CHAPTER - V

FINDINGS
AND
INTERPRETATIONS
The data was presented and analysed in the previous chapter. This chapter fully deals with the findings obtained after analysing the data; and their interpretations. For the sake of convenience the investigator has verified all the sixty hypotheses one by one, and results which emerged out after verification, have been attached simultaneously, followed by their interpretations. The description follows:

**Hypothesis Ho1:-**

Work load- a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

In order to verify this hypothesis data was analysed and presented in the tables 4.5, 4.10, 4.15 & 4.20. From the above tables it is clear that work load significantly and negatively influences the organisational commitment (OC) of teachers and all its three dimensions i.e. affective commitment (AC), continuance commitment (CC) and normative commitment (NC). Hence the hypothesis Ho1 is rejected.

It is also evident from the above tables that whether a teacher stays in the school because he wants to (affective commitment), a teacher stays in the school because he needs to (continuance commitment) or a teacher stays in the school because he feels he should (normative commitment), all are adversely affected by the work load. Hence if we want to let the teachers stay in the schools and commit themselves for the students and teaching then we must ensure that they are not suffering from work overload.

**Hypothesis Ho 2:-**

Student misbehaviour - a dimension of occupational stress
will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

In order to verify this hypothesis data was analysed and presented in tables 4.5, 4.10, 4.15 & 4.20. From the above tables it is clear that student misbehaviour significantly affects OC and its two dimensions CC&NC, but does not influence AC.

It may also be concluded that student misbehaviour negatively affects a teacher's need to stay in the school and his/her feeling that he/she should stay in the school. Hence if we want the teachers to stay in the schools and give quality education then we must prevent students from misbehaving with them.

**Hypothesis Ho3:-**

Professional recognition - a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.5, 4.10, 4.15 & 4.20 it is clear that professional recognition does not influence OC and its two dimensions-AC and CC but significantly influences NC. Hence it may be concluded that a teacher's feeling that he should stay in the school is adversely affected by the lack of professional recognition.

**Hypothesis Ho4:-**

Class room resources- a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.5, 4.10, 4.15 & 4.20 it is clear that classroom resources influence organisational commitment and one of its dimension- AC, but don't influence the other two dimensions -CC & NC.
Hence it may be concluded that a teacher's desire to stay in the school is negatively affected by the lack of classroom resources. It means we have to supply the necessary classroom resources in order to increase the commitment of teachers and their stay in the school.

**Hypothesis Ho5:-**

Poor colleague relations- a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

In order to verify this hypothesis data was analysed and presented in tables 4.5, 4.10, 4.15 & 4.20. From the above tables it is clear that poor colleague relations significantly influences OC and all its dimensions- AC, CC, & NC, hence the hypothesis Ho5 is rejected.

It is also evident from the above tables that a teacher's desire, need and feeling that he/she should stay in the school are negatively affected by the poor colleague relations. It implies that in order to increase teachers' commitment to their profession and the schools where they are employed, we must provide the chances so that they may have good relations with their colleagues.

**Hypothesis Ho6:-**

Occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

In order to verify this hypothesis data was analysed and presented in tables 4.4, 4.9, 4.14 & 4.19. From the above tables it is clear that occupational stress significantly and negatively influences organisational commitment and all its three dimensions, hence hypothesis Ho6 is rejected.
It is also evident from the above tables that occupational stress not only negatively affects organisational commitment of a teacher, but his/her desire, need and feeling that he/she should stay in the school also. Therefore, if we want to increase the level of teachers' personal commitment to the schools and teaching profession then we should manage to reduce their stress level. All the facilities must be provided to them to cope with the stress caused by their occupation.

Hypothesis Ho7:-

Attitude towards profession-a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

In order to verify this hypothesis the data was presented and analysed in tables 4.6, 4.11, 4.16 & 4.21. It is clear from the above tables that attitude towards profession does not influence organisational commitment or any of its dimensions. Hence hypothesis Ho7 is accepted and it is concluded that whether a teacher has positive attitude towards his/her profession or negative, it will not affect his/her commitment to the school where he/she is employed.

Hypothesis Ho8:-

Attitude towards working conditions -a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.6, 4.11, 4.16 & 4.21 it is clear that attitude towards working conditions influences organisational commitment and two of its dimensions-CC and NC, but does not influence AC. Hence it may be concluded that if a teacher has positive attitude towards his/her working
conditions then it will positively influence his/her need and desire to stay in the school and if he/she has negative attitude towards working conditions, then the reverse will happen. However it must be noted that positive or negative attitude towards working conditions will have no influence on his/her feeling that he/she should stay in the school.

Hypothesis Ho9 :-

Attitude towards authority- a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.6, 4.11, 4.16 & 4.21 it is clear that attitude towards authority positively and significantly influences organisational commitment and two of its dimensions- AC and CC, but does not influence NC. Hence it may be concluded that if the authorities have good impression in the minds of teachers and they are supportive and helping for them, then it will not only increase their level of commitment to the school, but their desire and need to stay in their schools will also be positively affected.

Hypothesis Ho10:-

Attitude towards institution - a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.6, 4.11, 4.16 & 4.21 it is clear that attitude towards institution significantly and positively influences organisational commitment and two of its dimensions- AC and CC, but does not influence NC. Hence it may be concluded that in order to strengthen the desire and need of teachers to stay in their schools and to increase their level of commitment, it is necessary to let the teachers have positive attitude
towards the institutions where they work.

**Hypothesis Ho11:-**

Job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

In order to verify this hypothesis the data was analysed and presented in tables 4.4, 4.9, 4.14 & 4.19. It is clear from the above tables that job satisfaction does not influence organisational commitment and two of its dimensions AC and NC, but influences CC positively. It is evident from the above tables that if a teacher is satisfied with his/her job, even then it will necessarily not ensure that he/she had desire and feeling that he/she should stay in the school, but definitely it will intensify his/her need to stay in the school.

**Hypothesis Ho12:-**

Fairness of policies and behaviour - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.7, 4.12, 4.17 & 4.22 it is clear that fairness of policies and behaviour influences positively and significantly organisational commitment and one of its dimension- AC, but does not influence CC & NC. Hence it may be concluded that if the teachers feel that their school's policies are fair and behaviour of their bosses is good with them, then it will necessarily intensify their desire to stay in the school and also increase their level of commitment to the school.

**Hypothesis Ho13:-**

Adequacy of immediate leadership - a dimension of
employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.7, 4.12, 4.17 & 4.22 it is clear that adequacy of immediate leadership does not influence organisational commitment and two of its dimensions- AC & CC, but positively and significantly influences NC. Hence it may be concluded that if the leadership of the school (i.e. principal) is adequate then it will necessarily affect the feeling of the teachers that they should stay in their schools and teaching profession positively.

**Hypothesis Ho14:-**

Sense of participation - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.7, 4.12, 4.17 & 4.22 it is clear that sense of participation positively and significantly influences organisational commitment and two of its dimensions- AC & CC. Hence it may be concluded that if the teachers feel that they are being participated in decision making processes and day-to-day affairs of the school then it will not only increase their level of commitment to the school but their desire and need to stay in the same will also be positively affected.

**Hypothesis Ho15:-**

Regard and identification - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.7, 4.12, 4.17 & 4.22 it is clear that regard and
identification positively and significantly influences organisational commitment and two of its dimensions - AC and CC, but does not influence NC. Hence it may be concluded that if the teachers are regarded and their work and talent is identified, then it will not only increase their level of commitment to the schools but their desire and need to stay in the same will also be positively affected.

**Hypothesis Ho 16:**

Employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

In order to verify this hypothesis the data was analysed and presented in tables 4.4, 4.9, 4.14 & 4.19. It is evident from the above tables that employee's morale positively and significantly influences organisational commitment and its one dimension - AC, but does not influence either CC or NC. Hence it may be concluded that if the teachers' morale is high then it will not only increase their level of commitment to the schools but their desire to stay in schools will also be positively affected. In case, if their morale is low, the reverse will happen.

**Hypothesis Ho 17:**

Warmth and support - a dimension of socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

From tables 4.8, 4.13, 4.18 & 4.23 it is clear that warmth and support positively and significantly influences organisational commitment and two of its dimensions - AC and CC, but does not influence NC. Hence it may be concluded that if the teachers feel warmth and support in their
schools, then it will not only increase their level of commitment to the schools but their desire and need to stay in the schools will also be intensified.

**Hypothesis Ho18:-**

Structure - a dimension of socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

It is clear from the tables 4.8, 4.13, 4.18 & 4.23 that structure does not influence organisational commitment and two of its dimensions CC and NC, but influences AC significantly. Hence it may be concluded that if the teachers feel that their school has a good structure then their desire to stay in the school will be positively affected.

**Hypothesis Ho19:-**

Autonomy - a dimension of socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the total sample of teachers.

It is clear from tables 4.8, 4.13, 4.18 and 4.23 that autonomy does not influence organisational commitment and its one dimension AC, but influences positively and significantly two dimensions of OC- CC & NC. Hence it may be concluded that if the teachers are provided autonomy in their schools with regard to conduct practicals, co-curricular activities and to some extent in enforcing the discipline in the school then it will increase their need to stay in the school and their feeling that they should stay in the school.

**Hypothesis Ho 20 :-**

Socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment
as a whole for the total sample of teachers.

In order to verify this hypothesis the data was analysed and presented in tables 4.4, 4.9, 4.14, & 4.19. It is clear from the above tables that socio-emotional school climate does not influence organisational commitment as a whole and two of its dimensions - AC & CC rather it influences normative commitment (NC). Hence it may be concluded that if the teachers feel that a good socio-emotional school climate exists in their schools then it will positively affect to their feeling that they should stay in their schools. In case of a bad or poor socio-emotional school climate the reverse will happen.

**Hypothesis Ho 21:-**

Work load - a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

From tables 4.25, 4.29, 4.34 & 4.39 it is clear that work load negatively and significantly influences organisational commitment of a male teacher and two of its dimensions AC and NC, but does not influence continuance commitment (CC). Hence it may be concluded that if a male teacher is suffering from work overload then it will not only reduce his commitment to the school but his desire and feeling that he should stay in the school will also be adversely affected. On the other hand reduction in work overload will positively influence his commitment to the school and the desire to stay in the school.

**Hypothesis Ho22:-**

Student misbehaviour - a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.
From tables 4.25, 4.29, 4.34 & 4.39 it is clear that student misbehaviour does not influence organisational commitment and two of its dimensions AC & NC but influences continuance commitment negatively and significantly. Hence it may be concluded that if the male teachers are suffering from student misbehaviour then their need to stay in the school will be adversely affected. On the other hand if the male teachers feel that their students behave properly with them, then their need to stay in the school will be intensified.

**Hypothesis Ho 23 :-**

Professional recognition - a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

It is clear from tables 4.25, 4.29, 4.34 and 4.39 that lack of professional recognition does not influence organisational commitment and its two dimensions AC & CC but influences normative commitment (NC) negatively. Hence it may be concluded that if a male teacher feels that he lacks professional recognition, then his feeling that he should stay in the school will be adversely affected. On the other hand if he feels that his profession is recognised and valued by the society then his feeling that he should stay in the school will be strengthened.

**Hypothesis Ho24:-**

Class room resources - a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

It is clear from the tables 4.25, 4.29, 4.34 and 4.39 that classroom resources do not influence organisational commitment and two of its dimensions CC & NC, but influences affective commitment (AC)
Hence it may be concluded that if we want to intensify the desire of the male teachers to stay in the school and teaching profession, then we must provide the optimum classroom resources required by them to discharge their duties.

**Hypothesis Ho25:-**

Poor colleague relations- a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

Tables 4.25, 4.29, 4.34, & 4.39 reveal that poor colleague relations influence the organisational commitment and all its three dimensions negatively and significantly for male teachers. Hence hypothesis Ho 25 is rejected and it is concluded that if the teachers feel that they don't have good relations with their colleagues then not only their commitment to the school will be reduced but their desire, need and feeling that they should stay in the school will also be hampered. On the other hand if they have good relations with their colleagues then their level of commitment desire and need to stay in the school will be increased.

**Hypothesis Ho26:-**

Occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

In order to verify this hypothesis the data was analysed and presented in tables 4.24, 4.28, 4.33 &4.38. From these tables it is clear that occupational stress negatively and significantly influences the organisational commitment of male teachers and all of its three dimensions. Hence the hypothesis Ho26 is rejected.

It is also evident from the above tables that if the male
teachers are suffering from occupational stress then it will not be possible for them to be committed to their schools. Occupational stress also adversely affects the teachers desire, need and feeling that they should stay in the schools. In order to let them fully committed to their schools and to maintain their need and desire to stay in the schools, we must ensure that they are not suffering from stress caused by their profession.

**Hypothesis Ho27:-**

Attitude towards profession - a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

From tables 4.26, 4.30, 4.35 & 4.40 it is clear that attitude towards profession does not influence organisational commitment or any of its dimensions. Hence the hypothesis Ho27 is accepted and it is concluded that a male teacher's attitude towards his profession neither affects his commitment nor his desire or need to stay in the school.

**Hypothesis Ho 28:-**

Attitude towards working conditions - a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

From tables 4.26, 4.30, 4.35 & 4.40 it is evidently clear that attitude towards working conditions does not influence a male teacher's organisational commitment and its one dimension - AC, but influences CC & NC. In this way it is comprehended that a teacher's attitude towards his working conditions may not influence his commitment to the school and his desire to stay in the teaching profession, but it definitely affects his need and feeling that he should stay in the school and his profession.
Hypothesis Ho 29:-

Attitude towards authority - a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

From table 4.26, 4.30, 4.35 & 4.40 it is clear that attitude towards authority influences organisational commitment of a male teacher and two of OC's dimensions -AC and CC, but does not influence NC. Hence it may be concluded that if a teacher has positive attitude towards his authority then it will not only boost up his commitment to the school rather it will increase his desire and need also to stay in the school. However positive or negative attitude towards authority will be having no impact on his feeling that he should stay in the school.

Hypothesis Ho30:-

Attitude towards institution- a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

From tables 4.26, 4.30, 4.35 & 4.40 it is clear that attitude towards institution does not influence organisational commitment or any of its dimensions. In this way the hypothesis Ho30 is accepted and it is concluded that a male teacher's attitude towards his institution either positive or negative does not influence his commitment to the school as well as his desire, need and feeling that he should stay in the school.

Hypothesis Ho31:-

Job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for male teachers.
In order to verify this hypothesis data was analysed and presented in tables 4.24, 4.28, 4.33 & 4.38. The above tables reveal that job satisfaction of male teachers does not influence organisational commitment and its two dimensions AC&NC but influences CC positively. Hence it may be concluded that if a teacher is satisfied with his job then he may not be necessarily committed to his school, or his desire to stay in the school will be intensified but his need to stay in the school will definitely be intensified.

**Hypothesis Ho32:-**

Fairness of policies and behaviour - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

Tables 4.27, 4.31, 4.36 & 4.41 reveal that fairness of policies and behaviour influences organisational commitment and one of its dimension - AC, but does not influence the other two dimensions of OC-CC &NC. Hence it may be concluded that if the policies of the schools are fair and behaviour of the principal is good for the teachers then not only their level of commitment to the school will be increased, but their desire to stay in the school also. However it will have no effect on their need to stay in the school.

**Hypothesis Ho33:-**

Adequacy of immediate leadership - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

From tables 4.27, 4.31, 4.36 & 4.41 it is clear that adequacy
of immediate leadership neither influences organisational commitment of male teachers nor its two dimensions AC & CC but influences NC. Hence it may be concluded that if the leadership of the school is adequate even then it will not have any impact on the level of commitment of male teachers and on their desire and need to stay in the school. However it will definitely affect the feeling of male teachers that they should stay in the school.

**Hypothesis Ho34:**

Sense of participation - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

Tables 4.27, 4.31, 4.36 & 4.41 reveal that sense of participation positively and significantly influences organisational commitment of male teachers and its one dimension - continuance commitment but does not influence AC & NC. Hence it may be concluded that if the male teachers feel that they are being participated in enforcing discipline in the school, in organising co-curricular activities in the school and in the decision making processes then it will increase their level of commitment to the school as well as their need to stay in the school and in the teaching profession. However their desire to stay in the school will not be affected by their sense of being participated.

**Hypothesis Ho 35:**

Regard and identification - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

From tables 4.27, 4.31, 4.36 & 4.41 it is clear that regard and identification positively and significantly influences organisational
commitment of male teachers and its two dimensions AC & CC but does not influence NC. Hence it may be concluded that if the male teachers are regarded, and their talent, efficiency and hardwork is identified, then not only their commitment to the school will be manifol ded but their desire and need to stay in the school will be intensified also. However regard and identification will have no impact on their feeling that they should stay in the schools.

Hypothesis Ho 36:-

Employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

In order to verify this hypothesis the data was analysed and presented in tables 4.24, 4.28, 4.33 & 4.38. The above tables reveal that employee's morale positively and significantly influences organisational commitment and two of its dimensions- affective commitment and normative commitment but does not influence continuance commitment. Hence it may be concluded that if the male teachers have a high morale then their commitment to the schools and their desire and feeling that they should stay in the schools will be on high level. In case of low morale the reverse will happen. However high or low morale of male teachers virtually will have no effect on their need to stay in the school.

Hypothesis Ho 37:-

Warmth and support-a dimension of socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

Tables 4.32, 4.37, & 4.42 reveal that warmth and support
does not influence organisational commitment and its three dimensions. Hence the hypothesis Ho 37 is accepted and it is concluded that if the climate of the school is such that the male teachers are getting warmth and support even then their commitment and their need and desire to stay in the school will not be affected.

**Hypothesis Ho 38:-**

Structure- a dimension of socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

From tables 4.32, 4.37, & 4.42 it is clear that structure does not influence organisational commitment and its two dimensions- CC & NC but influences AC. Hence it may be concluded that if the male teachers feel that their school has a good structure then their desire to stay in the school will be heightened but their commitment to the school and their need to stay in the school will be unperturbed.

**Hypothesis Ho 39:-**

Autonomy- a dimension of socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

Tables 4.32, 4.37, & 4.42 reveal that autonomy does not influence organisational commitment of male teachers and its one dimension-affective commitment but influences continuance and normative commitment. Hence it may be concluded that if the teachers have autonomy in the day-to-day affairs of college and in academic matters even then their commitment to the school as well as their desire to stay in the school will be unperturbed. However their need to stay in the school and their feeling that they should stay in the school will be
positively affected.

**Hypothesis Ho 40:**

Socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the male teachers.

In order to verify this hypothesis data was analysed and presented in tables 4.24, 4.28, 4.33 and 4.38. The above tables reveal that socio-emotional school climate does not influence organisational commitment and its two dimensions - AC and CC but influences NC. Hence it may be concluded that even the good socio-emotional school climate is not enough either to heighten the level of commitment of male teachers to their schools or their desire and need to stay in the school. However their feeling that they should stay in the schools will be positively affected if the school provide good socio-emotional climate.

**Hypothesis Ho 41:**

Work load- a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

From tables 4.44, 4.49, 4.54, & 4.59, it is clear that work load negatively and significantly influences organisational commitment and its two dimensions- AC & NC but does not influence CC. Hence it may be concluded that if the female teachers suffer from work overload then not only their commitment to the school will be lowered but their desire to stay in the school and their feeling that they should stay in school will also be adversely affected. However work load will have no effect on the female teacher's need to stay in the school and teaching profession.
Hypothesis Ho 42:-

Student misbehaviour - a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

Tables 4.44, 4.49, 4.54 & 4.59 reveal that student misbehaviour negatively influences female teacher's organisational commitment and its two dimensions - AC and CC but does not influence NC. Hence it may be concluded that if the female teachers are suffering from student misbehaviour then their commitment to the school as well as their desire and need to stay in the school will be lowered. It means in order to heighten the female teacher's level of commitment to the school the student must be stopped from misbehaving with their teachers. However student misbehaviour does not have any influence on the female teacher's feeling that they should stay in the school.

Hypothesis Ho 43:-

Professional recognition - a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

Tables 4.44, 4.49, 4.54 & 4.59 reveal that professional recognition does not influence female teacher's organisational commitment and its three dimensions. Hence the hypothesis Ho 43 is accepted and it is concluded that if the female teachers feel that their profession is recognised and valued by the society even then their commitment to the school and their need and desire to stay in the school will be unaffected.

Hypothesis Ho 44:-

Classroom resources - a dimension of occupational stress
will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

From tables 4.44, 4.49, 4.54 & 4.59 it is clear that classroom resources influence female teacher's organisational commitment and its one dimension - continuance commitment but does not influence affective and normative commitment. Hence it may be concluded that if the female teachers are provided the necessary classroom resources then their commitment to the school and their need to stay there will be intensified. In case of lack of classroom resources, the reverse will happen. However it must be noted that proper availability of classroom resources will not influence the female teacher's desire to stay in the school.

**Hypothesis Ho 45:-**

Poor colleague relations- a dimension of occupational stress will not influence any of the dimension of organisational commitment or organisational commitment as a whole for female teachers.

Tables 4.44, 4.49, 4.54, & 4.59 reveal that poor colleague relations influence female teacher's organisational commitment and its one dimension - affective commitment but does not influence continuance and normative commitment. Hence it may be concluded that if the female teachers have poor relations with their colleagues then their commitment to the school and their desire to stay in the school will be negatively affected. It must be noted that the administrators of the schools must provide the chances for all the teachers to come together and have good relations with one another. However good relations with the colleague will have no effect on the female teachers' need to stay in the school.

**Hypothesis Ho 46:-**

Occupational stress will not influence any of the dimension
of organisational commitment or organisational commitment as a whole for the female teachers.

In order to verify this hypothesis the data was analysed and presented in tables 4.43, 4.48, 4.53 and 4.58. It is evident from the above tables that occupational stress negatively and significantly influences female teacher's organisational commitment and its two dimensions-affective and continuance commitment but does not influence normative commitment.

In the light of the above findings it may be concluded that if the female teachers are suffering from occupational stress then their commitment as well as their need and desire to stay in the school will be lowered. Hence if we want to increase their commitment level then we must ensure that their stress experiences are reduced and coping mechanisms are frequently provided to them.

**Hypothesis Ho47**:-

Attitude towards profession- a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

From tables 4.45, 4.50, 4.55 & 4.60 it is clear that attitude towards profession does not influence organisational commitment of female teachers and its two dimensions- AC and NC, but influences positively CC. Hence it may be concluded that if the female teachers have good attitude towards their profession even then their commitment to the school and desire to stay there will not be heightened. However it will heighten their need to stay in the organisation (school) where they are employed.
Hypothesis Ho48:-

Attitude towards working conditions - a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

Tables 4.45, 4.50, 4.55, and 4.60 reveal that attitude towards working conditions influence positively and significantly organisational commitment and its one dimension - normative commitment but does not influence affective and continuance commitment. Hence it may be concluded that if the female teachers have good attitude towards working conditions then it will help to increase their commitment level as well as their feeling that they should stay in the school. However their desire and need to stay there will be unaffected by positive attitude towards working conditions.

Hypothesis Ho49:-

Attitude towards authority - a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

From tables 4.45, 4.50, 4.55 and 4.60 it is clear that attitude towards authority positively and significantly influences organisational commitment of female teachers and its one dimension-affective commitment but does not influence continuance and normative commitment. Hence it may be concluded that if the female teachers have a positive attitude towards authority then not only their level of commitment to the school will be increased but their desire to stay in the school will be positively affected also. However it is complimentsory to note that this positive attitude towards authority will have no influence on their need and feeling that they should stay in the school.
Hypothesis Ho 50:-

Attitude towards institution - a dimension of job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for female teachers.

Tables 4.45, 4.50, 4.55 and 4.60 reveal that attitude towards institution positively and significantly influences female teacher's organisational commitment and its one dimension - affective commitment but does not influence continuance and normative commitment. Hence it is evident from the above tables that if the female teachers have a positive attitude towards institution then not only their level of commitment to the school will be increased but their desire to stay in the school will also be positively affected. On the other hand if their attitude towards the school is negative then the reverse will happen. However it must be noted that this positive or negative attitude towards institution will have no impact on their need to stay in the school.

Hypothesis Ho 51:-

Job satisfaction will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

In order to verify this hypothesis the data was analysed and presented in tables 4.43, 4.48, 4.53 & 4.58. From the above tables it is clear that job satisfaction positively and significantly influences organisational commitment and its one dimension - continuance commitment but does not influence affective and normative commitment. Hence it may be concluded that if the female teachers are satisfied with their jobs then their level of commitment to the school will be heightened as well as their need to stay in
the school will also be intensified. In case if they are less satisfied or not satisfied with their jobs then their level of commitment as well as their need to stay in the school will be adversely affected. However it must be noted that their satisfaction with the job will not influence their desire to stay in the school.

**Hypothesis Ho52:**

Fairness of policies and behaviour - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

Tables 4.46, 4.51, 4.56 and 4.61 reveal that fairness of policies and behaviour does not influence organisational commitment of female teachers or any of its dimension. Hence hypothesis Ho 52 is accepted and it is concluded that if the policies of the school are fair to the female teachers and the behaviour of their bosses is good for them even then their level of commitment to the school as well as their desire and need to stay in the school will be unaffected.

**Hypothesis Ho53:**

Adequacy of immediate leadership - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

From tables 4.46, 4.51, 4.56, & 4.61 it is clear that adequacy of immediate leadership does not influence organisational commitment or any of its dimensions. Hence hypothesis Ho53 is accepted and it is concluded that if the leadership of the school is adequate and supportive even then the female teachers' level of organisational commitment will not
be affected, neither their desire and need to stay in the school.

**Hypothesis Ho54:-**

Sense of participation- a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

Tables 4.46, 4.51, 4.56, & 4.61 reveal that sense of participation positively and significantly influences organisational commitment and its two dimensions- affective and continuance commitments but does not influence normative commitment. Hence it may be concluded that if the female teachers are properly participated in decision making processes, in enforcing disciplines and in day-to-day affairs of the school then not only their level of commitment to the school will be increased but their desire and need to stay there will also be positively affected. But it must be noted that sense of participation will have no impact on the female teachers' feeling that they should stay in the school.

**Hypothesis Ho55:-**

Regard and identification - a dimension of employee's morale will not influence any of the dimension of organisational commitment or organisatinal commitment as a whole for the female teachers.

Tables 4.46, 4.51, 4.56 and 4.61 reveal that regard and identification positively and significantly affects organisational commitment and its two dimensions- affective and normative commitment but does not influence continuance commitment. Hence it may be concluded that if the female teachers are properly regarded in their schools and their talent and hardwork is identified then it will enhance their level of
commitment as well as their desire to stay in the school. In case of the lack of regard and identification the reverse will happen. However it may be noted that regard and identification will have no impact on female teachers' need to stay in the school.

**Hypothesis Ho56:**

Employee's morale will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

In order to verify this hypothesis data was analysed and presented in tables 4.43, 4.48, 4.53 & 4.58. From the above tables it is clear that employee's morale positively and significantly influences organisational commitment and its two dimensions - affective and normative commitment but does not influence continuance commitment. Hence it may be concluded that if the morale of the female teachers is high then not only the female teachers' level of commitment to the school will be enhanced but their desire to stay in the school will also be increased. If the female teacher's morale will be low then level of commitment as well as desire to stay in the school will be diminished. However it must be noted that high or low morale will have no impact on their desire to stay in the school.

**Hypothesis Ho57:**

Warmth and support - a dimension of socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

It is clear from tables 4.47, 4.52, 4.57 & 4.62 that warmth and support significantly and positively influences female teachers
organisational commitment and its one dimension- affective commitment, but does not influence continuance and normative commitment. Hence it may be concluded that if the female teachers feel warmth and support in the school then not only their level of commitment to the school will be increased but their desire to stay there will also be positively affected. In case of lack of warmth and support, the reverse will happen. However it is complimentary to note that warmth and support will virtually have no effect on female teachers' need to stay in the school.

Hypothesis Ho 58:-

Structure - a dimension of socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

Tables 4.47, 4.52, 4.57 & 4.62 reveal that structure positively and significantly influences organisational commitment and its two dimensions- affective and normative commitment but does not influence continuance commitment. Hence it may be concluded that if the female teachers feel that their school has a good structure and provides all the necessary facilities then not only their level of organisational commitment will be increased but their desire and feeling that they should stay in the school will also be positively affected. In case of a bad structure, provided by the school the reverse will happen. However it must be noted that a good structure of the school is not sufficient enough to affect their need to stay in the school.

Hypothesis Ho59:-

Autonomy- a dimension of socio-emotional school climate will not influence any of the dimension of organisatinal commitment or organisational commitment as a whole for the female teachers.
Tables 4.47, 4.52, 4.57 & 4.62 reveal that autonomy does not influence organisational commitment and its two dimensions namely affective and normative commitment but influences significantly and positively continuance commitment. Hence it may be concluded that if the female teachers are given autonomy in day-to-day affairs of the school and in academic matters even then their level of organisational commitment and their desire to stay in the school will be unaffected. However the autonomy will positively influence their need to stay in the school.

**Hypothesis Ho60:-**

Socio-emotional school climate will not influence any of the dimension of organisational commitment or organisational commitment as a whole for the female teachers.

In order to verify this hypothesis the data was analysed and presented in tables 4.43, 4.48, 4.53 & 4.58. It is evidently clear from the above tables that socio-emotional school climate does not influence organisational commitment of the female teachers and its three dimensions namely affective, continuance & normative commitment. Hence the hypothesis Ho60 is accepted and it is concluded that the good socio-emotional climate of a school is not able to either increase the level of organisational commitment of female teachers or influence their desire, need and feeling that they should stay in the school.