₂D₂: Private School Teachers + Low Job Satisfaction+ Less Experienced Teachers
A₁B₁D₂: Govt School Teachers + Low Job Satisfaction+ Less Experienced Teachers
A₂B₂D₁: Private School Teachers + Low Job Satisfaction + More Experienced Teachers
A₁B₂D₁: Govt School Teachers + Low Job Satisfaction + More Experienced Teachers
A₂B₁D₁: Private School Teachers + High Job Satisfaction + More Experienced Teachers
A₁B₂D₂: Govt School Teachers + Low Job Satisfaction + Less Experienced Teachers
A₂B₁D₂: Private School Teachers + High Job Satisfaction + Less Experienced Teachers
Fig. 6.10.3: Distribution of cells for Analysis of Interaction Effect of Type of Schools, Job Satisfaction and Teaching Experience on Organizational Commitment of Teachers

- **Interaction Effect of Type of Schools, Work Motivation and Teaching Experience on Organizational Commitment**

  A₁E₁D₁: Govt School Teachers + High Work Motivation + More Experienced Teachers  
  A₂E₂D₂: Private School Teachers + Low Work Motivation + Less Experienced Teachers  
  A₁E₁D₂: Govt School Teachers + High Work Motivation + Less Experienced Teachers  
  A₂E₂D₁: Private School Teachers+ Low Work Motivation+ More Experienced Teachers  
  A₁E₂D₁: Govt School Teachers + Low Work Motivation + More Experienced Teachers  
  A₂E₁D₁:Private School Teachers+ High Work Motivation+ More Experienced Teachers  
  A₁E₂D₂:Govt School Teachers + Low Work Motivation + Less Experienced Teachers  
  A₂E₁D₂:Private School Teachers+ High Work Motivation + Less Experienced Teachers

**Population**

A population is any group of individuals that have one or more characteristics in common that are of the interest to the investigator. It may be all the individuals of a particular type or a restricted part of that group (Best, 1977). The teachers working in government and private secondary schools affiliated to Haryana Board of Secondary Education (HBSE) constituted the target population for the present study.
Sample

Measuring the entire population is impracticable though not entirely impossible. Therefore, a sample from the concerned population may be drawn for the purpose of data collection. In the present study, multi-stage stratified random sampling technique was used to select the sample of 600 secondary school teachers working in government and private schools affiliated to Haryana Board of School Education (HBSE). The state Haryana has four divisions namely Ambala, Gurgaon, Hisar and Rohtak. Out of these four divisions, Rohtak division was chosen randomly by using lottery method. At the second stage, all the six districts of Rohtak division were written on the separate chits and three districts Rohtak, Jhajjar and Sonepat were randomly picked. From each of these districts, the list of schools prepared by the Directorate of Education was procured. Thereafter, sixty schools were selected randomly as each school was having 10-12 secondary teachers. In this way, 600 secondary school teachers constituted the final sample for the present study.
These were further stratified on the basis of job satisfaction, work motivation, gender and teaching experience. The teachers who scored above 154 scores on the job satisfaction scale were categorized as teachers with high level of job satisfaction and those who obtained below 148 scores were treated as the teachers with low level of job satisfaction. Similarly, the teachers who obtained above 200 scores were taken as the teachers with high level of work motivation and those who obtained below 199 scores were considered as the teachers with low level of work motivation. On the basis of teaching experience, the teachers having more than five years of experience were considered as more experienced teachers and those having less than five years of teaching experience were considered as less experienced ones. In this manner, the final sample of 480 teachers as per the requirement of the $2 \times 2 \times 2$ cells (60 in each cell) of the paradigm was chosen, breakup details of which have been given in the Table - 6.10.1. A layout of the sample selected for the present study has also been illustrated in the Fig. 6.10.5.

<table>
<thead>
<tr>
<th>Group</th>
<th>High Job Satisfaction (120)</th>
<th>Low Job Satisfaction (120)</th>
<th>High Work Motivation (120)</th>
<th>Low Work Motivation (120)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt School Teachers (240)</td>
<td>Male (60)</td>
<td>Female (60)</td>
<td>Male (60)</td>
<td>Female (60)</td>
</tr>
<tr>
<td></td>
<td>More Experienced (60)</td>
<td>Less Experienced (60)</td>
<td>More Experienced (60)</td>
<td>Less Experienced (60)</td>
</tr>
<tr>
<td>Private School Teachers (240)</td>
<td>Male (60)</td>
<td>Female (60)</td>
<td>Male (60)</td>
<td>Female (60)</td>
</tr>
<tr>
<td></td>
<td>More Experienced (60)</td>
<td>Less Experienced (60)</td>
<td>More Experienced (60)</td>
<td>Less Experienced (60)</td>
</tr>
</tbody>
</table>
Fig. 6.10.5: Layout of Sample Selected for the Study

**Tools Used**

1. Personal Data Sheet prepared by the investigator herself to collect the information about the teachers.
2. Organizational Commitment Scale by Hyde and Roy (2006) to assess the Organizational Commitment of teachers.
3. Job Satisfaction Scale by Dixit (1993) to measure the Job Satisfaction of teachers.

**Procedure for Data Collection**

Data collection is essentially an important part of the research process that the inferences, hypotheses or generalizations tentatively held may be identified as valid,
verified as correct or rejected as untenable. Collection of factual information of data requires adoption of a systematic procedure, because as per Whitney (1964) “Data are the things we think with. They are the raw material of reflection until by comparison, combination and evaluation they are stepped up to higher levels of generalization, where again they serve as basic material for further and higher thinking”. It also requires collection of relevant data adequate in quality and quantity and as reliable and valid as possible.

In the beginning, all the 600 secondary school teachers working in government and private schools, selected for the present study were asked to fill the columns of the personal data sheet prepared by the investigator. After establishing rapport with the teachers, they were administered Organizational Commitment Scale (OCS). The respondents were asked to answer 30 items by marking a tick (√) in any of the four cells corresponding to each sentence within 10 minutes. They were further told that scale was meant to know the individual differs in terms of organizational commitment and not to rank them as good or bad. The responses would be kept confidential. It was also duly emphasized that all statements were to be responded to and none be left unanswered.

Secondly, Job Satisfaction Scale (JSS) which is a Likert type five-point scale prepared by Dr. Meera Dixit was given to the same subjects. The group was assured that their answers would be kept in strict confidence The scale comprised of 50 items which were followed by five response categories i.e. strongly agree, agree, neutral, disagree and strongly disagree. It was emphasized that each and every item had to be answered and that there was no right and wrong answer. So the group should give frank opinion. Though there was no time limit for the test but the respondents were instructed to complete the test within an hour.

After the above two tests, the third one Employee Motivation Schedule (EMS) was administered on the same teachers. There were 70 items in the test which were to be responded on a four point scale i.e. always/mostly/ seldom/never by the subjects. They were asked to read each item carefully and to put a tick mark (√) in the cell provided on the right side of the statements for answering the given items. The respondents were asked to complete the test within 25 minutes, the prescribed time limit for the test. The investigator assured the subjects that their answers and scores would be treated with strict confidence.
While administering all tests, the time limit was strictly followed as per the instructions given by the authors. The investigator gave his sincere attention via supervision for the time while administering the tests. After the administration of tools, the next step was scoring the answer sheets. Scoring of the answer sheets was done strictly according to the instructions given in the concerned manual.

**Statistical Techniques Used**

Statistical techniques are employed on the raw scores to make it meaningful and to test the significance of the scores. Without use of statistical techniques raw scores do not have their own meaning and relevance. In order to study the nature of the data, descriptive statistics i.e. mean and standard deviation’s were calculated with the help of MS Excel. The mean scores of organizational commitment with respect to type of schools, job satisfaction, work motivation, gender and teaching experience were also presented pictorially in the form of bar diagrams and line graphs.

The Three-Way Analysis of Variance (ANOVA) with 2x2x2 Factorial Design was computed manually to study the main effects and interaction effects of the variables i.e. type of schools, job satisfaction, work motivation, gender and teaching experience on organizational commitment supplemented by ‘t’ test wherever F-value was found to be significant. The Hartley’s Test of Homogeneity of Variance was also used to test the assumption of homogeneity of variance before applying Three-Way ANOVA. The ANOVA used was Balanced ANOVA as Three-Way ANOVA tests are typically applied to a set of data in which sample sizes are kept equal for each treatment combination.

6.11 FINDINGS OF THE STUDY

6.11.1 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.

6.11.2 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 male 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.

6.11.3 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.

6.11.4 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 government school 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 of 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.

6.12 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.
6.13 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 organizational 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 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 as only a small. This study will help to open the door to a new and different venue for the study of organizational commitment as only a negligible amount of organizational 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.

6.14 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.