Chapter 1

INTRODUCTION

1.1 Introduction

God has given a child the greatest and a natural gift – the brain, which needs to be moulded to lead a comfortable and disciplined life. The process which brings out this change is education. Education develops humanity and makes life progressed, cultured and civilized. It is through education that
man develops his thinking, reasoning, and problem solving skills. Good values and attitudes are developed through education and man is transformed into human, social, moral and spiritual being. Education brings about a change in an individual, a society and also in the entire nation. Moreover, economic, social and political development of a nation is possible through education.

The performance of teachers is very crucial in the field of education. Teachers are the heart and soul of education. According to the American Commission on Teacher Education (1974), “The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their teachers”. The success of any education system depends much on the requisite qualities of the teacher. It is the quality of teachers, which creates excellence in every walk of life. The teachers play an important role in the social reconstruction of the country. They play an inevitable role not as a mere transmitter of knowledge and culture but as a change agent. Teachers prepare the next generation and it is the level of their commitment, devotion and dedication that determine the future society. Since ages, the teacher’s role is regarded as an important one not only in moulding the personality of the children but also in shaping the society. They nurture and cultivate humanistic, ethical and moral aspects among students. The Vedas - the ancient Indian literature, observe Mathru devo bhava, Pithru devo bhava, Acharya devo bhava, which keep the teachers’ position at par with parents. The then schools, the ‘Gurukulas’, not only provided the knowledge to the students, but also generated a feeling of self recognition, self respect and respect for all others. They refined their character and disciplined the lives of the students and taught them to live in harmony. The famous poet Kabir Das remarked;
“Teacher and God, both are standing before me, 
Whom should I pray obeisance? 
I bow to you my teacher 
Who guided me to God”.

Our former President and veteran educationist Dr S. Radhakrishnan says, “Teachers’ place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning”. Again, our former president Dr. A.P.J. Abdul Kalam remarked; “If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the Father, Mother and the Teacher”. The Indian Education Commission (1966) describes a teacher as one of the most important factors contributing to the national development. Laying the emphasis on teachers’ qualities the report of Kothari Commission (1964) emphasizes the role of teachers in uplifting the society. Teachers can make the nation strong; they are the future pillars of the nation. It is rightly said, “If a doctor commits a mistake, it is buried; if an engineer commits a mistake it is cemented; if a lawyer commits a mistake it is filed; but if a teacher commits a mistake it is reflected by the nation”. The role of teachers assumes new dimensions due to technological progress and new vistas of knowledge resulting from technological innovations. She/he is an instructor, organizer of educational activities, a therapist, a guarantor of happiness, an engineer of warm personal relationship and what not..... In fact, the teacher is the top most academic and professional person in the educational pyramid under whose charge, the destiny of our children is placed.
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The NPE 1986 and its Revised Version 1992, has repeatedly remarked that ‘No system of education can rise above the level of its teachers’. The Educationalists generally agree that the goodness of an education programme is determined to a large extent by the quality of learning process. Whenever the learner failed to attain the pre specified goals, something was wrong with the teacher, either with the plans she/he made or with the ways in which she/he carried them out. The success of the learner mainly depends on the ability of the teacher. A good teacher with her/his proper behaviour can motivate, inspire and make the students almost lost in learning. An educational institute may have excellent infrastructure and a good curriculum, but it cannot achieve its goal if the teachers are ineffective and indifferent. Effective teachers are required in the class room because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. National Policy on Education 1986 says, “The government and community should make an effort to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community”.

Institutions that have goals to achieve would require satisfied and happy staff in her workforce (Oshagbemi, 2000). Further, it is also important to note the fact that for any educational institution to take off and achieve its strategic goals would strongly need capacity to attract, retain and maintain competent, satisfied and committed staff into its employment. Satisfied and committed teacher can contribute a lot to the well-being of the institution. A dissatisfied teacher can become irritable and may create
tensions which can have negative influence on the students’ learning process and it consequently affects their academic growth. Teachers having favourable attitude towards their job are generally satisfied with their job. Sunita Goel (1998) found a positive relationship between job satisfaction and effective teacher behaviour. Considering the role of job satisfaction, various commissions and committees have also given importance to job satisfaction of the teaching community at various levels in India.

Attracting and retaining high quality teachers is a prime necessity for a strong education system because a high quality teaching staff is the cornerstone of a successful education system. One step in developing a high quality faculty is to understand the factors associated with teaching quality and retention. One of such factors is job satisfaction. Unless and until the teacher is a fully competent person, greatly interested and involved in her/his work and does the job satisfactorily, all other efforts that are taken to effect any improvement in the field of teaching are bound to fail. Nowadays, there is, however, a general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontent towards their job as a result of which standard of education falls. Teachers are dissatisfied in spite of different plans and programmes which have been implemented to improve their job. Teaching profession has become frustrating and stressful due to greater workload, unmotivated perks, less recognition, non conducive and non flexible working environment, less training opportunities, unhealthy school climate etc. Teachers’ satisfaction with their job may influence the quality and stability of instruction given to the students. In addition, a highly satisfied teacher is less likely to leave the teaching profession and institution (Choy et al 1993). Such departures disrupt the education system and result
in the shift of valuable educational resources and costly teacher replacement efforts. Hence, the educational authorities need to find ways to keep teachers in the profession and keep them motivated and satisfied. A satisfied teacher, who not only feels motivated with her/his job, but is also empowered to strive for excellence and growth in instructional practices. Moreover, in any of the educational settings the goals and objectives can be scaled and conquered only if the teachers are satisfied with their job.

Job satisfaction is a complex and comprehensive concept, which can mean different things to different people. It is more of an attitude in internal state. It could be associated with a personal feeling of achievement, either qualitative or quantitative. Mullins (1999) examines job satisfaction in terms of the fit between what the organization requires and what the employee is seeking and in terms of the fit between what the employee is seeking and what she/he is actually receiving. The level of job satisfaction is affected by a wide range of factors such as

- individual factors (i.e. personality, age, education, marital status, intelligence and abilities and orientation to work);
- social factors (i.e. relationship with co-workers, relationship with superiors, group working and norms and opportunity for interaction);
- organizational factors (i.e. nature and size, formal structure, personnel policies and procedures, nature of work, supervision and style of leadership, management systems and working conditions);
- cultural factors (i.e. attitudes, beliefs and values);
- Environmental factors (i.e. economic, social, technical and governmental influences).
Sweeny and McfarIn (2002) defined job satisfaction as the result of psychological comparison process of the extent to which various aspects of their job measure up to what they desire. Thus, the larger the gap between ‘what employees have’ and ‘what they want’ from their job, the less satisfied the employees are. In other words employees tend to be most satisfied with their jobs when ‘what they have’ matches ‘what they want’.

Commitment of the employees towards their organization has received a considerable attention in the field of management and organizational behaviour. Commitment refers to the employee’s emotional attachment and involvement in the organization. This attachment has been used and defined in many ways over the years. However, organizational commitment has clearly emerged as the most recognized and researched construct of employee’s attachment or loyalty to the organization. A highly committed person has the feeling that he is working for himself and not for somebody else. As a result, she/he develops a sense of responsibility and does not require any external drive for her/his job performance. Weiner (1982) suggested that organizational commitment is likely to prompt employees to put in their best in organizational activities. The concept of organizational commitment has provided its usefulness not only as a theoretical construct and as an empirical predictor, but also a powerful tool which can also be used as an aid to achieve higher levels of performance and discipline in an organization. In recent years research on commitment has been extended to educational organisations. Educational institutions require committed teachers who care for the well-being of their institution and students. Teachers with strong commitment find happiness in their job and involve themselves in it wholeheartedly. Committed teachers believe strongly in the
institution’s goals and values, comply with orders and expectations voluntarily, exert considerable effort beyond minimal expectations for the good of the institution and strongly desire to remain affiliated with it (Mowday, 1982). A desirable teacher is one who identifies with the school, adopts school goals as one’s own and is willing to put forth extra effort (Hoy and Tarter, 1989).

Kushman (1992) stated that teacher’s organizational commitment depends on certain working conditions existing in the school. These include:

1) A behavioural climate conducive to learning,
2) A motivational climate favourable for the student,
3) Involvement of the teacher in decision making and
4) Extrinsic reward for the teacher.

Teachers who are committed are always able to put in their maximum effort cheerfully and zestfully. Thus teacher performance and commitment is a crucial input in the field of education. In the absence of capable and committed teachers, educational institutions cannot develop into potential instrument of national development.

A lot of factors have direct or indirect influence on job satisfaction and commitment of school teachers. Can a teacher work properly in an unhealthy surrounding? Even the most efficient teacher will remain handicapped in the proper discharge of her/his functions for want of proper school environment or climate. The students can’t get any benefit from the teacher if they do not work in healthy surroundings. It is an accepted fact that the behaviours of human beings are directly influenced by the work environment.
Organisational climate has a rich history in the study of educational institutions. Since a considerable part of education is received in schools, they have a special position as a sensitive and important social system. The pre-requisite for teachers to efficiently carry out the crucial task they are responsible for is that they have a desirable school climate. The atmosphere in which the school conducts itself in a unique way is technically known as its organizational climate.

The topic of school climate and its effect on school’s overall performance have attracted the attention of many researchers across the last decades (Hoy 1986). Schools which have a desirable climate bring about job involvement and attachment among teachers and increase their effectiveness (Ajay Babu 2013). School climate, therefore, is the major determinant factor of the teacher job satisfaction and commitment. Teachers tend to function wholeheartedly and more effectively in schools with more open climate in which ideas and feelings are expressed more openly and vice-versa. The school teachers are working in different types of institutions like government, government aided, and private unaided. Each school is different in its organizational climate with respect to Principal, management, and relations with colleagues. In these educational structures teachers who are provided with open type of climate and happy environment and in which their needs and problems are taken care of by the management were found to be satisfied in their job. Positive school climate is important for the smooth running of the institution which in turn promotes a high level performance, satisfaction and commitment among teachers.

1.2 Higher Secondary Education in Kerala

Kerala’s achievements in social development and quality of life are indeed inspiring and encouraging. The State has achieved a human
development index comparable to the developed countries in the world. Professor Amartya Sen has attributed these achievements to high literacy and education among all Indian States. The society attaches so much importance to school education that the main concern of the people is how to improve the quality of education.

Higher secondary courses were introduced in the State during 1990-’91 to reorganize the secondary level of education in accordance with the National Education Policy. There was a partial induction of plus two stage of education in the school system with the introduction of vocational higher secondary courses in 19 schools, in 1983-’84. The Kerala Higher Secondary Department was formed in 1990 with the main objective of imparting best quality education. In 1990, plus two was introduced only in a few selected government schools in the State and the scheme was extended, stage by stage, to other high schools in the State. The school system was streamlined by fixing standards 1 to 4 as lower primary, 5 to 7 as upper primary and 8 to 10 as secondary. Higher secondary education consists of standards XI and XII. Thus, plus two was introduced in 1990-1991, in 31 government schools, one each in the educational district and all candidates who passed SSLC or equivalent examination were eligible for admission. Higher secondary course is the turning point in the entire school education which provides need based timely, scientific, effective and sustainable services to the students and teachers at the higher secondary level. As much as 1825 higher secondary schools are there during 2013-2014 in the state. Out of these 776 (42.52 per cent) are government schools, 674 (36.93 per cent) are aided schools and the remaining 375 (20.55 per cent) are unaided and technical schools. Among the districts, Kozhikode has the largest number of
higher secondary schools (225 numbers) in the State followed by Thrissur (177 numbers) district. Vocational higher secondary education in the state imparts education at plus two level with the objective to achieve self/wages/direct employment as well as vertical mobility. As much as 389 vocational higher secondary schools are there in the State. Out of these 261 are in the government sector and 128 in the aided sector. Kollam district (52 numbers) has the largest number of vocational higher secondary schools in the State.

1.3 Research Gap

From the review of available literature as per chapter two of the report, it can be seen that the relationship among school climate, job satisfaction, and the institutional commitment is poorly investigated in the Kerala context, and that the impact of school climate on the overall job satisfaction and institutional commitment of teachers has not yet been covered anywhere in the earlier studies. Most of the previous studies have made attempt to explain an employee’s job satisfaction as a function of the individual’s personal characteristics and the characteristics of the job itself. Variables such as age, gender, marital status, educational status, hours of work, pay etc. were identified as key factors that determine job satisfaction of school teachers. Since a majority of studies on job satisfaction of teachers had been undertaken in the lower primary schools and high schools, the extent to which research findings in these schools can be applied to higher secondary schools remained unestablished. Moreover, there is relatively little research using joint use of the three questionnaires Job Satisfaction Survey (JSS) Organizational Climate Index (OCI), & Organizational Commitment Questionnaire (OCQ). So far, no comprehensive study on
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A study on job satisfaction and institutional commitment among school teachers in Kerala has been conducted in Kerala context. This work ‘A study on job satisfaction and institutional commitment among school teachers in Kerala’ is an attempt in this direction.

1.4 Significance of the Study

Education plays an important role in the development of any nation. Hence, it is required to give top priority for educational system which is possible mainly through teachers, in whose hands the destiny of our coming generation is placed. Thus, teachers who are shaping our children’s future should invariably possess job satisfaction and institutional commitment along with other good qualities. This is because a teacher is more effective in his job only when she/he is satisfied and committed towards her/his institution. Job satisfaction and institutional commitment are, therefore, utmost important factors in making the teaching profession more useful for the nation. The Education Commission (1964-66) also states that “Dissatisfaction of the individual, whatever may be the occupation in which he is engaged, results in professional stagnation. A dissatisfied teacher spells disaster to the country’s future. Dissatisfaction among the workers is undesirable and dangerous in any profession. It is just suicidal if it occurs in the teaching profession”. Hence, this study is undertaken to know teacher’s job satisfaction and institutional commitment. The climate of the organization has a vital impact on individuals in the workplace. A school climate with open, healthy and collegial professional interactions and strong academic emphasis empowers teachers, creates norms of collective efficacy and influences teacher behaviour. When teachers believe that they can organize and execute their teaching in ways that are successful in helping students learn, and when the school climate
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supports them, teachers plan more, accept personal responsibility for student performance, are not deterred by temporary setbacks and act with determination to enhance student learning. It is important to understand how specific school climate attributes influence critical teacher behaviours that improve teaching and learning in the classroom.

The focus of this study is centered on higher secondary school teachers in Kerala. The importance of higher secondary school course is known to anybody. It connects the general education to higher education, and prepares a large group for entering the society and labour market; thus, any insufficiency and defect in this course will greatly affect the performance and quality of education in a direct manner, and in turn, the performance of society and industry. Therefore, teachers with high job satisfaction and commitment along with a healthy school climate are among the important factors affecting the success of students attending this course. The study is important as it will highlight the factors that would enhance job satisfaction and institutional commitment of teachers in the school climate. The management of schools will find the research helpful in improving staff morale and bringing about job satisfaction and institutional commitment of teachers. Teacher who achieves success in her or his job and whose needs are met in the work place turns happy who would strive to maintain excellence. The study of the impact of school climate on teacher’s job satisfaction and institutional commitment is important due to their relationship to organizational effectiveness. In addition, the study will suggest adoptable policies and strategies for mitigating organizational correlates of job dissatisfaction. The research area is important for Kerala which helps to provide good quality human resources to help economic
A study on job satisfaction and institutional commitment among school teachers in Kerala (Nguni et al. 2006). Investigating into the relationship among school climate, job satisfaction and the institutional commitment may significantly contribute to enhancing both the performance of Kerala schools and the quality of Kerala’s education system. Further, the findings of this study will provide academic, theoretical, practical and policy implications which can significantly contribute to the body of knowledge in school climate, job satisfaction and the institutional commitment of teachers.

1.5 Scope of the Study

The study is intended to identify and examine the dimensions of job satisfaction, school climate, institutional commitment and the impact of school climate on overall job satisfaction and institutional commitment of teachers in Kerala. The theoretical part of the study uses a descriptive method to define the basic concepts of job satisfaction, organizational climate, school climate and organizational commitment. The present study assesses teachers’ job satisfaction in nine dimensions such as Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers, Nature of Work and Communication. In order to measure school climate, four dimensions of climate, viz., Collegial Leadership (CL), Professional Teacher Behaviour (PTB), Achievement Press (AP) and Institutional Vulnerability (IV) are used. The concept of commitment covers Commitment towards Work Assignment, Commitment towards Image Building Activities and Commitment towards Institution. The empirical part is based on analytical research, where the research instrument is presented through structured questionnaire. The analysis is based on the data collected from teachers of government, aided and unaided schools representing both HSS, VHSS in urban and rural areas from selected
districts of Kerala. The study examines and analyses job satisfaction, school climate and institutional commitment and the impact of school climate on the overall job satisfaction and institutional commitment of randomly selected teachers in Kerala. Besides, the study also covers the impact of overall job satisfaction on teacher’s institutional commitment. It further covers a close comparison of dimensions of job satisfaction, school climate and the institutional commitment of government, aided, unaided school teachers representing both HSS and VHSS in the rural and urban areas.

1.6 Statement of the Research Problem

In Kerala, education has been assigned top priority in the state development strategy and accordingly, conscious efforts have been made towards the massive expansion of educational facilities in the State. As a result there is increase in the number of educational institutions, students and teachers and the variety of educational activities. However, effective utilization of resources and success of educational set-up to produce quality output has been a subject matter of concern. In the present scenario, in Kerala, candidates with superior qualification and adequate professional degrees are getting entries into the teaching profession. Yet, the problem of deteriorating education standards seems to be assuming in alarming dimensions (SCERT 2015). 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 job satisfaction and institutional commitment. Job satisfaction among teachers and their level of commitment have been considered vital factors for the improvement of the education system, and thus, have got an unshakeable place in the educational researches.
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Based on the researcher’s observations and interactions with teachers during the pilot study, teachers in selected schools indicated that there were some forms of dissatisfaction. In fact, some of these teachers again are of the opinion that communication and decision-making problems exist in their institutions because the Principals take certain decisions without involving them which in turn, creates additional negative work environment. In addition to the above, the researcher also observes that unhappiness results from academic job structure, salary, promotion, workload, lack of support from the Principal and colleagues in the school, intervention from outside forces etc. which further increased job dissatisfaction among teachers. The above issues raise concern as to the attitudes of teachers towards their work, towards their institution and their level of job satisfaction/dissatisfaction. They view their school climate with mixed feelings as characterized by unchallenging work, shortage of supporting staff (where teachers are expected to do office and clerical jobs), lack of feedback about performance and evaluation process, lack of recognition for work done, lack of material resources and basic infrastructure, poor communication and lack of teacher development activities which prevent teachers from being equipped with knowledge and skill that they need in order to provide quality service. The financial stringencies, the huge domestic responsibilities, the professional work load and the environment factors also disturb the satisfaction of the teachers. Identifying the factors affecting job satisfaction among teachers and creating healthy school climate can have an effectual role in the achievement of educational goals and success of the students. Teachers who are highly satisfied in their job tend to establish strong emotional bond with the organization, rarely think of quitting their jobs and are expected to work for their respective schools for many years (Hallberg and Schaufeli, 2006).
In addition, job satisfaction has a positive relationship with variables such as organizational commitment, organizational citizenship behaviour, motivation and performance and has a negative relationship with absenteeism and desertion (Brown, 1996). Job satisfaction boosts employee’s performance by encouraging them to make more attempts and to make use of their creativity for solving the problems. Hence, it is necessary to identify variables within the school climate that can help improve job satisfaction and institutional commitment of teachers working in the higher secondary schools.

1.7 Objectives of the Study

1) To examine the factors affecting job satisfaction of teachers in Kerala.

2) To compare the job satisfaction of teachers working in government, aided and unaided schools.

3) To analyze commitment of school teachers towards their school and the works assigned.

4) To examine the impact of school climate on the overall job satisfaction of teachers.

5) To examine the impact of school climate on the institutional commitment of school teachers.

6) To examine the impact of overall job satisfaction on the institutional commitment of school teachers.
1.8 Hypotheses of the Study

1) The job satisfaction of teachers is not dependent on pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers and the nature of work.

2) There is no significant difference in the satisfaction level of the teachers working in government, aided and unaided schools.

3) There is no difference in the commitment of teachers working in government, aided and unaided schools towards their work assignment.

4) There is no significant difference in the commitment of teachers working in HSS and VHSS towards their institution.

5) The overall job satisfaction is not affected by school climate dimensions such as CL, PTB, AP and IV.

6) The commitment of teachers towards the institution is not affected by school climate dimensions such as CL, PTB, AP and IV.

7) The institutional commitment of teachers is not affected by the overall job satisfaction.

1.9 Research Methodology

The present study is descriptive and analytical in nature. The study examines the job satisfaction, school climate and institutional commitment of teachers with respect to different locations, managements and schools in Kerala. It also analyses the impact of school climate on institutional commitment and overall job satisfaction of teachers in Kerala.
1.10 Data Source

The present study has made use of both primary and secondary data. Primary data were collected from the selected teachers of both higher secondary and vocational higher secondary schools in Kerala using a pre-tested questionnaire. Formal and informal interviews with the Principals of HSSs, VHSSs and the officials of the Higher Secondary Directorate and SCERT were made to clarify many points. The secondary data were collected from the published reports of the DHSE, DVHSE, the DPI, Economic Reviews of various years and other published reports.

1.11 Research Approach

Survey research using a well-structured questionnaire was adopted in this study.

1.12 Period of the Study

Pilot study was conducted among teachers, selected randomly with a preliminary questionnaire for a period of two months from 15\textsuperscript{th} January 2014 to 15\textsuperscript{th} March 2014. Having tested the reliability and fixed the sample size, the final questionnaire was administered to 650 selected teachers from government, aided and unaided higher secondary and vocational higher secondary school teachers, from May 2014 to November 2014.

1.13 Research Instrument

A well-structured questionnaire was prepared with the objective of collecting all the relevant information relating to job satisfaction, school climate and institutional commitment of selected school teachers in Kerala. The questionnaire contained four sections; namely socio demographic
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profile questions, job satisfaction questions, school climate questions, and institutional commitment questions. The socio-demographic profile questions were developed by the researcher herself. Job satisfaction questions were adapted from the Paul Sector’s (1994) Job Satisfaction Survey (JSS). The JSS assessed teachers’ job satisfaction in nine dimensions such as pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work and communication. Questions on school climate were adapted from the Organizational Climate Index (OCI) developed by Hoy Smith and Sweetland (2002). The Organizational Climate Index (OCI) is a short organizational climate descriptive measure for schools. The index has four dimensions - principal leadership, teacher professionalism, achievement press for students to perform academically, and vulnerability to the community. Institutional commitment questions were adapted from Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers and Porter (1979). The questionnaire was administered after conducting a pilot study and in consultation with an expert in applied statistics.

1.14 The Population

Statistical population of the study consists of all the teachers of state-run higher secondary and vocational higher secondary schools in three districts of Kerala as on 31st March 2014.

1.15 Pilot Study

A Pilot study was conducted by using the preliminary questionnaire circulated among 50 teachers of various schools. The collected data from 50 respondents were studied in detail with variance reported, to incorporate
changes in the preliminary questionnaire. Thus, a reliability analysis was
done on the responses pertaining to job satisfaction, school climate and
institutional commitment of teachers based on 75 statements. The
questionnaire for teachers consisted of 36 statements recorded on a seven-
point scale to examine job satisfaction and the factors affecting the overall
job satisfaction; 30 statements recorded on a seven-point scale to assess
perceptions on school climate and another nine statements recorded on
seven-point scale to examine the institutional commitment of teachers.
Classical Cronbach Alpha Model for reliability was attempted. The
procedure was started with all the statements considered and by sequentially
eliminating those statements whose elimination must improve the Alpha
value. The final Alpha value obtained for each variable, is presented in the
following Table 1.1.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Variable</th>
<th>No. of statements</th>
<th>Alpha Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pay</td>
<td>4</td>
<td>0.810</td>
</tr>
<tr>
<td>2</td>
<td>Promotion</td>
<td>4</td>
<td>0.812</td>
</tr>
<tr>
<td>3</td>
<td>Benefits</td>
<td>4</td>
<td>0.893</td>
</tr>
<tr>
<td>4</td>
<td>Supervision</td>
<td>4</td>
<td>0.867</td>
</tr>
<tr>
<td>5</td>
<td>Contingent rewards</td>
<td>4</td>
<td>0.874</td>
</tr>
<tr>
<td>6</td>
<td>Operating procedures</td>
<td>4</td>
<td>0.876</td>
</tr>
<tr>
<td>7</td>
<td>Co-workers</td>
<td>4</td>
<td>0.885</td>
</tr>
<tr>
<td>8</td>
<td>Nature of work</td>
<td>4</td>
<td>0.853</td>
</tr>
<tr>
<td>9</td>
<td>Communication</td>
<td>4</td>
<td>0.878</td>
</tr>
<tr>
<td>10</td>
<td>Collegial Leadership</td>
<td>7</td>
<td>0.916</td>
</tr>
<tr>
<td>11</td>
<td>Professional Teacher Behaviour</td>
<td>7</td>
<td>0.885</td>
</tr>
<tr>
<td>12</td>
<td>Achievement Press</td>
<td>8</td>
<td>0.882</td>
</tr>
<tr>
<td>13</td>
<td>Institutional Vulnerability</td>
<td>5</td>
<td>0.898</td>
</tr>
<tr>
<td>14</td>
<td>Organisational Commitment</td>
<td>9</td>
<td>0.920</td>
</tr>
</tbody>
</table>

Source: Survey data
1.16 Sample Size

The modified data after reliability analysis, collected from 50 respondents, were studied in detail to identify the extent of variations in the responses. It may be stated that the sample size was proportional to the level of variation and assumed level of the error of the estimate of the population parameter of the study variable. As many as 75 statements relating to the variables affecting the job satisfaction, school climate and organizational commitment were used for determining the sample size. For an assumed level of 5 per cent error in the estimates of the means of these 75 responses using the information on variances from the pilot study, the sample size was obtained, based on its response. The formula used is \( n \geq (1.96s/d)^2 \); where ‘\( n \)’ is the sample size, ‘\( s \)’ is the estimate of standard deviation, ‘\( d \)’ is the standard error of the estimate of the population parameter, and 1.96 is the critical value from the normal test at 5 per cent level of significance. The calculated sample size of 630 was the maximum among the sample sizes obtained from responses to all the statements. Hence the sample size was fixed finally at 650 for the study.

1.17 Method of Sampling

Multi-stage random sampling with proportionate allocation has been used for the selection of the sample for the study. In the first stage, Kerala is divided into three regions. In the second stage, three districts have been selected at random from each region: Kozhikode from the northern region, Thrissur from the central region and Pathanamthitta from the southern region. In the third stage, 350 government, 208 aided and 92 unaided school teachers were selected representing both HSSs and VHSSs based on the proportion of teachers working during 2013-14 in the selected schools from
the districts identified for the study in Kerala. Altogether a sample size of 650 teachers was fixed statistically to represent the whole population and this sample size is allocated equally to each district as shown in Tables 1.1, 1.2, and 1.3. The data collected were edited, coded and analysed by using the Statistical Package for Social Sciences (SPSS Version 22).

**Figure 1.1:** Selections of Districts from Regions (Stage 1)

**Table 1.2: Allocation of Sample Size of Teachers in the Selected School Managements**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Type of school management</th>
<th>Number of teachers</th>
<th>Sample teachers</th>
<th>Percentage of sample teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt</td>
<td>5245</td>
<td>350</td>
<td>53.84</td>
</tr>
<tr>
<td>2</td>
<td>Aided</td>
<td>3118</td>
<td>208</td>
<td>32.00</td>
</tr>
<tr>
<td>3</td>
<td>Unaided</td>
<td>1378</td>
<td>92</td>
<td>14.16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>9741</td>
<td><strong>650</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Directorate of HSE and VHSE*
Sample teachers are selected in proportion to the number of teachers in the selected type of school management (in Kerala).

Table 1.3: Allocation of Sample Size of Teachers in the Selected Type of Schools (HSS/VHSS)

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Type of school Management</th>
<th>HSS</th>
<th>VHSS</th>
<th>Total</th>
<th>Percentage of sample teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>263</td>
<td>87</td>
<td>350</td>
<td>53.84</td>
</tr>
<tr>
<td>2</td>
<td>Aided</td>
<td>138</td>
<td>70</td>
<td>208</td>
<td>32.00</td>
</tr>
<tr>
<td>3</td>
<td>Unaided</td>
<td>92</td>
<td>------</td>
<td>92</td>
<td>14.16</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>493</td>
<td>157</td>
<td>650</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Directorate of HSE and VHSE

Sample teachers are selected in proportion to the number of teachers in HSS and VHSS in Kerala.

Table 1.4: District-wise Allocation of Sample Teachers in the Selected Schools

<table>
<thead>
<tr>
<th>Districts</th>
<th>HSS</th>
<th>VHSS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathanamthitta</td>
<td>87</td>
<td>46</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>24</td>
<td>54</td>
</tr>
<tr>
<td>Thrissur</td>
<td>88</td>
<td>46</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>23</td>
<td>54</td>
</tr>
<tr>
<td>Kozhikode</td>
<td>88</td>
<td>46</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>23</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>263</td>
<td>138</td>
<td>650</td>
</tr>
</tbody>
</table>

Source: Directorate of HSE and VHSE

Sample teachers are allocated to each district in the ratio 1:1:1 (Approximately)

1.18 Types of Analysis

Bi-variate and Multivariate Analyses were done to establish relationship across variables under study. Moreover, regression model was applied to prove the multivariate relationship among the variables.
1.19 Tools of Analysis

The statistical tools used for the analysis of primary data consist of frequencies cross-tabulation, descriptive statistics like arithmetic mean, percentages, etc. The analytical tools used for establishing and analyzing the relation and dependence between variables include: statistical methods used for hypotheses testing, such as Chi-square test, Three-way ANOVA, Factor analysis, MANOVA and Multiple Regression Models.

1. **Chi-square Test**

This non-parametric test is applied to test whether any significant association exists between two categorical variables, by means of classical test for independence. Here, it is used to test the association between the type of school management and gender of the teachers.

2. **Three-way ANOVA**

The ANOVA is often used to compare means. Three-way ANOVA test examines the influence of different categorical independent variables on one dependent variable. It is used when there are more than one independent variable and multiple observations for each independent variable. The Three-way ANOVA can, not only determine the main effect of contributions of each independent variable but also identify if there is a significant interaction effect between the independent variables. In this study, the ANOVA model is applied to test the school-wise, location-wise and management-wise mean variations of the factors affecting job satisfaction, school climate and institutional commitment.

3. **MANOVA**

The Multivariate Analysis of Variance (MANOVA) is a type of multivariate analysis used to analyze data that involve more than one
dependent variable at a time. MANOVA allows testing the hypothesis regarding the effect of one or more independent variables on two or more dependent variables. It may be noted that some variables may not be significantly different among groups when considered individually, but become significant when considered along with other variables. In this study, MANOVA is used in measuring institutional commitment of school teachers of different schools and managements.

4. **Factor Analysis**

Factor Analysis is a multivariate statistical technique used for determining the underlying factors or forces among a large number of interdependent variables or measures. It groups the number of variables into a smaller set of uncorrelated factors potentially conveying a great deal of information like what variables belong together and which ones virtually measure the same thing. Factor Analysis, through Principal Component Analysis, is typically performed when the researcher does not want to include all of the original measures in analyses, but still wants to work with the information that they contain. In this study, institutional commitment of teachers of Kerala is reduced to three factors namely Commitment towards Work Assignment, Commitment towards Image Building Activities and Commitment towards Institution through Factor Analysis.

5. **Multiple Linear Regression Model (MLR)**

MLR is a statistical technique that uses several explanatory variables to predict the outcome of a response variable. The aim of Multiple Linear Regression is to model the relationship between the explanatory and response variables. In this study, MLR is used to test the impact of School
Climate and Overall Job Satisfaction on the Commitment towards Assigned Work, Image Building Activities and Commitment towards Institution.

1.20 Important Terms and Concepts Used in the Study

1. Job Satisfaction

The term job satisfaction refers to the attitudes and feelings people have about their work. Job satisfaction is how people feel about their jobs in general and how they feel about specific aspects of their jobs. “It is the extent to which people like (satisfaction) or dislike (dissatisfaction) specific aspects of their jobs” (Spector, 1997, p.2).

2. Organizational Climate

Organisational Climate has been described as a description of the work environment and, more specifically, employees “perceptions of the formal and informal policies, practices and procedures in their organization “(Schneider, 2008).

3. School Climate

The atmosphere in which the school conducts itself is technically known as its organizational climate. It refers to teachers' perceptions on their general work environment. More specifically, school climate “is a relatively enduring quality of the entire school that is experienced by members, describes their collective perceptions of routine behaviour, and affects their attitudes and behaviour in the school “(Hoy and Miskel, 1996).

4. Institutional Commitment

Institutional commitment denotes commitment towards the organization. It refers to “the employee’s emotional attachment to,
identification with, and involvement in the organization” (Mowday, 1979). The researcher used the term ‘institutional commitment’ instead of organizational commitment in order to distinguish an educational institution from other profit oriented or business organization.

5. **Higher Secondary Schools**

Higher secondary school is a school which is intermediate in level between high school and college and that usually offers general, technical, vocational, or college-preparatory curricula. Schools in Kerala which have standards XI and XII are higher secondary schools. The normal student age ranges from 15 to 18 years.

6. **Vocational Higher Secondary School**

Vocational Higher Secondary school is a school which is intermediate in level between high school and college and that usually offers vocational education, following secondary education. Vocational Higher Secondary Schools in Kerala do impart education at the plus two level with the objective to achieve self/wages/direct employment as well as vertical mobility. The normal student age ranges from 15 to 18 years.

7. **Teacher**

Teacher in this study denotes State-run higher secondary or vocational higher secondary school teacher.

8. **Collegial Leadership**

Collegial leadership denotes the principal behaviour which is directed towards meeting both social needs of the teachers and achieving goals of the school. The Principal is open, friendly, egalitarian and treats teachers as his colleagues. The Principal sets clear teacher expectations and standards of
performance. He/she keeps genuine relationship with teachers, creates a supportive environment and encourages teacher participation and contribution. (Hoy, Smith and Sweetland, 2002).

9. **Professional Teacher Behaviour**

Professional teacher behaviour denotes teacher behaviour which is marked by respect for colleague competence, commitment to students, autonomous judgment and mutual co-operation and support of all colleagues. Teachers are committed to teaching and learning. They set high but achievable goals for students, maintain high standard of performance, and promote a serious and orderly learning environment (Hoy, Smith and Sweetland, 2002).

10. **Achievement Press**

Achievement press refers to the school's academic emphasis. Academic emphasis is the extent to which the school is driven by a quest for academic excellence. The learning environment in the school is in order and serious; high but achievable student goals are set; teachers believe that students can achieve; and students are committed to doing well. Students work hard on their school work to meet the expectation of high achievement. Students are highly motivated, co-operative, seek extra work, and respect other students who get good grades (Hoy, Smith and Sweetland, 2002).

11. **Institutional Vulnerability**

Institutional Vulnerability denotes the extent to which the school is vulnerable to the destructive outside forces. High vulnerability suggests that both teachers and Principals feel pressure from the community. Teachers
and administrators are bombarded by unreasonable parental and political demands. The school is open to the whims of the public. The school is turned into a political arena as it loses its institutional integrity. The school is not protecting its teachers from unwarranted interferences from outside (Hoy, Smith & Sweetland, 2002).

1.2.1 Limitations of the Study

1) Multistage stratified sampling method is used for the collection of primary data. Only one district from each region is selected for the study.

2) Higher secondary schools run by the CBSE/ICSE, Navodaya schools, Kendriya Vidyalayas etc. are not included in the study.

3) The study covers only nine dimensions of job satisfaction namely pay, promotion, fringe benefits, supervision, co-workers, operating procedures, contingent rewards, nature of work and communication. There are so many other dimensions affecting job satisfaction which are excluded from the study.

4) School climate is assessed using only four dimensions which is not exhaustive.

5) While assessing institutional commitment, only the affective aspect is considered while continuance and normative aspects are not considered.

6) There may be intervening variables (other personal factors and situational factors) which were not considered during the study, which might have an impact on the school climate, job satisfaction and institutional commitment of school teachers.
1.22 Scheme of Presentation

The scheme of report is prepared in five chapters as shown below:

Chapter 1 - Introduction
Chapter 2 - Review of earlier studies
Chapter 3 - Theoretical frame work of the study
Chapter 4 - Job satisfaction and institutional commitment of school teachers in Kerala
Chapter 5 - Summary of findings, conclusions and suggestions.

References


Chapter 1


Introduction


