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A study of job satisfaction and organizational commitment among trained & untrained secondary school teachers

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Abstract

The teacher occupies a key position in the world of knowledge, like the worker in the world of production. These two functionaries work at the grass-root level, contributing the society from their varied functions. Unless they are satisfied well and highly motivated, it would be difficult to obtain their valuable in-put for the required out-put to the society. While the teachers promote the learning of the future citizens, the worker in a production organization helps in producing wealth for us. Both these products are essential to the society. Let us now try to study in this investigation. The status of the teacher who is a key figure in the world of knowledge in order to appreciate the importance of his input is very important. Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. The teachers need to be empowered by giving autonomy. Job satisfaction as it gives a sense of personal responsibility of getting a job done whereas lack of satisfaction from the job result in disinterest towards work. This suggests the utility of the principals to explain and discuss these policies to the teachers, emphasizing and catching attention toward their fairness. The school authorities can organize special welfare programs for teacher 'swell-being and positive changes in their level of satisfaction.

Keywords: job satisfaction, organizational commitment, trained & untrained teacher

Introduction

The destiny of India is being shaped in classrooms, in which the teacher plays a significant role states the Kothari Education commission report 1964-66. A number of external and internal forces act upon a teacher that influences her/his behavior in implementing the educational policy of a nation. It is one of the basic truths in education that the quality of education depends largely upon the quality of the teachers. Teachers occupy a place of unique significance in the social and national hierarchy and called nation builders. Due to unique position and most valuable services, a teacher is rightly regarded as the king of himself and servant of mankind. It is through teaching that the teacher brings about harmony in students and subject matter.

Teaching can enable the child to equip himself with such habits, skills, attitudes and knowledge which he needs for his successful living in a complex environment. In India, many social, political and economic factors put pressure on the educational system in which the teacher works as a "paid servant". He must know these factors very well and must play his role as an agent of the social change effectively. The teacher as a citizen has a special responsibility. This means the teacher must be prepared to participate in local, regional and national activities concerned with education and prepared to examine the issues from the point of view of the general as well as the professional.

Job: Job occupies an important place in the life of an individual. It is the chief source of satisfaction of individual's psychological, biological and social needs. it is one of the most absorbing things men can think and talk about. job may be defined as "an activity that produces something of value for the other people." (W.E. up john 1973) when the work is some specific task, then we use the word "job" to describe it. It is single activity which keeps a person engaged after sleep. Some people find satisfaction in work whereas some other dislikes it. The job occupies an important place in the life of an individual.

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Satisfaction: Satisfaction is an essential factor in any profession. Unless a person is satisfied with his job, it is very difficult for him to carry on his duties honestly and efficiently. The term satisfaction is defined as the extent to which the reward actually received meets or exceeds the perceived equitable rewards. To the degree the equitable reward is less than the actual reward, the person is dissatisfied. Satisfaction, therefore, is determined in part by the level of rewards actually perceived. Leavitt and Bass (1964) propose that it is the expectation of rewards that attracts an individual to a job and it is the extent to which the job actually provides rewards that maintains satisfaction. The degree of satisfaction is determined by the rate between what we have and what we want. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in future. Satisfaction is a state of mind or an emotion that normally results from the successful attempt to teach a goal or satisfy a felt need. It is an essential element in a successful life and an invaluable asset in learning. It is imperative for every individual to have satisfaction, somewhere in his life satisfaction may also come from the effort to attain the goal even when the goal is not reached, or the need satisfied. The very difficult of attaining the goal becomes a challenge which may have value. As James said, "keep the quality of effort alien within you by doing some gratuitous exercises every day". By English (1934) as, "the state of a person whose tenancies have (for the moment, at least) reached their goal."

Job Satisfaction: Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. The purpose of this research was identified the primary school teachers' job satisfaction levels. The research has been designed with the survey model. In accordance with this approach, the primary school teachers' job satisfaction levels have been measured. In the research, Teaching Satisfaction Survey (TSS) was used. According to results, teachers' job satisfaction levels are pretty high. In terms of age difference there is a meaningful difference in averages. The of group 36-40 age have the highest averages. On the other hand, the group of 41 and above age has the lowest averages. There are no meaningful differences in terms of the professional seniority and the branch of teaching variables. That the level of job satisfaction of teachers is very high affects positively the educational aims come true. It is expected that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students.

Dimensions of Job Satisfaction: There are three important dimension of job satisfaction. First, job satisfaction is an emotional response to a job situation. As such, it cannot be seen; it can only be inferred Second, job satisfaction is often determined by how outcomes will meet or exceed expectations. For example, if organization participants feel that they are working much harder than others in their jobs but are receiving fewer rewards, they will probably have a negative attitude towards the work, the boss, and co-workers. They will be dissatisfied. On the other hand, if they feel that they are being paid equitably, they are likely to have a positive attitude toward the job. They will have job satisfaction. Third, job satisfaction represents several attitudes. Smith *et al.* suggested that they are five job dimensions that are characteristics of a job. They are:

1. **The work itself:** It is the extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility.
2. **Pay:** The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization.
3. **Promotional Opportunities:** The chances for promotional avenues in the organization
4. **Supervision:** The abilities of the supervisor to provide technical assistance and behavioural support
5. **Co-workers:** The degree to which fellow workers are technically proficient and socially supportive.

Organizational Commitment: Organizations, as one of the significant features of today's societies are experiencing a rapid change and the effect of the human forces in these changes is undeniable (Honari, 2004). According to Robbins (1996), improving the performance of the individuals and organizations is among the main goals of every active and alive organization, hence studying the factors effective on the performance of the organizations is the main source in directing the managers toward achieving this goal. Organizational commitment is one of these determining factors affecting the employees' sense of participation in the organization's activities and performance (Chelladurai, 2009). There are many types of organizations and educational organizations are among the most important organizations in every society.

Theoretical background of the concept "Organisational commitment"

The concept organisational commitment has grown in popularity in the literature on industrial and organisational psychology (Cohen, 2003). Early studies on organisational commitment viewed the concept as a single dimension, based on an attitudinal perspective, embracing identification, involvement and loyalty (Porter, Steers, Mowday & Boulian, 1974). According to Porter *et al.* (1974) an attitudinal perspective refers to the psychological attachment or affective commitment formed by an employee in relation to his identification and involvement with the respective organisation.

The calculative or normative perspective refers to an employee's commitment to continue working for the organisation based on the notion of weighing cost benefits of leaving an organisation (Hrebiniak & Alutto, 1972). Wiener and Vardi (1980, p 90) describe organisational commitment as "behavioural intention or reaction, determined by the individual's perception of the normative pressure"

Objectives of the study

1. To compare the job satisfaction of trained & untrained teachers with respect to location.
2. To compare the organizational commitment of trained & untrained teachers with respect to location.
3. To compare the job satisfaction of trained & untrained teachers with respect to gender.
4. To compare the organizational commitment of trained & untrained teachers with respect to gender.
5. To compare job satisfaction among trained & untrained teachers.

- To compare organizational commitment among trained & untrained teachers,

Hypotheses of the study

- There is no significant difference between trained & untrained teachers towards job satisfaction with respect to location.
- There is no significant difference between trained & untrained teachers towards organizational commitment with respect to location.
- There is no significant difference between trained & untrained teachers towards job satisfaction with respect to gender.
- There is no significant difference between trained & untrained teachers towards organizational commitment with respect to gender.
- There is no significant difference between trained & untrained teachers towards job satisfaction.
- There is no significant difference between trained & untrained teachers towards organizational commitment.

Sample: In the present study purposive and random sampling method was used. Sample was selected from the Roorkee. A representative sample of 100 secondary school teachers selected from the Roorkee region. From the district 50 urban and 50 rural secondary schools teachers was selected and from each school 25 male and 25 female teachers was selected. The sampling procedure includes the following steps

Tools Used: The investigator has used – Meera Dixit;s job satisfaction Questionnaire (primary & Secondary teachers) developed by Meera dixit. and second is organizational commitment Questionnaire is developed by Upinder Dharand Prashant Mishra.

Organizational commitment inventory

Description Organizational commitment is a job attitude, and a well-researched area in organizational behaviour (Brooke Jr. *et al.*, 1988). Organizational commitment is defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization (Blau and Boal, 1987). The research evidence demonstrates negative relationships between organizational commitment and both absenteeism and employee turnover (Pierce and Dunham 1987). Furthermore, studies demonstrate that individual level of organizational commitment is a better indicator of employee turnover than the far more frequently used job satisfaction as a predictor (Hom *et al.*, 1979; Mowday *et al.*, 1982). Organizational commitment is probably better predictor because it is more global and enduring response to the organization as a whole than is job satisfaction (Porter *et al.*, 1974).

Analysis and interpretation of data

Description of the data

Our data consisted of 100 teachers out of which 50 trained and 50 untrained teachers of secondary school teachers from rural and urban locality has been selected.

H1: There is no significant difference between trained & untrained teachers towards job satisfaction with respect to Rural area.

Table 1: Mean Scores of rural trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	25	80.62	9.14	2.61
Untrained	25	72.38	6.21	

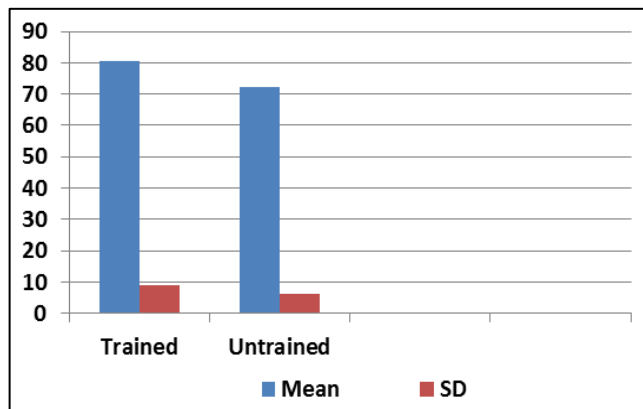


Fig 1: Mean and SD Scores of rural trained and untrained teachers

From table 1 it is the evident that the ‘t’ value is 2.61. It is indicated that the means score of rural trained & untrained teacher differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards job satisfaction with respect to Rural area” is Rejected.

H2: There is no significant difference between trained & untrained teachers towards job satisfaction with respect to Urban area.

Table 2: Mean Scores of urban trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	25	82.31	9.78	2.78
Untrained	25	74.54	6.84	

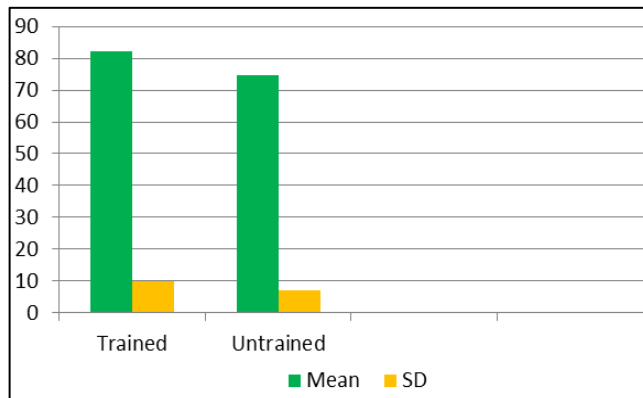


Fig 2: Mean and SD Scores of rural trained and untrained teachers

From table 2 it is the evident that the ‘t’ value is 2.78 . It is indicated that the means score of urban trained & untrained teachers differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards job satisfaction with respect to urban area” is Rejected.

H3: There is no significant difference between trained & untrained teachers towards organizational commitment with respect to rural area.

Table 3: Mean Scores of rural trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	25	33.69	3.21	1.99
Untrained	25	29.21	2.99	

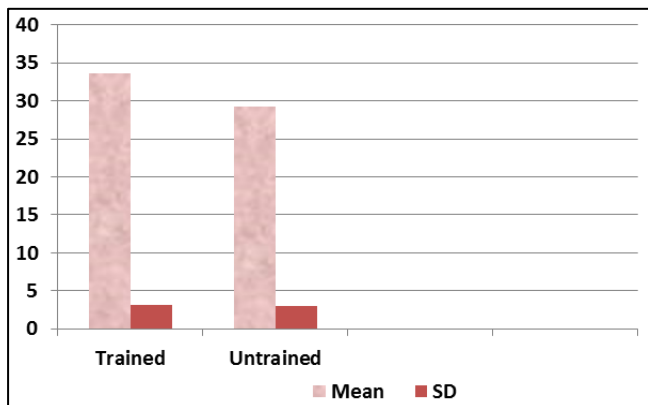


Fig 3: Mean and SD Scores of rural trained and untrained teachers

From table 3 it is the evident that the ‘t’ value is 1.99 . It is indicated that the means score of rural trained & untrained teachers differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards organizational commitment with respect to rural area” is Rejected.

H4: There is no significant difference between trained & untrained teachers towards organizational commitment with respect to urban area.

Table 4: Mean Scores of urban trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	25	35.27	3.39	2.29
Untrained	25	30.11	3.01	

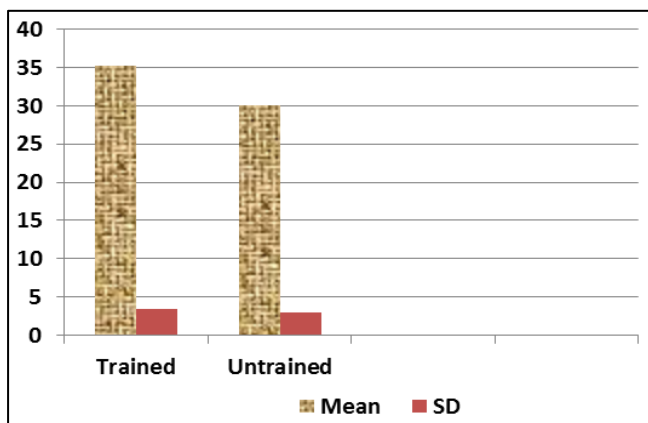


Fig 4: Mean and SD Scores of urban trained and untrained teachers

From table 4 it is the evident that the ‘t’ value is 2.29 . It is indicated that the means score of urban trained & untrained teachers differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards organizational commitment with respect to urban area” is Rejected.

H5: There is no significant difference between trained & untrained teachers towards job satisfaction with respect to male.

Table 5: Mean scores of male trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	25	84.47	10.23	2.67
Untrained	25	79.34	8.26	

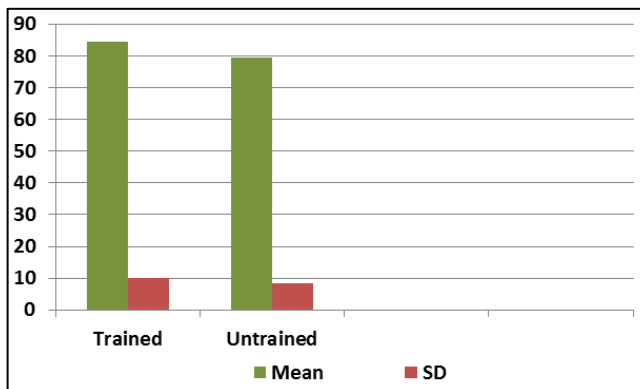


Fig 5: Mean and SD scores of male trained and untrained teachers

From table 5 it is the evident that the ‘t’ value is 2.67 . It is indicated that the means score of male trained & untrained teachers differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards job satisfaction with respect to male” is Rejected.

H6: There is no significant difference between trained & untrained teachers towards job satisfaction with respect to female.

Table 6: Mean scores of female trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	25	84.02	9.99	2.78
Untrained	25	80.69	9.10	

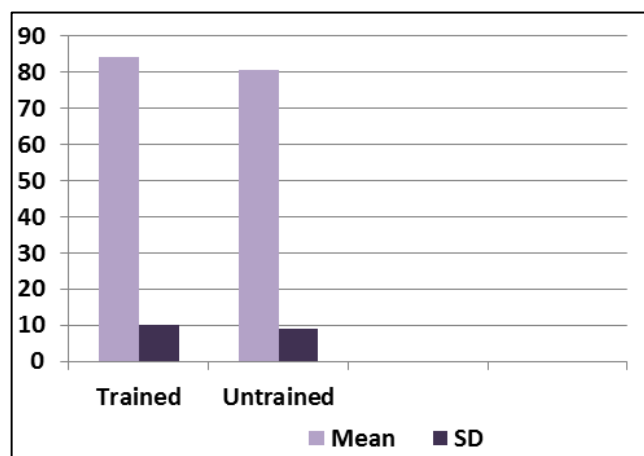


Fig 6: Mean and SD scores of female trained and untrained teachers

From table 6 it is the evident that the ‘t’ value is 2.78 . It is indicated that the means score of female trained & untrained teachers differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards job satisfaction with respect to female” is Rejected.

H7: There is no significant difference between trained & untrained teachers towards organizational commitment with respect to male.

Table 7: Mean scores of male trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	25	36.99	4.05	2.59
Untrained	25	32.66	3.28	

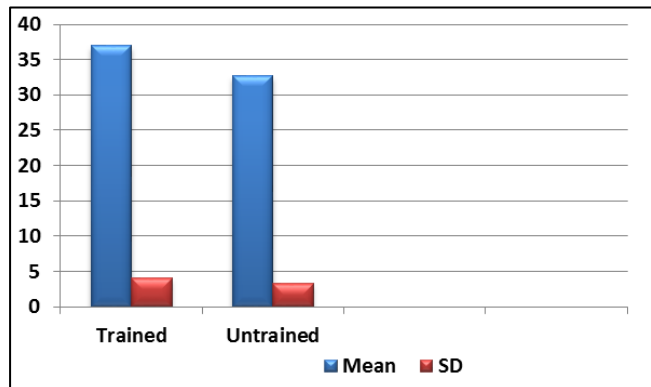


Fig 8: Mean and SD scores of male trained and untrained teachers

From table 7 it is the evident that the ‘t’ value is 2.59 . It is indicated that the means score of male trained & untrained teachers differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards organizational commitment with respect to male” is Rejected.

H8: There is no significant difference between trained & untrained teachers towards organizational commitment with respect to female.

Table 9: Mean scores of female trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	25	36.29	3.99	2.61
Untrained	25	31.14	3.17	

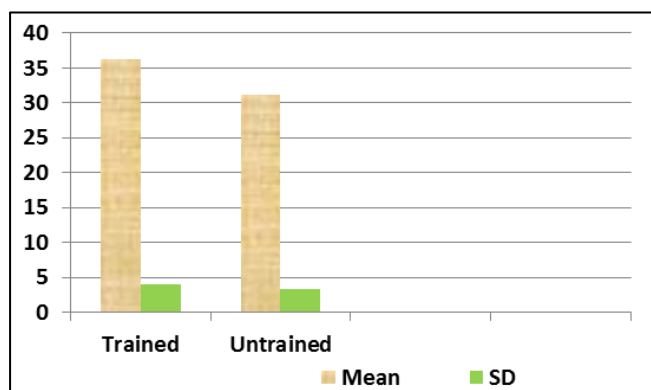


Fig 8: Mean and SD scores of female trained and untrained teachers

From table 8 it is the evident that the ‘t’ value is 2.61 . It is indicated that the means score of female trained & untrained teachers differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards organizational commitment with respect to female” is Rejected.

H9: There is no significant difference between trained & untrained teachers towards job satisfaction.

Table 9: Mean scores of trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	50	84.57	10.40	2.60
Untrained	50	79.12	8.19	

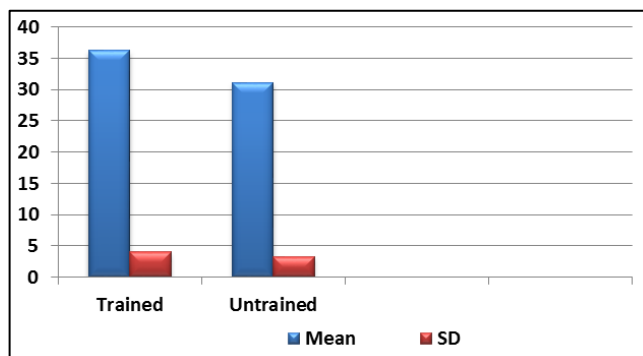


Fig 9: Mean and SD scores of trained and untrained teachers

From table 9 it is the evident that the ‘t’ value is 2.60 . It is indicated that the means score of trained & untrained teachers differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards job satisfaction” is Rejected.

H10: There is no significant difference between trained & untrained teachers towards organizational commitment.

Table 10: Mean scores of trained and untrained teachers

Particular	No. of teacher	Mean	SD	T-value
Trained	50	35.69	3.59	1.99
Untrained	50	30.87	3.10	

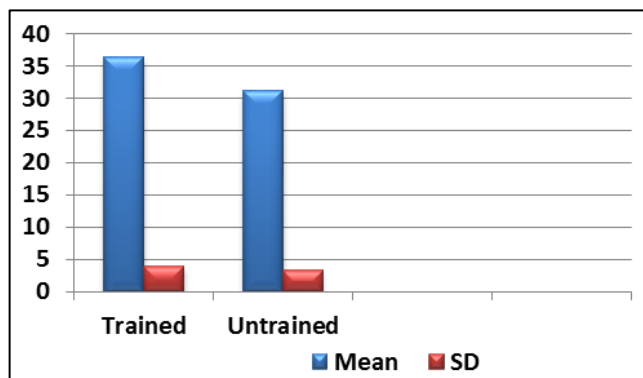


Fig 10: Mean and SD scores of trained and untrained teachers

From table 10 it is the evident that the ‘t’ value is 1.99 . It is indicated that the means score of trained & untrained teachers differ significantly. Thus, null hypothesis that “There is no significant difference between trained & untrained teachers towards organizational commitment” is Rejected.

Outline

An outline in respect of hypotheses accepted and Rejected to present a picturesque of the result in presented below.

Table 11: Acceptance and rejection of hypotheses

No.	Hypotheses	Accepted	Rejected
H1	There is no significant difference between trained & untrained teachers towards job satisfaction with respect to location.		✓
H2	There is no significant difference between trained & untrained teachers towards organization commitment with respect to location.		✓
H3	There is no significant difference between trained & untrained teachers towards job satisfaction with respect to gender.		✓
H4	There is no significant difference between trained & untrained teachers towards organization commitment with respect to gender.		✓
H5	There is no significant difference between trained & untrained teachers towards job satisfaction with study of relationship.		✓
H6	There is no significant difference between trained & untrained teachers towards organization commitment with study of relationship.		✓

Main findings of the study

1. It was found that there was significant difference in job satisfaction of rural trained & untrained teachers. Rural trained teachers were more satisfied with their job compared to untrained teachers.
2. There was significant difference found between urban trained & untrained teachers towards job satisfaction. Urban trained teachers were satisfied with their jobs comparatively to untrained teachers as untrained lack in training and practical approach.
3. There was significant difference found between trained & untrained teachers towards organizational commitment with respect to rural area. Rural trained teachers were more committed and dedicated towards their organization as compared to untrained.
4. There was significant difference found between trained & untrained teachers towards organizational commitment with respect to urban area. Urban trained teachers were more committed towards their organization as they are properly trained as compared to untrained.
5. There was found a significant difference between male trained & male untrained teachers towards job satisfaction. It was found that male teachers who have training in teaching were more satisfied in their jobs.
6. There was found a significant difference between female trained & female untrained teachers towards job satisfaction. It was found that female teachers were more satisfied with their jobs compared to untrained teachers.
7. There was a significant difference found between male trained & male untrained teachers towards organizational commitment. Male trained teachers were more committed towards their organization. Their teaching skills were more prone towards giving their organization the best comparative to untrained teachers.
8. There was a significant difference found between female trained & female untrained teachers towards organizational commitment. Female trained teachers were found positively committed towards their organization.
9. There was significant difference found between trained & untrained teachers towards job satisfaction. Trained teachers were more satisfied with their jobs. They try to implement new skills and methods in their profession as compared to untrained.
10. There was a significant difference found between trained & untrained teachers towards organizational commitment. Trained teachers were more committed compared to untrained teachers. Trained teachers

always think for the betterment by providing their qualities and skills to the organisation.

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