



**A STUDY ON THE JOB SATISFACTION AND INSTITUTIONAL COMMITMENT
AMONG SCHOOL TEACHERS IN KERALA WITH SPECIAL REFERENCE TO
MALAPPURAM DISTRICT.**

Lipin Raj

M.com Student, Christ College (Autonomous) Irinjalakuda

Dr Josheena Jose

Assistant Professor , PG Department of commerce, Christ College (Autonomous)
Irinjalakuda

Abstract

Teachers are pillars our nation. Teacher plays an important role in developing the knowledge and skill of youth. This study aims at investigating the job satisfaction and institutional commitment among school teachers in Malappuram district. 30 respondents from government school, 30 respondents from aided schools and 30 respondents from private school were taken for the purpose of the study. Data collected was analysed with both descriptive and inferential statistics using spss version 21. Independent sample t-test and chi-square test has been used in this study to analyse the job satisfaction and institutional commitment level among male and female teachers and government, aided and private school teachers. On comparing the job satisfaction level and institutional commitment between government and aided and public school teachers. Job satisfaction influences job commitment towards the institution

Key words: job satisfaction, Institutional commitment, organisational climate, government school, private school, aided school, gender

1.1 Introduction

High quality teaching staff is the cornerstone of a successful educational system. Teachers are both the largest human capital resource of an educational system, particularly at the school level. Attracting and retaining high quality teachers is thus a primary necessity for educational institution. However, good teachers are difficult to recruit and almost impossible to retain if the rewards of teaching do not outweigh the possible frustrations on account of poor job conditions. Job satisfaction has always been a flash point of discussion among the researchers and scholars since along. This critical issue has gained enthusiastic attention of researchers all around the world after the



begging of industrialization, but now it is applied to each and every organisation. The education system is also being changed in to an organisation. In the field of education measuring the job satisfaction of teachers has become a prime focuses of attention for researchers to make it a dynamic and efficient one. The job satisfaction teachers particularly at secondary level are very vital. The value of secondary education is undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. The highlighted topic is very serious issue due to the importance of secondary education which is central stage of the whole pyramid of education system in the world. A better performance only possible if the job fulfils the basic needs of teachers like terms of salary and better status as explained by Khan(1999), “salary or emoluments caters the material needs of the employees in allowing a sense of status and importance”. Performance from a teacher can only be expected if they are satisfied with their job. Job satisfaction is an individual attributes and it is outcome of the fulfilment of the individual needs which vary greatly from one person to another.

Institutional commitment is the most imperative trait of a teacher. The term can be used in a verity of ways to label various teacher behaviours and fact beyond the dimensions of organizational commitment. A teacher’s work is not limited to the class room only, but his work is set with in the structure and environments of organisation, such as schools and educational system. Therefore, professional commitment could be discussed in terms of organisation dimensions of affective, continuance and normative commitment (Meyer&Allen, 1991). The profession of teaching is unique profession and involves a multifaceted and rich amalgamation of working relationship with not only the organisation, but with a number of other participants, such as the parents, students and colleges. Therefore, professional commitment is persuasive for both teachers and the educational system. According to Arya (2012), professional commitment of the teachers is to deviate personal time and dedicated towards his profession. Dave (1998) mentioned five areas towards which teachers should be committed. There are (1) commitment to be a learner (2) commitment to the society (3) commitment to the profession (4) commitment to achieve excellence and (5) commitment to basic human values. The role of a teacher is very complicated because of various new demands on him.



As teachers are very important in any educational institution it is vital to track on their performance, attitude and feelings. Every management feel believes that “satisfied teachers can bring their institution success “so it is very important for every management to identify whether their employees are really satisfied or not? And job satisfaction survey is a tool to check whether a person is happy with his job or not. it is important for every institution to know job satisfaction level of their employees of the institution. Satisfaction refers to individual element of one’s job, like as salary, growth prospect, physical environment, working hours, so on and so forth. Thus the research work is directed towards understanding the job satisfaction and institutional commitment among school teachers in Malappuram district.

1.2 Statement of the problem

Job satisfaction is good not only for employer but employee’s too. It increase productivity and decrease the turnover. These two aspects are important in education. Job satisfaction is the combination of psychological and environmental circumstances that cause a person to truthfully say “I am satisfied with my job”. It is the end feeling of a person after performing a task. employee job satisfaction is very complex, influenced by many factors like pay, work promotion, recognition, working condition, benefit etc. Hence this study is aimed in measuring the job satisfaction level of the teachers in Kerala with special focus on Malappuram District

1.3 Scope and significance

The scope of the research is job satisfaction and institutional commitment among school teachers in Malappuram District. This study is highly significant and useful to know the satisfaction and institutional commitment level of the school teachers in malappuram district.

1.4 Objectives of the study

- 1 To study 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 compare the institutional commitment of teachers working in government, aided and unaided schools.



1.5 Hypotheses of the Study

- 1 There is significant association between job satisfaction and type of management.
- 2 There is difference in the commitment of teachers working in government, aided and unaided schools towards their work assignment.

1.6 Research Methodology

The present study is descriptive 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. The present study uses primary data. Due to the special nature of the study the qualitative data has also been used in the present study.

1.7 Sample design

1.7.1 Population The study is conducted on job satisfaction and institutional commitment among school teachers in Malappuram district.

1.7.1 Sample frame to study the whole population and in order to arrive at conclusion would be impractical, since it is not practical to include all school teachers in Malappuram district in the area of data collection. It was considered to draw the sample. The sampling method is used in this study is purposive sampling under the non-probability sampling method. Three schools in malappuram district viz, H.S Vannery, GHSS Maranchery, and KMM perumpadapu selected for the purpose of selecting sample respondents.

1.7.2 Sample size

30 respondents from government school, 30 respondents from aided schools and 30 respondents from private school were taken for the purpose of the study. Therefore 90 respondents were selected to constitute the sample size for the study. Among 90 samples 42 samples respondents are male and 48 are females.

1.7 Tools for analysis

A questionnaire was designed for the purpose of achieving the research objectives. In order to analyze the impact of school climate on institutional commitment and overall job satisfaction of teachers in Kerala. 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 Factor analysis, Chi-square test and ANOVA

Part II

2.1 Conceptual Frame Work of the Study

Sinemaydogdu and barisasikgil (AYDOGDU, 2011)

They conduct a study on a topic “An Empirical study on the relationship among job satisfaction, organizational commitment and turnover intention”. The study conducted on 100 employees from production sector. The relationship among job satisfaction, organizational commitment and turnover intention are investigated to determine statistically significant relation .the result of the study support the hypothesis. Job satisfaction as a significant and positive relationship with three dimensions of organizational commitment and turn over intention has a significant and negative relationship with job satisfaction and organizational commitment.

Lynn mcfarlane and harry j. martin (McFarlane, 1989)

They studied the differential Association of job satisfaction and organizational commitment have with job performance and turnover intentions were studied in a sample of bank tellers and hospital professionals. Result showed that organizational commitment was more strongly related than job satisfaction with turn over intentions for the tellers but not for the professionals

Dr.saminanawab (Nawab, 2010)

He conducted on a study topic on “job satisfaction and organizational commitment of university teachers in public sector of Pakistan”. The study aimed to exploring to what extent these teachers are committed to their universities and satisfied with different dimensions of their job. The study based on descriptive research design was used. The study was carried on teaching faculty working in two public sector universities of Pakistan. Regression analysis and one sample t-test were used to confirming the research hypothesis.



Bola adekola(Adekola, 2012)

He study topic on the” impact of organizational commitment on job satisfaction: As a study of employees at Nigerian universities”. He tested in the private and public university system ascertains the veracity of this hypothesis. Data were collected from 150 employees consisting of academic and administrative and technical staff from both public universities and private universities. The result revealed that employees in public universities have greater degree of organisational commitment in comparison to private universities.

Dr.lalitamishra(Lalitamishra, 2018)

He conducted a study topic on “A study of employee satisfaction and organizational commitment of the teaching and non-teaching staff”. The study is descriptive and empirical nature and purposive sampling technique is used to select management colleges. The study is based on primary data, which has been collected through structural questionnaire, filled by teaching and non-teaching staff members stake 150 respondents of teaching and non-teaching staff of different colleges (10 management colleges) of Gwalior has been selected on random sampling basis.

Based on literature, the major concepts that guided this study consist of Job Satisfaction developed by Spector (1997), School Climate developed by Hoy et.al (2002) and Organizational Commitment developed by Mowday et al (1982). School climate viz, type of management effects on institutional commitment and the overall job satisfaction of teachers.

Part III

The third section of this paper analyse the School climate viz, type of management effects on institutional commitment and the overall job satisfaction of teachers. Institutional commitment or organisational commitment denotes the employees” attachment or loyalty to the organisation. It is concerned with the degree to which people are involved with their organisation and are interested to remain with them. A highly committed person has the feeling that he is working for himself and not for somebody else. The success of the school system is basically determined by the level of commitment on the part of teachers Factor analysis is performed as a data reduction technique. Factor Analysis is performed on the ten statements to reduce the variables in to four correlated components or factors.



Table 3.1 Communalities Extracted for the Evaluation of Institutional Commitment

Sl. No.	Institutional Commitment	Initial	Extraction
1	I am proud to tell others that I am part of this school	1.000	.696
2	I identify My values and school values are similar	1.000	.260
3	I spend more time in my school	1.000	.891
4	I speak\talk up this school to my friends as a great school to work for	1.000	.732
5	I really try to increase image in this school	1.000	.776
6	I really care about the fate and image of this school	1.000	.829
7	The school really inspires the very best in me in the way of job performance	1.000	.598
8	I have security in my job	1.000	.796
9	I would accept almost any type of job assignment in order to keep working for the school	1.000	.826
10	I am willing to put in a great deal of effort beyond that normally expected in order to help this school be successful	1.000	.836

Source: SPSS output

Since all communalities are fairly large (greater than .5) except the factor IC 2 it is supposed to be a good set of variables. The Principal Components Extraction followed by varimax rotation is reported in the following Table.

Table 3.2 Total Variance Explained on the Variables for the Evaluation of Institutional Commitment

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.939	29.385	29.385	2.939	29.385	29.385	2.301	23.007	23.007
2	1.895	18.952	48.337	1.895	18.952	48.337	2.081	20.805	43.812
3	1.325	13.248	61.585	1.325	13.248	61.585	1.757	17.573	61.385
4	1.080	10.804	72.389	1.080	10.804	72.389	1.100	11.004	72.389
5	.870	8.695	81.084						
6	.644	6.436	87.520						
7	.460	4.599	92.119						
8	.309	3.086	95.204						
9	.259	2.589	97.794						
10	.221	2.206	100.000						

Source: SPSS output

Extraction Method: Principal Component Analysis.

It is a general practice in Factor Analysis to consider as many factors as there are Eigen values greater than one (Eigen Values are variances of the factors). Using this procedure, three factors are identified as dominant with 72.389 per cent of explanation of total variance. The associated rotated component matrix is given below.



Table 3.3 Rotated Component Matrixes for the Evaluation of Institutional Commitment

	Component			
	1	2	3	4
IC8	.857			
IC4	.834			
IC7	.745			
IC6		.896		
IC5		.851		
IC1		.584		
IC9			.901	
IC10			.879	
IC3				.941

Source: SPSS output

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 4 iterations.

From this matrix using factor loadings, the following factors were developed for further analysis in this study overall commitment is constituted by four important factors such as (1) commitment towards Work Assignment, (2) Image Building Activities, and (3) Commitment towards Institution (4) sense of belongingness.

This section deals with analysis of the four factors of institutional commitment and evaluation of variation in teachers perception with respect to these factors based on type of school management. Analysis is made with the help of ANOVA.



Table 3.4 ANOVA commitment towards Work Assignment

	Sum of Squares	df	Mean Square	F	Sig.	
IC7	Between Groups	20.459	2	10.230	15.163	.000
	Within Groups	58.696	87	.675		
	Total	79.156	89			
IC8	Between Groups	76.564	2	38.282	52.128	.000
	Within Groups	63.891	87	.734		
	Total	140.456	89			
IC4	Between Groups	39.617	2	19.808	35.651	.000
	Within Groups	48.339	87	.556		
	Total	87.956	89			

Source: SPSS output

Table 3.5 ANOVA Image Building Activities

	Sum of Squares	df	Mean Square	F	Sig.	
IC6	Between Groups	1.635	2	.817	1.246	.293
	Within Groups	57.087	87	.656		
	Total	58.722	89			
IC5	Between Groups	1.592	2	.796	1.101	.337
	Within Groups	62.864	87	.723		
	Total	64.456	89			
IC1	Between Groups	16.287	2	8.143	11.396	.000
	Within Groups	62.169	87	.715		
	Total	78.456	89			

Source: SPSS output



Table 3.6 ANOVA Commitment towards Institution

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.628	2	.314	.565	.571
Within Groups	48.361	87	.556		
Total	48.989	89			
Between Groups	2.272	2	1.136	2.516	.087
Within Groups	38.829	86	.452		
Total	41.101	88			

Source: SPSS output

Table 3.7 ANOVA Sense of belongingness.

IC3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.175	2	1.088	3.269	.043
Within Groups	28.947	87	.333		
Total	31.122	89			

Source: SPSS output

From Tables 3.4, 3.5, 3.6 and 3.7 it is evident that teachers perception with respect to Institutional commitment varies considerably according to the type of management. Management-wise mean variation is also statistically significant at 5 per cent level of significance in commitment towards work assignment. Under the image Building Activities mean variation is statistically significant in unaided sector only while in the Govt. and aided sectors are not statistically significant at 5 per cent level of significance.



Table 3.8 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.122 ^a	4	.004
Likelihood Ratio	14.361	4	.006
Linear-by-Linear Association	9.823	1	.002
N of Valid Cases	90		

Source: SPSS output a. 0 cells (0.0%) have expected count

less than 5. The minimum expected count is 8.33.

Karl Pearson chi-square came out to be 15.122 and the significant value as 0.004. This value being less than .05 (level of significance), clearly indicates that there is significant difference in job satisfaction level of teachers working in government, aided and unaided schools.

Conclusion

Satisfaction level of the teachers with respect to different dimensions of job satisfaction such as pay, promotion, supervision, rewards, peer groups, nature of work and communication shows significant variations among different management systems. The overall job satisfaction significantly influences teachers’ work assignment, commitment towards image building activities and commitment towards their institution.

References:

Adekola, B. (2012). The impact of organisational commitment on job satisfaction :A study of employees at nigerian universities. *international journal of human resources studies*, 2.

adhikary, s. a. (2015). research article on "A study on job satisfaction and performance of management guru's of management colleges-with reference to odisha. *the international journal of indian psychology*, 4(1).

Alamelu, d. n. (2018). job satisfaction among school teachers. *international journal of pure and applied mathematics*, 119(7).

AYDOGDU, s. (2011). An Empirical study of the relationship among job satisfaction organizational commitment and turnover intention. *International review of management and marketing*, 43-53.



- Bashir, L. (2017). job satisfaction of teachers in relation to professional commitment. *The international journal of indian psychology*, 4(4).
- bhat, a. a. (2018, 01 18). job satisfaction among high school teachers. *the international journal of indian psychology*, 6(1).
- Busra, M. s. (2016). Effect of leadership behaviour on the organisational commitment and jobsatisfaction:A public sector research. *journal of entrepreneurship&Organisational management*.
- gjfy. (4353). *tyure* (Vols. 456-7554). jgfd.
- Lalitamishra, D. (2018, 1). A study of employees satisfaction and organisational commitment of the teaching and non teaching staff. *international journal of engeering research and application*, 8, 35-39.
- McFarlane, L. (1989). Job satisfaction and organisational commitment in relation to work perfomance and turnover intentions. *Human Relations*, 42, 625-638.
- Nawab, D. S. (2010). job satisfaction and organisational commitment of university teachers in public sector of pakistan. *intrnational journal of bussines management*, 5, 6.
- Nyamubi, G. J. (2017). Determinats of secondary school teachers job satisfaction in tanzania. *Hindawi educational research international*, 7.
- Shafi. (2016). Job satisfaction in college teachers: A study based study of goverment colleges of hyderabad,pakistan. *journal of hotel & business management*.
- srivastava, D. s. (2013). job satisfaction and organisational commitment relationship:Effect of personality variables. *Vison -journal of business perspective*, 21-30.
- tripathi, M. I. (2006). Astudy on factor influencing job satisfaction among management teachers indore. *journal of entrepreneurship & organisational management*.