

A STUDY ON JOB SATISFACTION AND INSTITUTIONAL COMMITMENT AMONG SCHOOL TEACHERS IN KERALA

*Thesis submitted to the
Mahatma Gandhi University, Kottayam*



*For the award of the Degree of
Doctor of Philosophy in Commerce
Under the Faculty of Commerce*

Submitted by

BINDU MENON M.P.

Under the supervision of

Dr. K.G. JOSE

650.07 BIN-S



T0042

Research Centre:

RESEARCH & POST-GRADUATE DEPARTMENT OF COMMERCE

NIRMALA COLLEGE, MOOVATTUPUZHA

Kottayam

March 2016

Dr. K. G. Jose

Director, Rajagiri Business School, Kakkanad

(Formerly Head, Department of Commerce, Vimala College, Thrissur)

Ph: 9447 834082

Email: dr.kgjose@yahoo.com


Certificate

This is to certify that the thesis entitled “**A study on job satisfaction and institutional commitment among school teachers in Kerala**” is a record of bonafide research work done by Smt. Bindu Menon M. P., for the Degree of Doctor of Philosophy in Commerce from Mahatma Gandhi University under my supervision

She is allowed to submit the thesis for evaluation.

Nirmala College

01/03/2016


Dr. K. G. Jose
(Supervising-teacher)

Acknowledgement

My most profound thankfulness goes to my supervising teacher, Dr K. G. Jose, Director, Rajagiri Business School, Kakkanad, for all his guidance, discussions, patience that made the study to what it is. Without his understanding, consideration, encouragement and untiring advice, the study would not have been completed successfully. It has been his keen interest and inspiring guidance and above all his most valuable moral support that enabled me to complete this project on time.

I express my deepest sense of gratitude to Dr P. N. Harikumar, Associate Professor and Head, Post Graduate Department of Commerce, Catholicate College, Pathanamthitta for his valuable support and guidance especially on the application of statistical tools in the analysis stage of this work.

I am indebted to my employer, the Director of Collegiate Education, Government of Kerala, and to my Controlling Officer, the Principal, Sree Neelakanta Government Sanskrit College, Pattambi, Palakkad, for having given me permission to carry out the research work under the Faculty Development Programme of UGC. My special thanks are due to the University Grants Commission for admitting me to the two-year Faculty Development Programme to undertake Ph.D. research on full-time basis. I am also indebted to Rev. Dr Vincent Joseph, Principal, Nirmala College, Moovattupuzha, for having enrolled me as a candidate of the Research and Post-Graduate Department of Commerce and for having provided all support and assistance whenever required. I am grateful to Dr. G.S. Gireesh Kumar, former Research Director, Nirmala College, Moovattupuzha, for his support and timely help during the course of my study.

I have been very much benefitted from the consultations with Dr N. K. Babu, Assistant Professor of Commerce and Co-ordinator of IQAC, Sree Neelakanta Government Sanskrit College, Pattambi, who has made patient reading and effected necessary corrections in the report. I thank him for the same.

I am grateful to Dr K. Anil Kumar, Head of HR department, Rajagiri Business School, Kakkanad, for his valuable guidance and help during the course of my study.

I am grateful to Sri Punnoose Jacob, Associate Professor & Head, Department of Commerce, Sree Neelakanta Government Sanskrit College, Pattambi, and all my colleagues in the Department of Commerce for their invaluable help and support during the course of my study. Further I am to thank the Librarians and other library staff of, Sree Neelakanta Government Sanskrit College, Pattambi, Nirmala College, Moovattupuzha, other universities and institutions.

I am indebted to the teachers from the surveyed schools and all my students and friends who helped me collect data timely.

My special appreciation is there to my father Sri P. S. Menon and mother Smt. Radha Menon, whose endless love and support throughout my life can never be repaid. I am indebted to my dear husband Advocate Unnikrishnan, for his moral support, help, encouragement and for everything and my children, Priyanka and Pranav for their sacrifices and support throughout my research work. I am grateful to my family members and friends for their continuous moral support, advice and help.

Above all, I am deeply indebted to God for his boundless blessing, at each and every stage of my research work.

Bindu Menon M. P.

Abstract

The most common management issue faced by organisations in these days is search for creative, flexible, healthy and open work environment that promote job satisfaction and institutional commitment. School Climate, Institutional Commitment and Job Satisfaction have been regarded as important constructs in organisational research for many years. Educational organisations such as schools, colleges and universities require satisfied teachers who are committed to their institution, profession and students. The improvement of school and successful execution of innovations in education depend largely on teachers who are primarily responsible for the educational activities in their schools. For this reason, more comprehensive attention should be given to the understanding of teachers' behaviours and performance within the organizational environment of schools. Job satisfaction and institutional commitment among school teachers have, therefore, been considered vital factors for the improvement of the education system and the success of the educational institution. Identifying the factors affecting job satisfaction among teachers and creating healthy school climate can also have an effectual role in the achievement of educational goals and success of students. This study examines and analyses job satisfaction, school climate and institutional commitment and the impact of job satisfaction and school climate on institutional commitment of randomly selected teachers in Kerala. The present study assessed teachers' job satisfaction in nine dimensions, viz., pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work and communication. In order to measure climate, four dimensions of climate were identified. They are collegial leadership, professional teacher behaviour, achievement press, and institutional vulnerability. The concept of commitment covers commitment towards work assignment, image building activities, and commitment towards institution.

The study is based on the data collected from 650 sample teachers selected by applying multi stage random sampling technique. The teachers represent three managements (Govt., Aided and Unaided), two schools (HSS

and VHSS) across three regions (south, central and north) in Kerala State. The design of the present study is descriptive and analytical in nature. The study describes the dimensions of job satisfaction, school climate and institutional commitment and analyses and compares these dimensions school-wise, location-wise and management-wise. It also analyses the impact of school climate dimensions on the overall job satisfaction and institutional commitment of teachers in Kerala. It also analyses the impact of overall job satisfaction on teacher's institutional commitment. The instruments used in this study are the Job Satisfaction Survey (JSS), the Organisational Climate Index (OCI), and the Organisational Commitment Questionnaire (OCQ). Tools used for the analysis of data consist of cross tabulation, descriptive statistics such as percentage, arithmetic mean etc. The statistical methods used for hypotheses testing include chi-square testing, three-way ANOVA, Factor Analysis, MANOVA and the Multiple Linear Regression Model.

The study reveals that Overall Job Satisfaction, the dimensions of Job Satisfaction, School Climate and Institutional Commitment of teachers in Kerala vary considerably according to type of school, location and type of management. It also reveals that teachers' Commitment towards Work Assignment is influenced by three dimensions of school climate such as Collegial Leadership, Professional Teacher Behaviour, and Institutional Vulnerability. Collegial Leadership, Professional Teacher Behaviour and Achievement Press influence teachers' Commitment towards Image Building Activities. Teachers' commitment towards their institution is influenced by the four dimensions of school climate, viz., Collegial Leadership, Professional Teacher Behaviour, Achievement Press and Institutional Vulnerability. Similarly all the dimensions of school climate influence teacher's Overall Job Satisfaction. Further the Overall Job Satisfaction influences teachers' Commitment towards Work Assignment, Commitment towards Image Building Activities and Commitment towards Institution. All these findings have proven by applying sound statistical modelling.

Key words: Job Satisfaction, School Climate, Institutional Commitment

Contents

Chapter 1

INTRODUCTION.....	01 - 33
1.1 Introduction.....	01
1.2 Higher Secondary Education in Kerala.....	09
1.3 Research Gap.....	11
1.4 Significance of the Study.....	12
1.5 Scope of the Study.....	14
1.6 Statement of the Problem.....	15
1.7 Objectives of the Study.....	17
1.8 Hypotheses.....	18
1.9 Research Methodology.....	18
1.10 Data Source.....	19
1.11 Research Approach.....	19
1.12 Period of Survey.....	19
1.13 Research Instrument.....	19
1.14 The Population.....	20
1.15 Pilot Study.....	20
1.16 Sample Size.....	22
1.17 Method of Sampling.....	22
1.18 Type of Analyses.....	24
1.19 Tools of Analysis.....	25
1.20 Definition of Terms.....	27
1.21 Limitations.....	30
1.22 Scheme of Presentation.....	31
References.....	31

Chapter 2

REVIEW OF EARLIER STUDIES.....	35 - 124
2.1 Studies Related to Job Satisfaction of Teachers.....	36
2.2 Studies Related to Organisational Climate and School Climate.....	55
2.3 Studies Related to Organisational Commitment.....	80
References.....	99

Chapter 3

THEORETICAL FRAME WORK OF THE STUDY.....	125 - 190
3.1 Introduction.....	125
3.2 Job Satisfaction.....	127
3.2.1 History of Job Satisfaction.....	128
3.2.2 Nature of Job Satisfaction.....	129

3.2.3	Theories of Job Satisfaction.....	130
3.2.3.1	Traditional Theory.....	130
3.2.3.2	Locke's Value Theory.....	131
3.2.3.3	Maslow's Need Satisfaction Theory.....	131
3.2.3.4	Herzberg's Two Factor Theory.....	133
3.2.3.5	Fulfilment Theory.....	134
3.2.3.6	Work Adjustment Theory.....	135
3.2.3.7	Adams Equity Theory.....	135
3.2.3.8	Reference Group Theory.....	136
3.2.3.9	ERG Theory.....	136
3.2.3.10	Landy's Opponent Process Theory.....	136
3.2.3.11	Affect Theory.....	136
3.2.3.12	Dispositional Theory.....	137
3.2.3.13	Job Characteristics Model.....	137
3.2.3.14	Porter and Lawler's Expectancy Model.....	138
3.2.4	Model of Job Satisfaction.....	138
3.2.4.1	Causes of Job Satisfaction.....	139
3.2.5	Effect of Job Satisfaction:.....	141
3.2.5.1	Productivity and Job Satisfaction.....	141
3.2.5.2	Job satisfaction and Employee Turnover.....	141
3.2.5.3	Job Satisfaction and Absenteeism.....	142
3.2.5.4	Job satisfaction and Safety.....	142
3.2.5.5	Job Satisfaction and Job Stress.....	142
3.2.5.6	Unionization.....	142
3.2.5.7	Other Effects of Job Satisfaction.....	143
3.2.6	Measuring Job Satisfaction.....	143
3.3	Organizational Climate.....	144
3.3.1	Climate <i>versus</i> Culture.....	145
3.3.2	Theories of Organizational Climate.....	147
3.3.3	Approaches to the Concept of Climate.....	150
3.3.5	Dimensions of Organizational Climate.....	151
3.3.6	Activities that Promote Positive Organizational Climate.....	152
3.4	SchoolClimate.....	154
3.4.1	Factors Influencing School Climate.....	156
3.4.2	History / Approaches to School Climate.....	159
3.4.3	Perspectives on School Climate.....	165
3.5	OrganisationalCommitment.....	169
3.5.1	Definitions of Organizational Commitment.....	170
3.5.2	Approaches to Organizational Commitment.....	172
3.5.3	Organizational Commitment of Teachers.....	175
3.5.4	Benefits of High Teacher Commitment.....	176
3.6	Conceptual Frame Work of the Study.....	177
3.7	Conclusion.....	177
	References.....	178

Chapter 4

JOB SATISFACTION AND INSTITUTIONAL COMMITMENT AMONG

SCHOOL TEACHERS	191 - 281
4.1 Profile of the Selected Teachers	196
4.2 Analysis of the Demographic Features of the Selected Teachers.....	199
4.2.1 School Locality and Gender of the Teachers	199
4.2.2 School locality and Marital Status of the Teachers	200
4.2.3 School Locality and Number of Children of the Teachers	200
4.2.4 School Locality and Type of Family of the Teachers.....	201
4.2.5 School Locality and Educational Qualification of the Teachers .	201
4.2.6 School Locality and Type of Institution	202
4.2.7 School Locality and Subject Taught /Stream	203
4.2.8 School Locality and Present Designation	204
4.2.9 School Locality and Teaching Experience.....	205
4.2.10 Type of School Management and Gender of teachers	205
4.2.11 Type of School Management and Marital Status of Teachers	207
4.2.12 Type of School Management and Number of children of Teachers.....	207
4.2.13 Type of School Management and Family Type of Teachers	208
4.2.14 Type of School Management and Educational Qualification of Teachers.....	209
4.2.15 Type of School Management and Type of Institution	210
4.2.16 Type of School Management and Subject Taught/ Stream	210
4.2.17 Type of School Management and Present Designation	211
4.2.18 Type of School Management and Teaching Experience.....	212
4.3 Analysis of the Dimensions of Job Satisfaction with Demographic Profile of the Selected Teachers	213
4.3.1 Pay.....	214
4.3.2 Promotion	216
4.3.3 Supervision	219
4.3.4 Fringe Benefits	221
4.3.5 Contingent Rewards	224
4.3.6 Operating Procedures	227
4.3.7 Co-workers.....	229
4.3.8 Nature of Work	231
4.3.9 Communication.....	234
4.4 Overall Job Satisfaction	236
4.5 Factors Influencing Overall Job Satisfaction.....	238
4.6 Analysis of Dimensions of School Climate with Demographic Profile of the Selected Teachers	240
4.6.1 Collegial Leadership.....	241
4.6.2 Professional Teacher Behaviour.....	243
4.6.3 Achievement Press	246

4.6.4	Institutional Vulnerability	248
4.7	Institutional Commitment –Factor Analysis.....	250
4.8	Analysis of Factors of Institutional Commitment with Demographic Profile of the Selected Teachers.....	255
4.8.1	Commitment towards Work Assignment.....	255
4.8.2	Image Building Activities	257
4.8.3	Commitment towards Institution.....	260
4.9	Impact of School Climate on Teacher’s Overall Job Satisfaction	267
4.10	Impact of School Climate on Institutional Commitment	269
4.10.1	Impact of School Climate on Commitment towards Work Assignment	269
4.10.2	Impact of School Climate on Image Building Activities	271
4.10.3	Impact of School Climate on Commitment towards Institution..	272
4.11	Impact of Job Satisfaction on Institutional Commitment.....	273
4.11.1	Impact of Overall Job Satisfaction on Commitment towards Work Assignment.....	273
4.11.2	Impact of Overall Job Satisfaction on Image Building Activities.....	274
4.11.3	Impact of Overall Job Satisfaction on Commitment towards Institution	275
	References.....	279

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND SUGGESTIONS		283 - 330
5.1	Introduction.....	283
5.2	Objectives of the Study	285
5.3	Research Methodology.....	285
5.4	Summary of Finding	287
5.4.1	Demographic Profile of the Teachers Selected for the Study	287
5.4.2	Job Satisfaction Level of Teachers in HSS and VHSS.....	291
5.4.3	Job Satisfaction Level of Teachers in Rural and Urban Schools.....	294
5.4.4	Job Satisfaction Level of Teachers in Government, Aided and Unaided schools.....	298
5.4.5	Overall Job Satisfaction of Teachers	302
5.4.6	Factors Affecting the Overall Job Satisfaction of Teachers.....	303
5.4.7	School Climate Perceptions of the Teachers in HSS and VHSS	303
5.4.8	School Climate Perceptions of the Teachers in Rural and Urban Schools	305
5.4.9	School Climate Perceptions of the Teachers in Govt., Aided and Unaided Schools	306
5.4.10	Institutional Commitment of the Teachers in HSS and VHSS....	308
5.4.11	Institutional Commitment of the Teachers in Rural and Urban schools	309

5.4.12 Institutional Commitment of the Teachers in Govt., Aided and Unaided schools.....	310
5.4.13 Impact of School Climate Dimensions on Teachers' Overall Job Satisfaction	312
5.4.14 Impact of School Climate Dimensions on Teachers' Institutional Commitment	313
5.4.15 Impact of Overall Job Satisfaction on Teachers' Institutional Commitment	314
5.5 Conclusions	315
5.6 Testing of Hypotheses	322
5.7 Suggestions	324
5.8 Areas for Further Research.....	329
Bibliography	331 - 368
Annexure	369 - 375