

EXAMINING THE RELATIONSHIP AMONG ORGANIZATIONAL COMMITMENT, JOB SATISFACTION AND WORK MOTIVATION OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

The present investigation was carried out with the objective to determine the relationship among organizational commitment, job satisfaction and work motivation of the secondary school teachers. A sample of 400 secondary school teachers working in Rohtak, Jhajjar and Sonapat cities of Rohtak Division of Haryana was drawn using multi-stage random sampling technique. Descriptive Survey Method was employed for the investigation. The investigators used Organizational Commitment Scale (OCS) by Hyde and Roy (2006), Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule (EMS) by Srivastava (1988) to measure organizational commitment, job satisfaction and work motivation of teachers respectively. Pearson's Product Moment Correlation was used for the purpose of data analysis. The major findings of the study were: i) A moderate and positive relationship was found between organizational and job satisfaction; organizational commitment and work motivation whereas job satisfaction and work motivation were reported to be highly associated with each other ii) There was a significant and moderate relationship between organizational commitment and job satisfaction; organizational commitment and work motivation of male and female teachers iii) Organizational commitment of teachers working in government schools was highly associated with their work motivation whereas a low but positive correlation between organizational commitment and job satisfaction of less experienced teachers was reported. The study also revealed certain educational implications for the principals, school authorities, administrators and policy-makers for enhancing the organizational commitment among the teachers.

Key words: *Organizational Commitment, Job Satisfaction, Work Motivation, Gender, Type of Schools and Teaching Experience*

INTRODUCTION

The teaching profession ranks high on the success list of a society (Bishay, 1996). Henry Adams corroborates the above views with these words "A teacher affects eternity one can never tell where his influence stops. He plays an important role in shaping and moulding the habits, the tastes, the manner and above all the character of the students. He inculcates human values in the minds of the youngsters." Thus, the success of educational programs lies on the important contributions of effort, involvement and most significantly on the teacher's organizational commitment. It can also be said that the vitality of all educational organizations lies in the willingness of teachers to contribute towards their development. Teacher's organizational

commitment has been recognized as an effective route to school success (Fink, 1992). Commitment is not simply a human relation concept, rather it is about generating human energy and activating the human mind. Organizational commitment, in a general sense, is the employee's psychological attachment to the organization. Pareek (2004) defined organizational commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. The educational organizations such as schools require teachers who are committed to their

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organizations and well-being of students because low teacher commitment reduces student achievement. And this is a danger because these are the students who make the future of any country. The schools need committed teachers to achieve their objectives and they cannot succeed without their efforts and commitment. The teachers strong in commitment find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They are rarely at a loss for things to do and always seem to make maximum efforts cheerfully and zestfully. In order to fulfil these expectations teachers need to maintain their personal commitment to the organization where they are employed. The highly committed teachers wish to remain associated with the schools and advance organizational goals as they are less likely to leave. Thus, organizational commitment is critical in retaining and attracting well-qualified teachers. The schools need to increase the level of organizational commitment among its teachers for qualitative improvement of the education system. In conjunction with this, "teachers organizational commitment and job satisfaction" (Howell & Dorfmen, 1986) have been identified as important to understanding the work behaviour of teachers in the educational organizations.

While working in an organization, people develop a set of attitudes about the work, supervision, co-workers and working conditions. This set of attitudes is referred to as job satisfaction. Spector (1997) defined job satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Job satisfaction definitely promotes happiness, success and efficiency in one's professional activity wherein organizational commitment helps in developing a happy and congenial working atmosphere in the workplace. It has been linked to important job-outcomes including attitudinal variables, absenteeism, employee turnover and job performance. If we desire to transform our educational system on healthy and ideal lines, then it is of utmost importance that our teaching community be well-satisfied and committed to their organizations. The dissatisfaction among the teachers is undesirable and dangerous in any profession

and it is suicidal, if it occurs in the teaching profession. A dissatisfied teacher always spells disaster to the country's future. Job satisfaction is an important component of the organizational commitment (Kovach, 1977). A teacher can't remain committed to an organization if he is not satisfied with his job. Also, job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention. Thus, it is one of the significant determinants of teacher's organizational commitment and in turn a contributor to school effectiveness.

Another important psychological variable influencing teacher's organizational commitment is their work motivation. The motivational concepts also play a major role in most serious efforts to analyze and explain individual's behaviour at work. Motivation to work is a human state where competence to work and "will to work" fuse together. Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration (Pinder, 2008). It can also be defined as the willingness to exert high levels of efforts towards the organizational goals conditioned by the ability to satisfy some individual need. The teacher performs his job in the global context of the school and various factors tend to affect his motivation at work, which in turn affects the performance, commitment and job satisfaction. In this sense work motivation to a large extent determines productivity, organizational environment, personal need satisfaction and psychological well-being of the teachers. Thus, the way in which teachers perceive motivation influences their level of commitment and satisfaction.

Mathew (2003) found that teachers having high work values were more committed to the organization. Feather and Rauter (2004) found a positive relationship among organizational commitment and job satisfaction of teachers. Kumar and Patnaik (2004) found a moderate correlation between organizational commitment and job satisfaction, organizational commitment and attitude towards work. Chughtai and Zafar (2006) indicated that the personal

characteristics and facets of job satisfaction were significantly related to organizational commitment of teachers. Ayeni and Popoola (2007) revealed that correlation existed between work motivation, job satisfaction and commitment although correlation between motivation and commitment was negative. However, Sharma, Gajraj and Sharma (2007) found a positive but low relationship was found between work motivation and organizational commitment. Khan and Kord (2009) revealed a significant correlation between job satisfaction and organizational commitment. Sharma (2010) reported a positive and significant correlation between job satisfaction and organizational commitment of the teachers. Mishra (2011) revealed that job satisfaction and organizational commitment were positively correlated with each other. Anari (2012) found a positive and significant relationship between organizational commitment and job satisfaction of teachers.

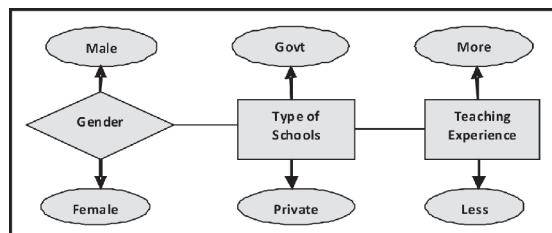
The above discussion clearly reflects that organizational commitment, job satisfaction and work motivation are the major factors for the qualitative improvement of any educational system. While job satisfaction has been the topic of many studies but only few researches related to organizational commitment and work motivation have been conducted in the educational settings. Thus, it is assumed that the present study will provide a new information and perspective regarding relationship between job satisfaction, work motivation and organizational commitment of secondary school teachers.

OBJECTIVES OF THE STUDY

1. To determine the relationship between a) organizational commitment and job satisfaction b) organizational commitment and work motivation c) job satisfaction and work motivation of secondary school teachers.
2. To determine the relationship between a) organizational commitment and job satisfaction b) organizational commitment and work motivation of secondary school teachers based on their gender, type of schools and teaching experience.

DESIGN AND METHODOLOGY

The present study employed descriptive survey method and aimed at studying the relationship between organizational commitment, job satisfaction and work motivation of secondary school teachers. Each of the independent variables was varied at two levels as shown in the schematic design:-



SAMPLE

A sample of 400 secondary school teachers working in schools affiliated to HBSE located in Rohtak, Jhajjar and Sonapat cities was drawn using multi-stage stratified random sampling technique. These were further stratified on the basis of gender, type of schools and teaching experience. On the basis of teaching experience, the teachers having more than five years of experience were considered as more experienced teachers and those having less than five years of teaching experience were considered as less experienced ones.

TOOLS USED

1. Organizational Commitment Scale by Dr. Anukool M. Hyde and Mrs. Rishu Roy (2006) to assess the Organizational Commitment of teachers.
2. Job Satisfaction Scale by Dr. (Mrs.) Meera Dixit (1993) to assess the Job Satisfaction of teachers.
3. Employees Motivation Schedule by Srivastava (1988) to measure the work motivation of teachers.

STATISTICAL TECHNIQUES USED

Pearson's Product Moment Correlation was used to compute the relationship among organizational commitment, job satisfaction and work motivation of teachers.

RESULTS AND DISCUSSION

Table-1
Coefficients of Correlation among
Organizational Commitment, Job
Satisfaction and Work Motivation of
Teachers

Variables	Organizational Commitment	Job Satisfaction	Work Motivation
Organizational Commitment	1.000	0.694*	0.449*
Job Satisfaction	0.694*	1.000	0.961*
Work Motivation	0.449*	0.961*	1.000

* = Significant at 0.01 level

Table-1 depicts that there is a significant positive correlation between organizational commitment and job satisfaction of teachers having coefficient of correlation as 0.694 which is significant at 0.01 level. It can also be concluded that organizational commitment of teachers is moderately associated with their job satisfaction which has been graphically presented in Fig. 1(a). This result is in agreement with the findings of Tamini & Khan (2009) and Anari (2012) who found job satisfaction to be positively correlated with organizational commitment. It can also be inferred from the above table that the coefficient of correlation 0.449 for relationship between organizational commitment and work motivation of teachers is significant at 0.01 level. Further it is also revealed that there is also a positive and moderate relationship between organizational commitment and work motivation of teachers as shown in the Fig. 1(b). The present finding is in consonance with the findings of Mathew (2003) who revealed a significant and positive relationship between organizational commitment and work motivation of the teachers. This is also in contrast with the findings of Ayeni and Popoola (2007) who revealed that a negative correlation existed between organizational commitment and work motivation.

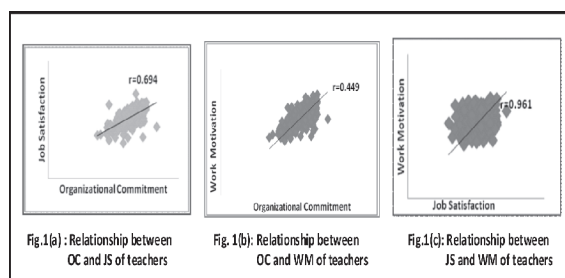


Fig.1(a) : Relationship between OC and JS of teachers

Fig. 1(b): Relationship between OC and WM of teachers

Fig.1(c): Relationship between JS and WM of teachers

A close perusal of Table-1 indicates that there is a significant positive correlation between job satisfaction and work motivation of the teachers having coefficient of correlation as 0.961 which is found to be significant at 0.01 level. It can also be concluded that there is a high degree of association between job satisfaction and work motivation of teachers. The above result is also substantiated with the findings of Mittal (1992) who found a positive and significant correlation between job satisfaction and work motivation. However, this is in contrast with the findings of Sharma, Gajraj and Sharma who revealed a non-significant relationship between job satisfaction and work motivation. The relationship between job satisfaction and work motivation of teachers has also been illustrated in the Fig.1(c).

An inspection of the Table-2 indicates that the coefficient of correlation (0.661) between organizational commitment and job satisfaction of male teachers is significant at 0.01 level. Further it can also be said that there is also a positive and moderate relationship between organizational commitment and job satisfaction of male teachers. The present finding is in consonance with the findings of Mishra (2011) who revealed that organizational commitment and job satisfaction of male teachers were positively correlated with each other. It is also evident from the above cited table that there is also a moderate relationship between organizational commitment and work motivation of the male teachers as coefficient of correlation 0.461 is significant at 0.01 level. The relationship between organizational commitment and job satisfaction; organizational commitment and work motivation of the male teachers has been presented in the Fig. 2(a) and Fig. 2(b) respectively.

Table-2 exhibits that there is a significant positive correlation between organizational commitment and job satisfaction of female teachers having coefficient of correlation as 0.687 which is significant at 0.01 level. It can also be concluded that organizational commitment of female teachers is moderately associated with their job satisfaction as shown in Fig. 3(a). This result is supported by the findings of Chugtai and Zafar (2006) who found that job satisfaction was

significantly related to organizational commitment of teachers. Table-2 illustrates that the coefficient of correlation 0.448 for relationship between organizational commitment and work motivation of female teachers is significant at 0.01 level. It can also be reported that there is a positive and moderate relationship between organizational commitment and work motivation of female teachers and has been illustrated in Fig. 3(b).

Table-2
Coefficients of Correlation among
Organizational Commitment, Job
Satisfaction and Work Motivation of
teachers with respect to Demographic
Variables

Group	N	Coefficients of Correlations	
		OC and JS	OC and WM
Male Teachers	200	0.661*	0.416*
Female Teachers	200	0.687*	0.448*
Government School Teachers	200	0.726*	0.911*
Private School Teachers	200	0.499*	0.454*
More Experienced Teachers	200	0.436*	0.445*
Less Experienced Teachers	200	0.322*	0.143**

* = Significant at 0.01 level

** = Significant at 0.05 level

An examination of the Table-2 reveals that there is a highly significant and positive correlation between organizational commitment and job satisfaction of teachers working in government schools with coefficient of correlation as 0.726 which is significant at 0.01 level. This result is in consonance with the findings of Jamal, Hasan and Raheem (2007) who reported positive correlation between organizational commitment and job satisfaction of teachers. It can also be concluded that organizational commitment of teachers working in government schools is highly associated with their work motivation as the coefficient of correlation is 0.911. The relationship between organizational commitment and job satisfaction; organizational commitment and work motivation of the teachers working in government schools have been presented in the Fig. 4(a) and Fig. 4(b) respectively.

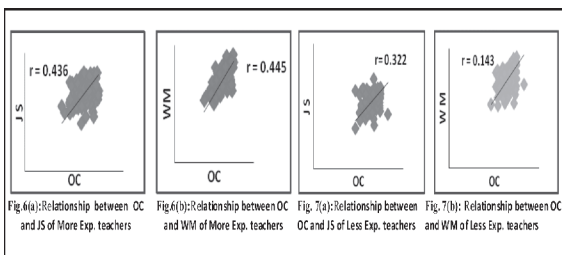
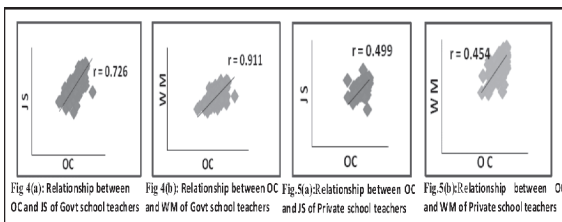
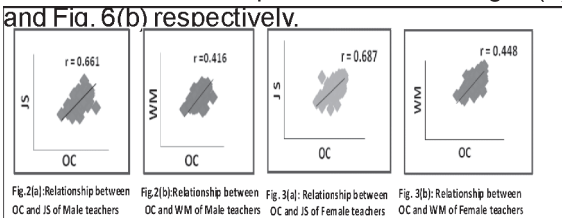
The coefficient of correlation 0.499 (vide Table-2) between organizational commitment and job satisfaction of teachers working in private

schools is found to be significant at 0.01 level. Further it is also revealed that a positive and moderate relationship exists between organizational commitment and job satisfaction of teachers working in private schools as illustrated in Fig. 5(a). Similarly, it is evident from Table-2 that there is a significant positive correlation between organizational commitment and work motivation of teachers working in private schools having coefficient of correlation as 0.454 which is significant at 0.01 level. This result is in agreement with the findings of Kumar and Patnaik (2004) who reported a moderate correlation between organizational commitment and work motivation of teachers. The relationship between organizational commitment and work motivation of teachers working in private schools has been presented graphically in Fig. 5(b).

A close perusal of Table-2 indicates that the coefficient of correlation (0.436) between organizational commitment and job satisfaction of more experienced teachers is significant at 0.01 level. This result is substantiated with the findings of Feather and Rauter (2004) who reported a positive relationship between organizational commitment and job satisfaction of teachers. Table-2 also depicts that the coefficient of correlation between organizational commitment and work motivation of more experienced teachers is significant at 0.01 level. The relationship between organizational commitment and job satisfaction; organizational commitment and work motivation of the more experienced teachers have been presented in the Fig. 6(a) and Fig. 6(b) respectively.

Table-2 illustrates a positive but low degree of correlation between organizational commitment and job satisfaction of less experienced teachers having coefficient of correlation as 0.322 which is significant at 0.01 level. The present finding is supported by the findings of Khan and Kord (2009) who indicated a significant correlation between organizational commitment and job satisfaction of teachers. It can also be inferred from Table-2 that coefficient of correlation 0.143 for relationship between organizational commitment and work motivation of less experienced teachers is significant at 0.05

level. Further it can also be concluded that there is a negligible association between organizational commitment and work motivation of less experienced teachers. The relationship between organizational commitment and job satisfaction; organizational commitment and work motivation of the more experienced teachers have been presented in the Fig. 6(a) and Fig. 6(b) respectively.



FINDINGS OF THE STUDY

1. A significant positive correlation between organizational commitment and job satisfaction of teachers was reported.
2. Organizational commitment of teachers was found to be moderately associated with their work motivation.
3. The study reported a significantly higher degree of association between job satisfaction and work motivation of teachers.
4. There was found a significant and moderate relationship between organizational commitment and job satisfaction; organizational commitment and work motivation of male teachers.

5. A moderate and significant relationship was found between organizational commitment and job satisfaction; organizational commitment and work motivation of female teachers.
6. Organizational commitment of teachers working in government schools was found to be highly associated with their work motivation whereas there was a moderate relationship between organizational commitment and job satisfaction.
7. A moderately significant correlation between organizational commitment and work motivation; organizational commitment and job satisfaction of teachers working in private schools was found.
8. The study revealed a significant and moderate relationship among organizational commitment and job satisfaction; organizational commitment and work motivation of more experienced teachers.
9. A negligible association between organizational commitment and work motivation of less experienced teachers was found whereas a low but positive correlation between organizational commitment and job satisfaction of less experienced teachers was reported.

EDUCATIONAL IMPLICATIONS

Any research work can be considered effective only when the fund of knowledge generated through it can be applied to improve the existing practices of education. The findings of the present study reveal some important educational implications for principals/head of the institutions, school authorities, administrators and policy-makers. The present study has identified organizational commitment, job satisfaction and work motivation as the important factors contributing to the effectiveness of the education system. The more committed the teachers are to the schools, the more motivated they would be and more willing to work. The committed teachers feel greater responsibility, reducing the need monitor and supervise. In order to lower the turnover rates of teachers,

ways should be explored to increase the organizational commitment of teachers. Principals and head of the educational organizations need to recognize that the feelings and perceptions of teachers about their schools, and their desire to attain opportunities for professional growth, are beneficial to the organization itself. They should keep the morale of the teachers high by involving them in decision-making process and should provide the opportunities for teachers to interact and be supportive of one another. An understanding of teacher's perception is helpful to promote organizational commitment in school. It is suggested that there is an urgent need of in-service and pre-service training programs, seminars, conferences and workshops for improving the organisational commitment.

Fairness in school policies affects job satisfaction and work motivation positively; this suggests the utility of the principal to explain and discuss these policies to the teachers, emphasizing and catching attention towards their fairness. The teachers value interpersonal interaction, so the schools can make formal and informal arrangements for the relationships. Teachers' participation in decision-making, proper communication of role expectations and recognition of good work are some concrete, easily applicable modification that can enhance job satisfaction and work motivation of teachers. The school authorities can organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction. The findings of the study should also be acknowledged by policy-makers outside the school on the assumption that achieving high levels of organizational commitment, job satisfaction and work motivation are important to them. Administrators in the field of education must ensure fair promotional policy, congenial working conditions and incentives for the hard work of teachers. Thus, the present study provides enormous scope for the improvement of teachers' organizational commitment, job satisfaction and work motivation through well structured sensitization; attitude building and competency based training programs.

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