



Organizational Commitment and Job Satisfaction of Faculty Members of Secondary Level Teacher Training Programme in Mysore

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ABSTRACT

The purpose of this study is to find out the extent to which faculty members in Mysore education colleges are satisfied with their jobs and committed to their colleges. Also, it is intended to assess the differences between categories of teachers with reference to their job satisfaction and organizational commitment. A survey-based descriptive research design was used. The study was carried on faculty members working in education colleges in Mysore University. About 165 survey questionnaires were distributed in 2011.

Multiple follow ups yielded 134 statistically usable questionnaires. One way ANOVA and independent sample t-tests were used to confirming the research hypotheses.

The findings of the study indicated no significant differences between gender and age of faculty members with reference to their job satisfaction. It was also found out that there were no significant differences between genders an age of faculty members with reference to their organizational commitment.

Keywords : Organizational commitment, Job satisfaction, Education College, Faculty member, Mysore

1. Introduction

Universities are the most important centres of research and educational activities in every country and faculty members at universities are among most significant characters in educational system and most principle elements of development in every country. Also training expert human resources is achievable through reinforcement of academic education. Therefore, we must try to identify different motivating and stimulating factors and also variants that form these factors and their effects and study and analyze them.

2. Literature Review

2.1 Organizational Commitment

The concept of organizational commitment refers to the nature of the linking of a member to the organization. Definitions of commitment can vary a great deal. Organizational commitment can be categorized into attitudinal and behavioural approaches (Mowday, Steers, & Porter, 1979; Reichers, 1985).

Attitudinal commitment reflects the individual's mindset process in determining his or her relationship with the organization. Through the mindset process, an individual develops one's willingness to work with the organization and one's level of affective attachment to an organization. The behavioural approach involves the process of an individual becoming bound by his or her actions in the organization. Through these actions, an individual develops the belief that he or she must sustain the activities and be involved in the organization (Salancik, 1977). Becker's (1960) side-bet theory about behavioural commitment indicates that individuals attach themselves to organizations through investments, such as time and efforts that make it too costly to leave. In research on behavioural commitment, the studies focus on identification of conditions under which a behaviour that, once exhibited, tends to be repeated, as well as on the effects of such behaviour on attitudinal change (O'Reilly & Caldwell, 1980).

2.2 Job Satisfaction

Many researchers in the field of social sciences have attempted to define the concept of job satisfaction. However, Al-Owaidi (2001) pointed out that there is a diversity of interpretations of the term and that there is no universal comprehensive definition. This fact is confirmed by the work of

Oplatka and Mimon (2008) who state that there is no universal definition of the term job satisfaction that can be agreed upon. Locke (1969) defined job satisfaction as an emotional state related to the positive or negative appraisal of job experiences. Vroom (1982) defined job satisfaction as workers' emotional orientation toward their current job roles. Similarly, Schultz (1982) stated that job satisfaction is essentially the psychological disposition of people toward their work. Hopcock (1935) defined job satisfaction as "any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, 'I am satisfied with my job'"

2.3 Organizational commitment and Job Satisfaction in the Higher Education Context

Higher education institutions the world over are facing several challenges resulting from diminishing funds, globalization and the rapid pace at which new knowledge is being created and utilized which require reforms in the management and governance styles of these institutions (Nyaigotti, 2004). Consequently, the satisfaction and commitment of higher education employees under such challenging work environments has become imperative. Although there is increasing interest in employee satisfaction in higher education.

3. Research Methodology

1.3Hypotheses of the study

To validate the following research hypotheses, the research methodology is given hereunder:

1-there is no significant difference between the following categories of teachers with reference to their job satisfaction :(A) Male and female teachers (B) Teachers of different age groups

2-there is no significant difference between the following categories of teachers with reference to their organizational commitment :(A) Male and female teachers (B) Teachers of different age groups

2.3Sample:

Statistical range of population for this research is all faculty members in colleges of education in Mysore University

.Number of faculty members is 343 persons from 36 colleges of education in Mysore.

In this research Random Sampling Method will be used. Sample size is calculated according to the table provided by Morgan and Corgis. Regarding the statistical range which is 343 number of sample is 186.

3.3Data collection

The questionnaires were administrated individually. The data required for the present study were collected from the education colleges in Mysore. In the questionnaires stipulated, the responders were explained, each individually about the researcher's aim and were requested to read each question carefully and then encircle the choice which best described their opinion regarding each item. The researcher distributed 165questionnaire among the education colleges' faculty members in Mysore. Each participant received questionnaire related to organizational commitment and job satisfaction. Finally,the investigator collected 134 questionnaires from faculty members.

4.3Tools used for data collection:

In this research the following two questionnaires were used:

A-questionnaire of job satisfaction: In this research the researcher will use a standard test to measure the job satisfaction that developed by Singh and Sharma (1991), Incorporating 30 items of the both intrinsic and extrinsic of the job. (1) Job intrinsic statements (factors lying in the job itself.i.e.job concrete and job abstract factors)(2) job Extrinsic statements (factors lying outside the job i.e. Psycho-social, Economic and Community/ National growth).Jss is found valid with Muthayas job satisfaction questionnaire and reliability worked out to be 0.978.

B- Questionnaire of organizational commitment: In this research the researcher will use a standard test to measure the organizational commitment that developed by (mowday,stirez and porter,1979). Organizational commitment questionnaire (OCQ) has 15 items.

4-Results

H01: There is no significant difference between the following categories of teachers with reference to their job satisfaction
H01a: Male and female teachers

Table 4-1

Mean scores and standard deviation with respect to job satisfaction of mal

Gender	N	Mean	S.D	t Value	P Value
Male	73	78.29	10.44	0.771 *	.442 (NS)
Female	61	74.44	11.18		

*Not significant at 0.05 level

Among teachers, the mean job satisfaction scores of male teachers were found to be 78.29 as against 74.44 of female teachers. Independent samples 't' test revealed a non-significant difference between mean job satisfaction scores of male and female teachers in Mysore(t=0.771; P=.442). Thus there was not a significant difference of male and female teachers on their job satisfaction. In this context, the null hypothesis that there is no significant difference between male and female teachers with reference to their job satisfaction is accepted.

H01b: Teachers of different age groups

Table 4-2

Mean scores and standard deviation with respect to Job satisfaction of teachers with different

Age groups (in years)	N	Mean	S.D	F	Sig.
less than 30 years	19	76.21	10.53	.219*	.883 (NS)
31-44 years	72	75.96	8.60		
45-54 years	34	77.65	11.67		
above 55 years	9	77.67	22.39		
Total	134	76.54	10.91		

*NS-Non-significant at 0.05 level.

One-way ANOVA revealed a non-significant difference among teachers belonging to different age groups (F=0.219; P=.883). The mean job satisfaction scores of teachers belonging to <30 years, 31-44, 45-54 and above 55 years are 76.21, 75.96, 77.65 and 77.67 respectively, which were statistically same contributed for the non-significant difference. In this context, the null hypothesis that there is no significant difference between teachers age with reference to their job satisfaction is accepted.

H02: There is no significant difference between the following categories of teachers with reference to their organizational commitment

Ho2a: Male and female teachers

Table 4-3

Mean scores and standard deviation with respect to organizational commitment of male and female teacher

Gender	N	Mean	S.D	t Value	P Value
Male	73	79.34	16.46	.437*	.663 (NS)
Female	61	78.20	13.37		

*NS-Non-significant at 0.05 level.

Among teachers, the mean organizational commitment scores of male teachers were found to be 79.34 as against 78.20 of female teachers. Independent samples't' test revealed a non-significant difference in mean organizational commitment scores of male and female teachers in Mysore (t=0.437; P=.663). Thus there was not a significant difference of male and female teachers on their organizational commitment. In this context, the null hypothesis that there is no significant difference between male and female teachers with reference to their organizational commitment is accepted.

H02b: Teachers of different age groups

Table 4-4

Mean scores and standard deviation with respect to organizational commitment of teachers with different age group

Age group (in years)	N	Mean	S.D	F valve	P value
less than 30 years	19	80.16	22.94	.177	.912 (NS)
31-44 years old	72	78.58	11.84		
45-54 years old	34	77.91	14.65		
above 55 years	9	81.33	21.33		
Total	134	78.82	15.09		

*NS-Non-significant at 0.05 level.

One-way ANOVA revealed a non-significant difference among teachers belonging to different age groups (F=0.177; P=.912) in their organizational commitment scores. The mean job satisfaction scores of teachers belonging to <30 years, 31-44, 45-54 and above 55 years are 80.16, 78.58, 77.91 and 81.33 respectively, which were statistically same contributed for the non-significant difference. In this context, the null hypothesis that there is no significant difference between teachers age with reference to their organizational commitment is accepted.

5. Discussion

The purpose of this investigation is to examine how certain demographic variables (age and gender) affect job satisfaction and organizational commitment of faculty members of education colleges in Mysore.

Results from this study showed that there is no significant difference between male and female teachers with reference to their job satisfaction in education colleges in Mysore.

Numerous studies across a variety of occupational settings have, however, found no significant gender differences in job satisfaction (Pors,2003;Hull, 1999; Jones Johnson & Johnson, 2000;& Rout, 1999). There are even some studies that indicate that there is no difference between gender and job satisfaction levels (Nestor & Leary, 2000). And also Nestor and Leary (2000) found no difference between gender and job satisfaction. and also, Ward & Sloane ,2000;Ali,2009;Rahimi et al,2011;&Corbin,1998) did not find any significant differences between male and female faculty members in overall levels of job satisfaction.

It is also found that there is no significant difference between ages of faculty members with reference to their job satisfaction. This result is consistent with previous research (plaisent et al, 2005; &Malik et al, 2011).

6. Conclusion

The main objective of this paper is to determine the level of job satisfaction and organizational commitment among faculty members of secondary level teacher training programme in Mysore education colleges. This paper has also attempted to study the differences between categories (gender and age) of teachers with reference to their job satisfaction and organizational commitment. From the above results we can conclude that no significant differences were found between gender and age of faculty members with reference to their job satisfaction. It was also found out that there were no significant differences between genders an age of faculty members with reference to their organizational commitment.

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