ABSTRACT

The study entitled “Organizational Commitment in relation to Job Satisfaction and Work Motivation of Secondary School Teachers Working in Different Types of Schools” was planned to ascertain the effect of type of schools, job satisfaction, work motivation, gender and teaching experience on the organizational commitment of the teachers. The organizational commitment has been treated as the dependent variable whereas type of schools, job satisfaction, work motivation, gender and teaching experience constituted the independent variables for the study. It also explored the double and triple interaction effects of the independent variables viz. type of schools, job satisfaction, work motivation, gender and teaching experience on the dependent variable organizational commitment. It was hypothesized that there exists no significant main and interaction effects of type of schools, job satisfaction, work motivation, gender and teaching experience on the organizational commitment of the teachers. The study employed normative survey method for the purpose of investigation. Multi-stage stratified random sampling technique was used to select the sample of 480 secondary school teachers working in Rohtak, Jhajjar and Sonepat cities of Rohtak Division of Haryana.

The investigator used Personal Data Sheet prepared by herself, Organizational Commitment Scale (OCS) by Hyde and Roy (2006), Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule by Srivastava (1988) to collect personal information and measure organizational commitment, job satisfaction and work motivation of the teachers respectively. The Hartley’s Test of Homogeneity of Variance was applied to test the homogeneity of the data obtained and was then analyzed using Balanced Three way ANOVA with 2×2×2 factorial design.

The findings of the study reported significant main effects of type of schools and gender on the organizational commitment of the teachers whereas the triple interaction effect of the variables type of schools, job satisfaction and gender on organizational commitment was found to be non-significant. Significant interaction effects of type of schools and job satisfaction; job satisfaction and gender; and type of schools and gender were found on the organizational commitment of the teachers. On exploring the effect
of type of schools, work motivation and teaching experience on the organizational commitment, work motivation and teaching experience were found to have a significant main effect on the organizational commitment of the teachers. The study further revealed 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 effects 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.

The study also revealed certain educational implications for the principals, school authorities, policy-makers and administrators for enhancing the organizational commitment and job satisfaction of teachers. It suggested that the principals should recognize that the feelings and perceptions of teachers about their schools, and their desire to attain opportunities for professional growth, are beneficial to the organization itself. The school authorities should identify the ways and means through which teachers can be provided with facilitating work environment which will influence their job satisfaction, work motivation and commitment to the organization. The findings of the study should also be acknowledged by policy-makers outside the school on the assumption that achieving high levels of organizational commitment, job satisfaction and work motivation are important to them. The administrators in the field of education must ensure fair promotional policy, congenial working conditions and incentives for the hard work of teachers. To conclude, it is assumed that the present study will help to open the door to a new and different venue for the study of organizational commitment in relation to job satisfaction and work motivation of the secondary school teachers.

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