

**A STUDY ON JOB SATISFACTION AND ORGANIZATIONAL
COMMITMENT AMONG MIDDLE SCHOOL TEACHERS
IN AIZAWL CITY**

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award of the Degree of Master of Commerce*



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CERTIFICATE

I R. Lalmalsawmi, herewith declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any degree in any other university / institution.

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DECLARATION

I, R.Lalmalsawmi, hereby declare that the project titled, *“A Study on Job Satisfaction and Organizational Commitment among Middle School Teachers in Aizawl City”* is being prepared by me during the academic year 2022-23 under the guidance of Dr Lalbiakzuali, Department of Commerce, Govt. Hrangbana College.

I also declare that this project has been conducted in partial fulfilment of the requirement for the degree of Master of Commerce offered by Govt. Hrangbana College. This project is not based on any previously submitted project for the award of any other degree or diploma offered by any University/ Institution. It is the result of my own hard work and efforts.

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EXECUTIVE SUMMARY

Job satisfaction implies the emotional and psychological experience at any type of work place. It is the relationship between expectation and reality in a workplace. Work without satisfaction can increase ineffectiveness and vice versa. Mullins (2009) defines job satisfaction in terms of what the organization seeks and what the employee expects and what the employee actually experiences.

Commitment refers to the employees' emotional attachment and involvement in the organization. This attachment has been used and defined in many ways over the years. However, organizational commitment has clearly emerged as the most recognized and researched construct of employees' attachment or loyalty to the organization. Weiner (2018) suggested that organizational commitment is likely to prompt employees to put in their best in organizational activities.

From the analysis it may be concluded that dissatisfaction can be found among the private middle school teachers in terms of the amount of salary in association with the amount of work allotted to them which can be difficult to handle at times and the feeling of under appreciation by the school in terms of hard work and pay structure, lack of extra incentives and lack of clear communication regarding objectives and values of the school. However, job satisfaction is found in the availability of growth and development in the place of employment, working environment of majority of the respondents is good and is getting along with their co-workers; there is contentment as well as pride of being a teacher.

The analysis also shows that the respondents are fully committed to their employment to the point where they are willing to do more than what is expected of them, willing to accept almost any type of job assignment for their security in current work place and a great deal of importance is given to the fate and image of the schools by their employees. Which may be influenced by the similarity found in the personal principles of majority of the employees with the principles of their work place, inspiration from their workplace to bring out the best in them based on work performance, gratefulness to be working in their current employment and feeling of their school being the best place of employment.

Based on the findings of the study, various suggestions are given to the employers and teachers. Some of the suggestions to the employers are: suitable salary structure and extra incentives for hard work, recognition for hard work through praising and nonmonetary rewards, provide clear cut values and objectives of the school to their employees and re-establishment of work. The suggestions provided to the teachers include: being aware of one's profession and power held in influencing youth and focusing on having positive attitude towards job as well as co-workers.

Role of teachers in the society and in education can change, but the importance of their position remains the same. School teachers are important in building the nation and budding citizens of the nation. Job satisfaction and institutional commitment are important phenomenon in every sector especially in the teaching profession.

Job Satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. As such, teachers who are committed are always able to put in their maximum effort cheerfully and zestfully. Teacher performance and commitment is a crucial input in the field of education.

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CHAPTER 1

INTRODUCTION

1.1 JOB SATISFACTION

Job satisfaction implies the emotional and psychological experience at any type of work place. It is the relationship between expectation and reality in a workplace. Work without satisfaction can increase ineffectiveness and vice versa. Mullins (2009) defines job satisfaction in terms of what the organization seeks and what the employee expects and what the employee actually experiences. The level of satisfaction in any type of job can be affected by a number of factors ranging from individual factors such as personality, age, education, marital status, intelligence and abilities and orientation to work, social factors such as relationship with co-workers, relationship with superiors, group working and norms and opportunity for interaction, organizational factors such as nature and size, formal structure, personnel policies and procedures, nature of work, supervision and style of leadership, management systems and working conditions as well as cultural factors such as attitudes, beliefs and values.

Sweeney and McFarlin (2002) defined job satisfaction as the result of psychological comparison process of the extent to which various aspects of their job measure up to what they desire. Thus, the larger the gap between what employees have and what they want from their job, the less satisfied the employees are. In other words, employees tend to be most satisfied with their jobs when their expectations meet the actual reality in the work place.

1.1.1 Definition

Smith et al. (1969) defined job satisfaction as “the feeling an individual has about his or her job.”

Vroom (1982) defined job satisfaction as “workers’ emotional orientation toward their current job roles.”

Schultz (1982) stated that job satisfaction is essentially the psychological disposition of people toward their work.

Lofquist and Davis (1991) defined job satisfaction as “an individual’s positive affective reaction of the target environment as a result of the individual’s appraisal of the extent to which his or her needs are fulfilled by the environment”.

According to Statt (2004), “Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation.”

According to Armstrong (2006) the term job satisfactions refers to the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction.

According to Mullins (2005), “Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative.”

Job satisfaction according to Locke (in Luthans, 2011) is involving cognitive, affective, and evaluative reactions or attitudes and is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience."

Luthans (2017) stated that job satisfaction is the result of employees' perceptions of how well their work provides things that are considered important. Job satisfaction is a happy or positive emotional state as a result of an assessment of one's work.

Robbins et al. (2019) defined job satisfaction as “a positive feeling about one’s job resulting from an evaluation of its characteristics” and further noted that a person with high job satisfaction holds positive feeling about the work, while a person with low satisfaction holds negative feelings.

According to Aswathappa (2018), “Job satisfaction refers to the general attitude of employees towards their jobs. When the attitude of an employee towards his or her job is positive, there exists job satisfaction. Dissatisfaction exists when the attitude is negative.”

1.1.2 Nature and Scope

Job satisfaction is not a precise concept. For Vroom (1964), it is one’s positive orientation towards the work that one is doing for the time being. It can be considered one liking more aspects of one’s work than one dislikes.

Job satisfaction often is a collection of attitudes about specific factors of the job. The satisfaction of employees may vary upon the elements of the job; while some elements may cause satisfaction of the employees, others may simultaneously cause dissatisfaction. Different types of satisfaction will lead to different intentions and behaviour.

Hoppock (1935) finds that there are six ingredients of job satisfaction and they are:

- Way the individual reacts to pleasant situation
- The facility with which she/he adjusts himself to other persons
- His /her relative status in the organization and economic group with which he/she identifies himself/herself
- The nature of work in relation to his/her abilities, interest and preparations
- Security of job and
- Loyalty

Luthans (2017) has identified suggested five job dimensions to represent the most important characteristics of a job about which employees have affective responses. These are:

- i) The work itself: The extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility
- ii) Pay: The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-a-vis that of others in the organization
- iii) Promotion opportunities: The chances for advancement in the organization
- iv) Supervision: The abilities of the supervisor to provide technical assistance and behavioural support

- v) Co-workers: The degree to which fellow workers are technically proficient and socially supportive.

1.1.3 Importance and Relevance

Job satisfaction is considered a strong predictor of overall individual well-being, as well as a good predictor of intentions or decisions of employees to leave a job. Many experts believe that job satisfaction can affect labour market behaviour and influence work productivity, work effort, employee absenteeism and staff turnover.

Aswathappa (2018) reported that job satisfaction leads to “high productivity, decreased turnover, regular attendance, reduced accidents, decreased in job stress and better unionization”.

Robbins et al. (2019) identified three outcomes of job satisfaction and stated that employees with high level of job satisfaction “are likely to be productive workers, have positive organizational citizenship behaviour and leads to positive consumer outcomes”

To society as a whole as well as from an individual employee’s standpoint, job satisfaction in and of itself is a desirable outcome, some points on the importance of job satisfaction are as follows:

- i) Job Satisfaction and Job Performance: "Satisfaction-performance controversy" has raged over the years, however perhaps the best conclusion about satisfaction and performance is that there is definitely a positive relationship, but probably not as great as conventional wisdom assumed concerning happy workers as productive workers.
- ii) Job Satisfaction and Turnover: In several studies, researchers have measured job satisfaction among a number of employees and then studied which of the employees left during or ensuing time. The satisfaction scores of the employees who left have been compared with these of the remaining employees. Although the relationship between satisfaction scores and turnover has not always been very strong, the studies in this area have consistently shown that dissatisfied workers

were more likely than satisfied workers to terminate employment. Thus satisfaction scores can predict turnover.

- iii) **Job Satisfaction and Accidents:** Research into the relationship between job satisfaction and accident generally shows that the higher the satisfaction with the job, the lower is the rate of accidents. A satisfied employee would not be careless or negligent and would encounter lesser possibilities of running into an accident-prone situation. Dissatisfied employees are more likely to have accidents in order to remove themselves from their unpleasant work situation. To conclude, dissatisfaction is associated with a predisposition accident.
- iv) **Job Satisfaction and Organizational Effectiveness:** The research evidence on the determinants of satisfaction suggests that satisfaction is very much influenced by the actual rewards a person receives. The organisation has a considerable amount of control over these rewards. Absenteeism and turnover have a direct influence on organizational effectiveness.
- v) **Job Satisfaction and Productivity:** Of all behaviours that job satisfaction or dissatisfaction could affect, the most important is performance. It is generally assumed that a satisfied employee will be a productive employee. It is quite natural that greater positive feelings about work lead to greater output and higher quality of work.
- vi) **Job Satisfaction and Absenteeism:** In everyday life certain contingencies require a little extra effort on the part of the workers to work. For a dissatisfied worker these may be irrelevant. The fact, however, remains that absence from work adds considerable cost to the process of output - like turnover, absenteeism has been found to be related to job dissatisfaction. It is important to remember that although high job satisfaction will not necessarily result in low absenteeism, low job satisfaction is more likely to bring about absenteeism.
- vii) **Job Satisfaction and the Individual:** Another major reason for studying job satisfaction is its effects on the individual's life. Dissatisfaction is not solely a psychological phenomenon. Job dissatisfaction in an extreme form causes stress,

and stress is related to a number of physical illnesses; mental health is also related to job satisfaction though the relationship is of a lower order. This might be because individuals are resilient to poor working conditions and will seek their satisfaction from aspects of their job other than work itself.

From the above discussions, we can conclude that job satisfaction plays one of the most important factors when it comes to productivity, good performances, effectiveness of the organisation, etc. which will lead to success of an organization. Aziri, (2011) also reported that a satisfied employee is happy; and a happy employee becomes a successful employee. A successful employee is what every organisation need.

1.2 POPULAR THEORIES OF JOB SATISFACTION

Theory is a structure of fundamental concepts and principles in which knowledge is organized and offers explanations of why and how people feel, think, and act. A theory is also generally referring to analytical tools for understanding, describing, or explaining a subject so as to make predictions within that subject (iedunote.com).

Job satisfaction theories help to identify what factors are influencing job satisfaction and what can be done to get higher employee job satisfaction. The follow theories are some of the most popular theories of job satisfaction which are very helpful for the researcher to understand in deep the concept of job satisfaction.

1.2.1 Hierarchy of Needs

Maslow's needs hierarchy theory is one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of physiological needs and they are, safety, belongingness/love, esteem, and self- actualization. Generally, Maslow's needs hierarchy was developed to explain human motivation. However, its main tenants are applicable to the work setting and have been used to explain job satisfaction (iedunote.com/job-satisfaction-theories).

Abraham Maslow proposed his hierarchical theory of five important needs which are physiological, safety, social, esteem, and self-actualization, in which, as each need is substantially satisfied, the next need becomes dominant.

Exhibit 1.1: Hierarchy of Needs



(Source: <https://www.geeksforgeeks.org/maslows-hierarchy-of-needs-theory>)

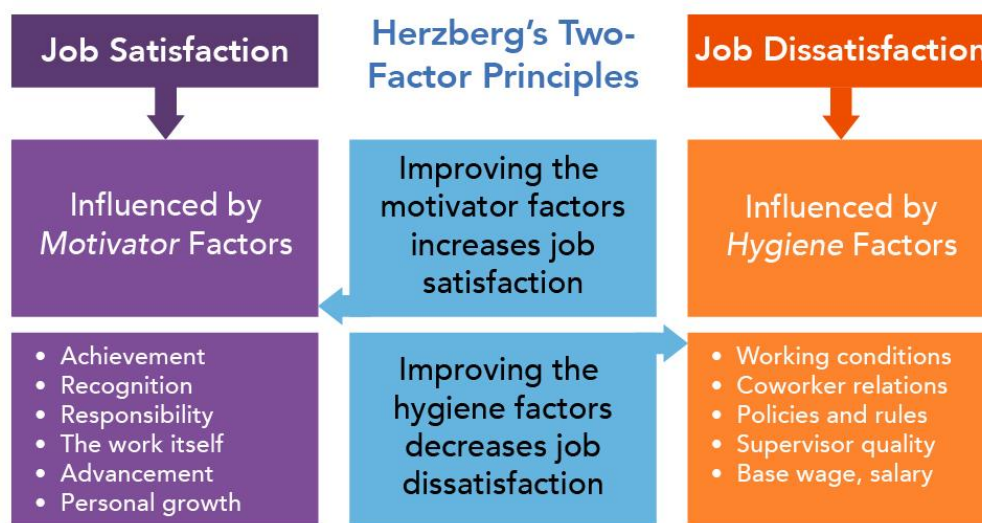
1. Physiological: Includes hunger, thirst, shelter, sex, and other bodily needs.
2. Safety-security: Security and protection from physical and emotional harm.
3. Social-belongingness: Affection, belongingness, acceptance, and friendship.
4. Esteem: Internal factors such as self-respect, autonomy, and achievement, and external factors such as status, recognition, and attention.
5. Self-actualization: Drive to become what we are capable of becoming; includes growth, achieving our potential, and self-fulfilment.

Within an organization, financial compensation and healthcare are some of the benefits which help an employee to meet their basic physiological needs. Safety needs can manifest itself through employees to feel physically safe in their work environment, as well as job security. When this is satisfied, the employees can focus on feeling as though they belong to the workplace which can come in the form of positive relationships with colleagues and supervisors. If once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their organization. The final step is where the employee seeks to self-actualize; where they need to grow and develop in order to become everything, they are capable of fitting in (Maslow, 1943).

1.2.2 Herzberg's Motivator-Hygiene Theory

Frederick Herzberg's Herzberg's motivator-hygiene theory which is also called the two-factor theory' attempts to explain satisfaction and motivation in the workplace. The theory pointed out two factors that could satisfy and dissatisfy an employee in their job. The presence of motivators causes employees to work harder. They are found within the actual job itself. The absence of hygiene factors will cause employees to work less hard. Hygiene factors are not present in the actual job itself but surround the job.

Exhibit 1.2: Herzberg's Motivator-Hygiene Theory



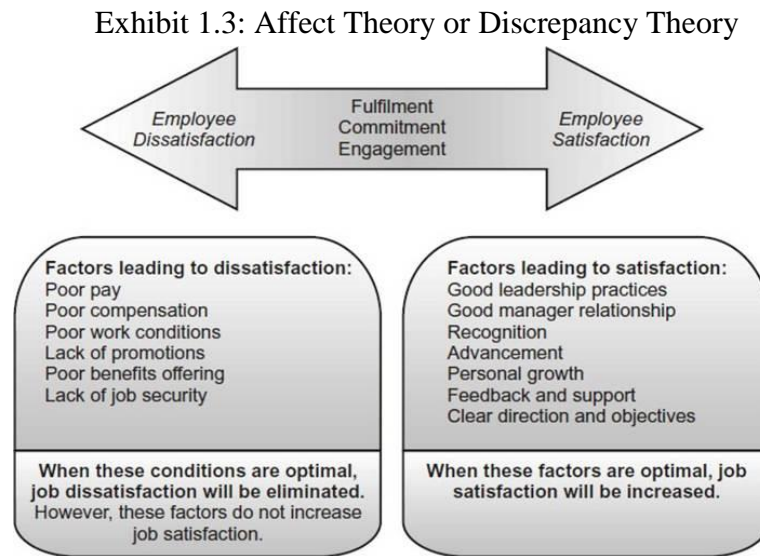
(Source: <https://courses.lumenlearning.com>)

The theory suggests that job satisfaction and dissatisfaction are not two opposite ends of the same continuum but instead are two separate and, at times, even unrelated concepts. 'Motivating' factors like pay and benefits, recognition, and achievement need to be met for an employee to be satisfied with work. On the other hand, in the absence of 'hygiene' factors (such as working conditions, company policies and structure, job security, interaction with colleagues, and quality of management), employees will be dissatisfied with their jobs.

1.2.3 Affect theory or Discrepancy Theory

'Affect Theory' also known as 'Discrepancy Theory' developed by Edwin A. Locke in 1976 is one of the famous and probably the most widely-known job satisfaction model. Many theorists have tried to come up with an explanation for why people feel the way they do in regard to their job. Locke developed the idea known as discrepancy theory. This theory

suggests that a person’s job satisfaction comes from what they feel is important rather than the fulfillment or unfulfillment of their needs.



(Source: https://ebrary.net/3005/management/models_satisfaction_affect_theory)

A person’s importance rating of a variable is referred to as “how much” of something is wanted. Discrepancy theory suggests that dissatisfaction will occur when a person receives less than what they want. The concept of discrepancy theory is to explain the ultimate source of anxiety and dejection. An individual who has not fulfilled the responsibility feels the sense of anxiety and regret for not performing well. They will also feel dejection due to not being able to achieve their hopes and aspirations. According to this theory, all individuals will learn what their obligations and responsibilities are for a particular function, and if they fail to fulfill those obligations then they are liable to be punished (Locke, 1958).

1.2.4 Dispositional Approach Theory

Another well-known job satisfaction theory is the Dispositional theory. It is a very common theory that suggests that people have inherent dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one’s job. This dispositional approach suggests that job satisfaction is closely related to personality. The evidence for this approach can be divided into direct studies and indirect studies. The indirect evidence comes from studies that clearly measure personality. This even includes significant employment changes, such as changes in employer or occupation (iedunote.com).

Dispositional theory focuses solely on the natural disposition of a person. This theory states that one's personality is an important determinant of the satisfaction level the person gets from the job. For example, an introverted person who may be inclined to have a lower self-esteem may experience a low job satisfaction. A person, on the other hand, who has an internal control and believes that they are capable of doing everything, may have a higher level of job satisfaction.

1.3 ORGANIZATIONAL COMMITMENT

Commitment of the employees towards their organization has received a considerable attention in the field of management and organizational behaviour. Commitment refers to the employees' emotional attachment and involvement in the organization. This attachment has been used and defined in many ways over the years. However, organizational commitment has clearly emerged as the most recognized and researched construct of employees' attachment or loyalty to the organization. A highly committed person has the feeling that he/she is working for himself/herself and not for somebody else. As a result, she/he develops a sense of responsibility and does not require any external drive for her/his job performance. Weiner (2018) suggested that organizational commitment is likely to prompt employees to put in their best in organizational activities. The concept of organizational commitment has provided its usefulness not only as a theoretical construct and as an empirical predictor, but also a powerful tool which can also be used as an aid to achieve higher levels of performance and discipline in an organization.

1.3.1 Definition

Cohen (2003) states that "Commitment is a force that binds an individual to a course of action, relevance to one or more target".

Miller (2003) states that organisational commitment is "A state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation".

Arnold (2005) viewed "The relative strength of an individual's identification with and involvement in an organisation".

Luthans (2017) defined organizational commitment as “(1) a strong desire to remain a member of a particular organization; (2) a willingness to exert high levels of effort on behalf of the organization; and (3) a definite belief in, and acceptance of, the values and goals of the organization.”

According to Aswathappa (2018), “Organisational Commitment refers to the strength of an employee's involvement in the organisation and identification with it. Organisational commitment ensures that employees stay with their organisation. Organisational commitment is independent of job satisfaction. An individual entertaining negative attitude towards his or her job may still stay with the company because the job is essential for the person. There are three kinds of organisational commitment: affective, continuance and normative.”

Robbins et al. (2019) defines organizational commitment as “The degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.”

1.3.2 Nature and Scope

The organizational commitment attitude is determined by a number of personal (age, tenure in the organization, career adaptability, and dispositions such as positive or negative affectivity, or internal or external control attributions) and organizational (the job design, values, support, procedural fairness, and the leadership style of one's supervisor) variables. Luthans (2017)

Due to the multidimensional nature of organizational commitment, there is growing support for the three-component model proposed by Meyer and Allen. The three dimensions are as follows:

- i) Affective commitment involves the employee's emotional attachment to, identification with, and involvement in the organization.
- ii) Continuance commitment involves commitment based on the costs that the employee associates with leaving the organization. This may be because of the loss of seniority for promotion or benefits.
- iii) Normative commitment involves employees' feelings of obligation to stay with the organization because they should; it is the right thing to do.

Aswathappa (2018) Affective commitment is an employee's intention to remain in an organisation because of a strong desire to do so. It consists of three factors:

- i) A belief in the goals and values of the organisation.
- ii) A willingness to put forth effort on behalf of the organisation.
- iii) A desire to remain as a member of the organisation.

The model of organisational commitment proposed by Meyer and Allen (1991) is the most popular and comprehensively validated multidimensional model. Three components are contained in Meyer and Allen's (1991) organisational commitment model: affective, continuance, and normative. The details of these three components are as follows:

- i) Affective commitment encompasses loyalty, but it is also a deep concern for the organisation's welfare. Employees with high affective commitment accept organisational goals and values and desired to remains with the organisation due to positive emotional attachment and willing to give extra effort for the organisation if necessary (Mowday, Steers & Porter, 1979).
- ii) Continuous commitment is an employee's tendency to remain in an organisation because the person cannot afford to leave. Alternative to leaving the organisation is probably securing a less lucrative job or remaining jobless. Continuance Commitment is the cost verses benefits of working in an organisation. Continuance commitment exists when there are benefits associated with staying and a cost associated with leaving the organisation" (Stebbins, 1970).
- iii) Normative commitment is a perceived obligation to remain with the organisation. "Normative commitment exists when an employee feels that staying is the "right" or "moral" thing to do" (Meyer, Allen and Smith, 1993). Individuals who experience normative commitment stay with the organisation because they feel they should do.

Affective and normative commitments are related to lower rates of absenteeism, higher quality of work, increased productivity and several different types of performance.

Organisational commitment varies across countries. One study of workers in Saudi Arabia found that Asians working there were more committed to the organisation than were

Westerners and Arab workers. Another study revealed that American workers displayed higher affective commitment than did Korean and Japanese workers.

Organizational commitment has desirable outcomes such as high performance, low turnover, and low absenteeism (Locke and Latham 1984). There is also evidence that employee commitment relates to other desirable outcomes, such as the perception of a warm, supportive organizational climate and being a good team member willing to help (Wright 1993).

1.3.3 Importance and Relevance

Organisational commitment has a great impact on the performance of an organisation. “Highly committed employees identify the goals and values of the organisation and willing to go beyond their duties if required, and have a strong desire to belong to the organisation” (Olesia et. al, 2013).

Aswathappa (2018) “First committed employees tend to contribute to the success of the organisation. Second, committed workers are unlikely to quit their jobs. Third, committed employees tend to make sacrifices for the sake of the organisation.”

“An employee with strong organizational commitment identifies with his or her organization and its goals and wishes to remain a member. Emotional attachment to an organization and belief in its values is the gold standard for employee commitment. Employees who are committed will be less likely to engage in work withdrawal even if they are dissatisfied because they feel that they should work hard out of a sense of loyalty or attachment. They do not have other options, or it would be difficult to leave. Even if employees are not currently happy with their work, they may decide to continue with the organization if they are committed enough.” (Robbins 2019)

“A committed employee positively contributes to the organisation by investing their resources to the organisation” (Cohen, 2003). “High commitment also produced a stable and productive workforce” (Morrow, 1993). “Committed employees are less likely to quit and maintain stable attendance, which results in an improvement in customer satisfaction. “Organisational commitment also results in higher level of motivation, greater organisational citizenship and better job performance” (Meyer et al, 2002; Newstrom, 2009; Wasti, 2003). “High commitment results in sense of belongingness to organisation and self-efficacy which helps the organisation to accomplish goals” (Mowday et al., 1982).

Meyer and Allen (1997) highlighted that employees with a strong affective and normative commitment are more likely to maintain membership and willingly invest their resources for the success of the organisation than employees with a strong continuance commitment. Thus, it can be concluded that employee commitment is a predictor of organisational development (Bragg, 2002).

On the contrary, “Employees with low organisational commitment are unproductive and some become loafers at work, and may also results in high turnover and absenteeism” (Morrow, 1993). Cohen (2003) also reported “lack of organisational commitment or loyalty is cited as an explanation of employee absenteeism, turnover, reduced effort expenditure, theft, job dissatisfaction and unwillingness to relocate”. Miller (2003) also regarded organisational commitment as the best predictor of employees’ turnover.

Therefore, considering the changes in in the 21st century i.e. globalization, technological changes, competitive markets, etc., it is important for organisations to keep and maintain committed employee in the workplace for smooth functioning and to ensure sustainability

From an educational standpoint, attracting and retaining high quality teachers is a prime necessity for a strong education system because a high quality teaching staff is the cornerstone of a successful education system. An important step in developing a high-quality faculty as well as loyal faculty is to understand the factors associated with teaching quality and retention and attain satisfaction for all the employees.

Role of teachers in the society and in the education can change, but the importance of their position remains same. To attract and retain the quality teachers is a great challenge to the educational institutions especially in the private sector which does not necessarily provide job security. In education, the essential quality of the teacher is to have a positive approach. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. School teachers are important in building the nation and budding citizens of the nation. Job satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. As such, job satisfaction is an important phenomenon in every sector especially in the teaching profession.

In recent years research on commitment has been extended to educational organisations. Educational institutions require committed teachers who care for the well-being of their institution and students. Teachers with strong commitment find happiness in their job and involve themselves in it wholeheartedly. Committed teachers believe strongly in the goals and values of the institution and comply with orders and expectations voluntarily, exert considerable effort beyond minimal expectations for the good of the institution and strongly desire to remain affiliated with it (Mowday, et al. 2021). In the words of Kushman (2002) a teachers' organizational commitment depends on certain working conditions existing in the school. These include:

- a. A behavioural climate conducive to learning,
- b. A motivational climate favourable for the student
- c. Involvement of the teacher in decision making
- d. Extrinsic reward for the teacher.

Teachers who are committed are always able to put in their maximum effort cheerfully and zestfully. Therefore, teacher performance and commitment is a crucial input in the field of education. In the absence of capable and committed teachers, educational institutions cannot develop in to potential instrument of national development. A lot of factors have direct or indirect influence on job satisfaction and commitment of school teachers

1.4 APPROACHES TO ORGANIZATIONAL COMMITMENT

1.4.1 Attitudinal Commitment

According to this, commitment is a person's psychological connection to the organisation. This commitment is found to be aligning with philosophical view and practices of management relevant to human resources. It arises when profound ideas and belief of people in organisation are harmonious with organisation (Armstrong, 2003). This has been termed as affective commitment. For last three decade, it is taking lead in field of research.

According to Brown (1996), it is a "set of strong, positive attitudes towards the organisation manifested by dedication to goals and shared sense of values"

Mowday, Porter, and Steers (1982) defined the affective commitment as trust of the employees in accepting goals and values, a strong willingness to put their efforts for the

success and growth and a strong desire to stay and remain in the organisation without worrying about other things such as pay and working condition at the workplace.

Beck & Wilson (2000) states, that affective commitment involves identification with the organization and internalization of organizational principles and standards.

1.4.2 The Behavioural Approach

The behavioural approach views commitment as being purely instrumental and not psychological (Becker, 1960; Stevens et al., 1978). It is the "process by which individuals somehow have to stay in the organisation and work for it and they are supposed to deal with the problem" (Mowday et al. 1982). This approach is now referred to as continuance commitment.

According to the behavioural approach, the commitment is based on the concept of being purely instrumental and not psychological (Stevens et al., 1978, Becker, 1960). The assumption of this approach is that employees remain in the organisation because cost of leaving the organisation is very high.

The idea of developing this approach came from Howard Becker's studies in 1960. According to him, commitment is a disposition which makes employees to engage in activities which are consistent, as an outcome of accretion of side bets. It would be lost if an individual does not continue to do activities (Becker, 1960).

Continuance commitment refers to employee's awareness of costs that employees incur when they leave the organization. In other words it is regarded as an awareness of costs associated with leaving the organization (Allen & Meyer 1997).

Individuals with continuance commitment remain with a specific organization because of the money they earn as employees as a result of the time spent in the organization and not because they want to.

1.4.3 Multi-Dimensional Approach

The researchers have shown interest in studying organizational commitment as a multidimensional approach because of two factors:

Firstly, previous studies based on organizational commitment have to bear criticism for being failure to do investigation in considering commitment as a construct that differentiates it from other concepts of psychology (O'Reilly and Chatman, 1986).

In fact the numbers of studies showed that commitment of an individual can be brought out from compatibility in values, investing financially, and adequate reward and developing an effective system of control ; may be when there less opportunities available (Wiener, 1982; Becker, 1960).

Secondly, attitudinal or behavioural approach put light on different concepts of commitment (i.e. psychological attachment towards organisation, being faithful and costs for leaving).

Mowday et al. (1982) found that one approach cannot exclude the other approach completely as they are interconnected.

O' reilly and Chatman's Model (1986)

O'reilly and Chatman's multi-dimensional model, including Instrumental Commitment (Compliance), Normative Commitment (Internalization and Identification), presupposes that commitment gives a special approach and attitude toward the organization, and has a mechanism through which this approach can be shaped. O'reilly and Chatman, based on Kelaman (1958)'s view, believe that the relationship between the individual and the organization can take the three forms of Compliance, Identification and Internalization Compliance is rather an expectation to obtain specific rewards from organizations than emotional engagement. Identification takes place when the individual accepts this influence to establish or maintain a satisfying relationship (Cited in Meyer and Herscovitch, 2001, p. 305) and finally, internalization is a behavior reflecting the values and goals when personal and organizational values are similar (Mowday, 1998, p. 390). These two scholars later merge Identification and Internalization into one type of commitment, namely normative commitment. They noticed that compliance is in a direct positive relationship with turnover.

Penley and Gould's Model (1988)

Penley and Gould propose a multi-dimensional framework. They distinguish three types of commitments, namely, Moral Commitment, Calculative Commitment, and Alienative Commitment. The definition they suggest for moral commitment is similar to Allen and Meyer's Affective commitment, and Angle and Perry and Mayer and Schoorman's Value Commitment. Their use of Calculative Commitment is congruent with Compliance introduced in O'reilly and Chatman's model, and can be even considered as a form of motivation instead of commitment. Finally, Alienative Commitment is to some extent consistent with Continuance Commitment proposed by Allen and Meyer (Cited in Meyer and Herescovich, 2001, p. 307).

1.5 JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG EMPLOYEES

1.5.1 Global Level and National Level

McKinsey Health Institute, a non-profit organization that focuses solely on improving the quality of life for individuals all over the world while providing a modern understanding of health. Between February and April 2022, they conducted a survey encompassing over 15,000 employees and 1000 HR executives from 14 countries. Some of the metrics surveyed include:

1. Toxic Work Environment (based on factors such as colleagues' and employers' behaviors)
2. Work-Life Balance
3. Unity and Teamwork
4. Room for Sustainable Growth
5. Loyalty to an Organization
6. Liabilities by an Organization to its Employees
7. Intentions of Looking for a New Job
8. Employee Engagement
9. Access to the Required Resources

The survey's country-wise results are as follows:

1. North America

a. The United States

- Burnout – 28%
- Distress – 32%
- Organizational Commitment – 74%

b. Mexico

- Burnout – 19%
- Distress – 36%
- Organizational Commitment – 74%

2. Europe

a. France

- Burnout – 28%
- Distress – 30%
- Organizational Commitment – 78%

b. Germany

- Burnout – 24%
- Distress – 31%
- Organizational Commitment – 73%

c. Switzerland

- Burnout – 19%
- Distress – 29%
- Organizational Commitment – 56%

d. United Kingdom

- Burnout – 27%
- Distress – 31%
- Organizational Commitment – 78%

3. South America

a. Argentina

- Burnout – 21%
- Distress – 35%
- Organizational Commitment – 70%

b. Brazil

- Burnout – 24%
- Distress – 42%
- Organizational Commitment – 78%

4. Asia

a. China

- Burnout – 23%
- Distress – 28%
- Organizational Commitment – 83%

b. Egypt

- Burnout – 36%
- Distress – 43%
- Organizational Commitment – 52%

c. Japan

- Burnout – 31%
- Distress – 29%
- Organizational Commitment – 73%

d. India

- Burnout – 38%
- Distress – 38%
- Organizational Commitment – 80%

6. Australia

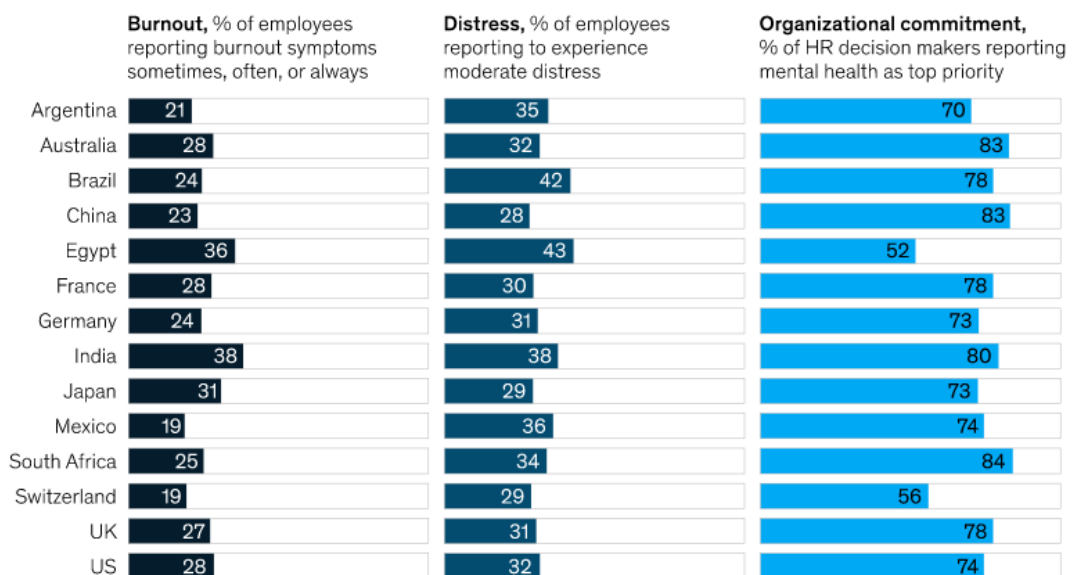
- Burnout – 28%
- Distress – 32%
- Organizational Commitment – 83%

7. South Africa

- Burnout – 25%
- Distress – 34%
- Organizational Commitment – 84%

Exhibit 1.4 Employee Mental Health and Wellbeing Survey (2022)

Workplace outcomes by country



(Source: McKinsey Health Institute)

According to the survey, in all 14 countries and across all dimensions assessed, toxic workplace behaviour was the biggest predictor of burnout symptoms and intent to leave by a large margin predicting more than 60% of the total global variance. For positive outcomes (including work engagement, job satisfaction, and organization advocacy), the impact of factors assessed was more distributed—with inclusivity and belonging, supportive growth environment, sustainable work, and freedom from stigma predicting most outcomes.

1.5.2 Aspects in Mizoram

Lalnunpuia (2002) conducted a study on the level of job satisfaction among 73 library professionals working in 37 higher educational institutions in Mizoram and the outcome of the study has found that majority of the respondents are satisfied with their job. The main factors which influence the job satisfaction level of the library professionals are a healthy working environment, a contented employee and a good employee supervisor relationship.

Lalzarmawii (2010) found that the percentage of teachers identified as extremely satisfied and very satisfied among the 418 secondary school teachers of Mizoram is 66.99% which indicates that majority of the secondary school teachers in Mizoram finds satisfaction with their teaching job. Further explanation was made on the ground that the secondary school teachers in Mizoram with their professional qualification of Bachelor's degree and a Bachelor of Education (B.Ed) believe that they are not deprived of required facilities, competitive spirit, room for innovation and creativity, job-security and above all appreciation of creditable works done by them. The total psycho-social environment generated in the schools, the organizational climate etc. enhance the satisfaction of the teachers.

Sailo (2020) in his study on organizational commitment of Mizoram civil secretariat employees concluded that the ministerial employees are to some extent committed to the organisation they worked for. Among the three forms of commitment, affective commitment contributed 32%, continuance and normative commitment contributed 34% each to the overall commitment level of the ministerial staff in Mizoram civil secretariat.

Since continuance and normative commitment have more effect on organisational commitment of the employees than affective commitment, the level of commitment is more cost-based (continuance commitment) and obligation-based (normative commitment) rather than desired-based (affective commitment).

CHAPTER 2

LITERATURE REVIEW AND RESEARCH METHODOLOGY

The objective of this chapter is to present a brief review of the related research studies. Research design is also presented in this chapter which includes the statement of the problem, the significance and scope of the study, objectives of the study and the methodology adopted have been detailed in this chapter.

2.1 Review of Literature

Relevant literature based on job satisfaction and organizational commitment has been reviewed to capture the findings and observations of major studies and views of several authors and experts. Twenty-five literatures are reviewed which is divided into two categories viz. job satisfaction and institutional commitment of school teachers.

2.1.1 Job Satisfaction

Ololube (2005) assessed the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria. The survey results revealed that teacher dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement.

Sharma and Jyoti (2006) found that despite poor pay package, private school teachers in Jammu city are satisfied due to the congenial atmosphere being provided by the private schools for their teachers. The study found that each and every aspect of the job played a role in job satisfaction: superior's behaviour, colleagues' behaviour and society, promotion and recognition, students and physical environment, level of occupation, pay, gender, age, marital status and nature of job i.e. government or private.

Perrachione et al. (2008) identified intrinsic and extrinsic variables that influence teacher job satisfaction and retention. Using multiple linear regression and qualitative analysis, the findings show that teachers who experienced satisfaction at their school and/or satisfaction with the profession of teaching were more likely to remain. No relationship was found between satisfaction with the job of teaching, suggesting that retention was determined by teacher satisfaction with the profession and not with work-related duties.

Lalzarmawii (2010) investigated that among 418 secondary school teachers in Mizoram, regarding overall job satisfaction level, it was identified that 22.97% of them are extremely satisfied, 44.02% are very satisfied, 19.14% satisfied, 10.77% were not satisfied and the rest 3.11% are identified as extremely dissatisfied. In respect of their gender, among the secondary school teachers in Mizoram, the male teachers are found to be more satisfied than their counterparts. It was also found that there was no significant difference found between the urban and rural secondary schools in Mizoram. With regard to the management, it is found that the government secondary school teachers are more satisfied than their counterparts in the non-government secondary schools of Mizoram.

Rahim and Razzak (2013) confirmed that job satisfaction indicates teacher performance, motivation and willingness to stay within an organization and found that working conditions, principal's leadership style, collegial support, monetary rewards and career advancement: positively and significantly impact job satisfaction, no significant relationship could be drawn between work load and autonomy.

Anwar and Shukur (2015) found that recruitment and selection have direct positive impact on job satisfaction, however, selection factor had higher value comparing with recruitment factor and came to conclude that an effective selection process which will assist in management to increase the level of job satisfaction and enhancing business' market value.

Beri (2016) explained that Job satisfaction acts as a powerful force that gives happiness and upsurge one's efficiency to work effectively. Job satisfaction of the teachers will affect the quality of the service they render. Job satisfaction and the teaching efficiency of teachers are directly related. If more the teacher is effective in his teaching the more is satisfied in his/her job. If the teachers are satisfied in their jobs and have effective teaching, it directly leads to the benefits for the students and it in their teaching learning process. The findings exposed that the job satisfaction and Teaching Effectiveness of teachers was significant.

Burón and Lassibille (2016) analysed the job satisfaction of primary school teachers in Madagascar and identified low wages and problems getting paid, job insecurity, lack of in-service training, high pupil-teacher ratios, and lack of basic infrastructure and teaching

materials as the main reasons for dissatisfaction. Principals' control of teachers' activities also adversely affects satisfaction, suggesting that, in Malagasy schools, neither school directors nor teachers have succeeded in adopting organisational cultures based on cooperation among their members.

Vanlalfana (2016) in his study of job satisfaction among 100 Private Secondary school teachers in Aizawl city, 48% are highly satisfied with their teaching job and have positive attitude towards their profession. The teachers with their professional qualification believe that they are not deprived of required facilities, competitive spirit, room for innovation and creativity and job security and above all appreciation of creditable works done by them and was found that teachers with low age group i.e. 30 years and below were found more satisfied than the teachers belong to high age group i.e. below 30 years.

Bhat (2019) attempted to highlight the main important factors among school teachers which hinders towards their job satisfaction and concluded that teachers who are satisfied with their job, firmly contribute towards the effective program of education. Age, job type (Govt/Private), salary, working hours, workplace, marital status are the main factors for a teacher in job satisfaction. Age and Job type are responsible to dissatisfaction in job. Private school teachers are less likely to be satisfied due to low salary as compared to Govt. school teachers.

Wolomasi et al. (2019) studied job satisfaction and performance of elementary school teachers of Boven Digoel district, Papua and showed that job performance of elementary school teachers of Boben Digoel district is significant positively predicted by their job satisfaction.

Inayat and Khan (2021) studied the effect of job satisfaction on the performance of employees working in private sector organizations of Peshawar, Pakistan where 180 employees were selected as a sample. According to the findings the positive relationship of job satisfaction with performance of employees was confirmed and concluded that satisfied employees were better in performance as compared to dissatisfied employees, thus contributing significant role in the uplifting of their organizations. As there are unstable economic and political conditions of Peshawar, it is therefore necessary for

every organization to make their employees motivated and satisfied towards high performance by adopting different techniques and methods.

Singh and Tripathi (2021) investigated the teaching effectiveness of elementary teacher educators in relation to job satisfaction and teaching experience. The major findings of the study showed the teaching effectiveness and job satisfaction of elementary teacher educators is positively related. It was also found that there is no significant relationship between teaching effectiveness and teaching experience of elementary teacher educators.

2.1.2 Institutional commitment of school teachers

Celep (2000) studied the teachers' level of organizational commitment with regard to the commitment to school, teaching works, work group and teaching occupation. As a result of the research, close relationships of the variables related to the teacher's commitment to their schools, the workgroup, and the teaching occupation were found out and a direct relationship was discovered between the teachers' organizational commitment and having a proper pride to belong to such a school and workgroup.

Gupta (2013) found a significant difference in organizational commitment between private school teachers with high and low level of job satisfaction, it was found that private school teachers with high level of job satisfaction have significantly higher organizational commitment than the private school teachers with low level of job satisfaction. Further the private school teachers with high level of work motivation were reported possessed slightly higher organizational commitment than the private school teachers with low level of work motivation.

Vaghela (2013) in his study of commitment of female teachers in relation to types of organization, experience and academic level found that private school teachers are highly committed at the same time teachers having below 10 years of experience have more concern for the organization than above 10 years experienced teachers.

Wahyuni, et al. (2014) research produced the hypothetical evidence that organizational commitment influences the work motivation, job satisfaction as well as the performance of the teachers at the private senior high school in Surabaya. In addition, work motivation

significantly influences the job satisfaction and performances. As a whole, outputs of this research indicate that the performance of teachers is influenced by the individual behavioural variables, especially those who are involved at the learning process of the students.

Getahun et al. (2016) explored the extent of organizational commitment and how this may support or hinder a range of job satisfaction of teachers examined in the Ethiopian primary schools. It was concluded that schools can enhance the level of teachers' organizational commitment by creating a more satisfying working environment. Another important finding of this study is the observed positive relationships between scores of demographic variables, job satisfaction and organizational commitment.

Mousa and Alas (2016) study focused on Sadat educational primary public school directory, in Menoufia, Egypt and it was founded that teachers' normative commitment is higher than both their affective and continuance commitment. Furthermore, the analysis of the interviews showed that workplace spirituality dimensions, cultural diversity aspects, uncertainty issues, and organizational culture traits are the main determinants of teachers' organizational commitment.

Srilekha (2019) in his study on job satisfaction, work engagement and organizational commitment among rural private school teachers with reference to Isha Vidhya Schools in Tamilnadu found that a satisfied teacher is more fruitful and committed towards his/her job. The strategy to achieve organizational commitment lies in the level of job satisfaction and in the degree of work engagement.

Hasanah et al. (2020) concluded that the level of job satisfaction of Muhammadiyah high school teachers in Yogyakarta is at a high level both in the aspects of organizational policy, supervision, and promotion opportunities. There is a huge potential that Muhamamdiyah high school teachers in Yogyakarta have high organizational commitment. This refers to the results of the Tatar research (2020) that the level of job satisfaction of teachers has shown a very significant impact on the level of organizational commitment.

Joseph (2020) in his study of effect of personality, psychological capital, institutional support on job satisfaction and effective commitment among private school teachers in South Karnataka concluded that both personalities and psychological capital tend to influence job satisfaction and also influence the teachers' affective commitment towards their respective institution. Also, it is concluded that the affective commitment of teachers significantly influences the job satisfaction level of school teachers.

Manalo et al. (2020) aimed to determine the levels and effects of teachers' motivation and job satisfaction to their commitment and work engagement among private secondary school teachers in Metro-Manila. The study revealed that teachers who are motivated and satisfied in their job also have high level of work engagement and organizational commitment. According to their findings, the employee satisfaction effects commitment of management and staff. Factors affecting employee satisfaction and commitment are rewards, stress, leave, benefits and compensation given to the staff by the management which are important to improve the motivation level and employee satisfaction.

Sriram and Lathabhavan (2020) studied the employee satisfaction and organizational commitment and examine the satisfaction level of staff and its impact on Commitment, found that the employee satisfaction effects commitment of management and staff. Factors affecting employee satisfaction and commitment are rewards, stress, leave, benefits and compensation given to the staff by the management which are important to improve the motivation level and employee satisfaction.

Haerofiatna et al. (2021) analyzed the effect of Organizational Commitment on Job Satisfaction, the effect of Work Environment on Job Satisfaction, the influence of Organizational Commitment on Teachers Performance, the effect of Work Environment on Teachers Performance, the effect of Job Satisfaction on Teachers Performance. It was concluded that motivation had no significant effect on Teachers Performance. Organizational Commitment has no significant effect on Job Satisfaction Performance. Work Environment has no significant effect on Job Satisfaction. Organizational Commitment affects teachers performance. Work Environment has a significant effect on teachers Performance. Job satisfaction has no significant effect on teachers performance.

2.2 Rationale and Scope of the Study

The research aims to study the job satisfaction and organizational commitment of middle school teachers employed in private unaided schools. The role of teachers in the society is very important. Mizoram being influenced by the western culture with the culmination of the society through foreigners dating back to the 1890's and 1900's. With the arrival of Welsh Missionaries F.W Savidge and J.H Lorrain, with their devising of Mizo alphabets and Mizo-English dictionary with inculcation of Christianity in the state, education has become one of the most important aspects of the society and culture.

The quality of education is related to the quality of the teachers thereby enhancing the quality of students which ultimately leads to the well-being and development of the society. Teachers are the architect of the students' future. A teacher who is satisfied with their job can perform their work effectively and efficiently. If the teachers work under stress, they cannot be satisfied with their job and it will create a negative impact towards the job. So, it becomes a necessity to identify the factors that influence the teachers to derive satisfaction from their work along with their commitment to the organization.

For the present study, the scope is limited to private school teachers teaching in the Middle Section (Class 5-8). The rationale behind the selection of Middle school in Aizawl is shown in Table 2.1, Table 2.2 and Table 2.3

Table 2.1: Total Number of Schools in Mizoram

Sl. No	Stage of Education	2019-2020	Percentage
1	Primary School	1550	35%
2	Middle School	1957	44%
3	High School	707	16%
4	Higher Secondary School	197	5%
Total		4411	100%

Source: Directorate of School Education

The Table above shows that, in the state of Mizoram, the number of Middle schools is maximum i.e 44% as per the latest data (Statistical Handbook of Mizoram, 2020). Thus, the study of Middle school becomes very relevant.

In addition, the scope of the study is limited to Aizawl because of the rationale as shown in Table 2.2

Table 2.2: District- Wise Number of Schools in Mizoram

Sl. No	Name of District	Primary	Middle	High School	H.S.S
1	Aizawl	415	475	230	80
2	Mamit	144	197	59	5
3	Kolasib	119	136	47	9
4	Champhai	203	223	99	20
5	Serchhip	96	106	47	13
6	Lunglei	272	373	122	38
7	Lawngtlai	212	316	64	21
8	Siaha	89	131	39	11
Mizoram		1550	1975	707	197

Source: Directorate of School Education

The table above shows that Aizawl has the maximum number of Middle schools as compared to all the other districts.

The rationale behind the study of only the Middle school teachers employed in private schools is due to the fact that the highest number of middle schools established in Mizoram belongs to the Private (unaided) sector as shown in Table 2.3.

Table 2.3: No. of Middle School by Type of Management

Sl.No	Management Type	2019-2020	Percentage
1.	Central Government	4	0.2%
2	State Government	604	30%
3	SSA	199	10%
4	Local Bodies	290	14%
5	Private (aided)	64	4%
6	Private (unaided)	668	34%
Total		1957	100%

Source: Directorate of School Education

From Table 2.2 and 2.3, it can be seen that majority of Middle Schools is located in Aizawl at 24% and majority of the Middle schools in Aizawl belong to the private sector at 34%.

2.3 Statement of the Problem

Involvement and commitment of teachers is purely dependent upon morale, motivation and job satisfaction. In all organizations including schools, motivation and job satisfaction play an important role. In educational institutions, teachers are the key players who ensure achievement of goals and objectives of the organization and they are key people who mould the students to excel in their advancement in education. Teacher's job satisfaction is not only important to the teachers but also important to the students. Teachers' retention, commitment can be predicted by job satisfaction (Shann,2001).

In the context of Mizoram, majority of the educated population strive for job security which usually implies securing a job in Government Institutions. Thus, the research aims to find out whether the teachers employed in the private sector actually opt to be employed in the private sector and are satisfied with their job with long term and permanent employment rather than using their employment as a means of gaining experience and preparation for securing a job in the Government sector. The study tries to identify whether private employment achieves satisfaction among the employees and long -term commitment or vice versa.

2.4 Objectives of the study:

1. To examine the factors affecting job satisfaction of middle school teachers employed in private schools.
2. To analyze the commitment of school teachers towards their place of employment and the work assigned to them.
3. To identify whether job satisfaction is achieved due to organizational commitment.

2.5 Research Design

2.5.1 Method of Study:

The present study is descriptive and analytical in nature. The study tries to examine the job satisfaction and institutional commitment of middle school teachers with respect to private unaided schools in Aizawl City. The study also tries to analyse the impact of institutional commitment and the overall job satisfaction of the teachers proposed for the study.

2.5.2 Data Collection:

Primary Data: Primary data was collected through a structured questionnaire based on literature (Bindu, 2016). The questionnaire was distributed through Google form. The Job satisfaction questions were adapted from the Paul Spector's (1994) Job Satisfaction Survey (JSS). The JSS assessed teacher' job satisfaction in nine dimensions such as pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work and communication. Institutional commitment questions were adapted from Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers and Porter (1979).

Secondary Data: Secondary data was collected through research articles, relevant websites, dissertation, thesis and educational and conceptual text books.

2.5.3 Sample Selection and Size:

Sample size: The sample size of the research was 100 middle school teachers employed in unaided private schools in Aizawl. The sample was aimed to study at-least 10 teachers from the private schools. This implies that a minimum of 10-15 private schools was taken as the sample of the study.

Sampling method: Since the study is focused on only middle school teachers employed in private schools, the sampling method used is Purposive Sampling Method targeting the aforementioned teachers.

2.5.4 *Tools for data analysis:*

Simple statistical tools such as percentage and measures of standard deviation (mean) are used. The tables and statistical measures are generated through SPSS. Microsoft excel is also used for the formulation of tables and figures.

2.6 Limitations of the Study

- The study has been restricted to private middle school teachers in Aizawl city. Therefore, the study cannot be generalized to other areas.
- The study utilises pre-tested questionnaire compiled by Bindu (2016), it may suffer from some of the limitations already possessed by said pre-tested questionnaire.
- Due to time constrain the research was not completed to desired level.
- The study is based on both primary and secondary data. Hence, it may suffer from personal biasness of the respondents and the coherent limitations of secondary data.

2.7 Chapterization

Chapter 1 : Introduction

Chapter 2 : Literature Review and Research Methodology

Chapter 3 : Analysis and Interpretation

Chapter 4 : Findings, Suggestions and Conclusion

Annexure

References

CHAPTER 3

ANALYSIS AND INTERPRETATION

The data for the present study were collected using the Job satisfaction questions adapted from the Paul Spector's (1994) Job Satisfaction Survey (JSS). The JSS assessed teacher's job satisfaction in nine dimensions such as pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work and communication. Institutional commitment questions were adapted from Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers and Porter (1979). The data was obtained from 100 middle school teachers employed in unaided private schools in Aizawl. Percentage and measures of standard deviation (mean) are used for analyzing the data. The tables and statistical measures are generated through SPSS. Microsoft excel is also used for the formulation of tables and figures.

I. Analysis of Demography of Respondents

The demographic profile of private middle school teachers in the present study is presented in categories of age, gender, marital status, educational qualification, and monthly salary in Table 3.1.

Table 3.1: Demography of Respondents

Demographic Criteria		Frequency	Percentage
Age	Below 20	2	2.0%
	21-30	55	55.0%
	31-40	33	33.0%
	41-50	10	10.0%
	Above 51	0	0.0%
	Total	100	
Gender	Male	23	23.0%
	Female	77	77.0%
	Total	100	
Marital Status	Single	77	77.0%
	Married	21	21.0%
	Widowed/Widower	2	2.0%
	Total	100	

Educational Qualification	Secondary Level	4	4.0%
	Under Graduate	17	17.0%
	Post Graduate	74	74.0%
	Above Post Graduate	5	5.0%
	Total	100	
Monthly Salary	5000-10,000	30	30.0%
	10,000- 15,000	44	44.0%
	15,000-20,000	19	19.0%
	20,000 and above	7	7.0%
	Total	100	

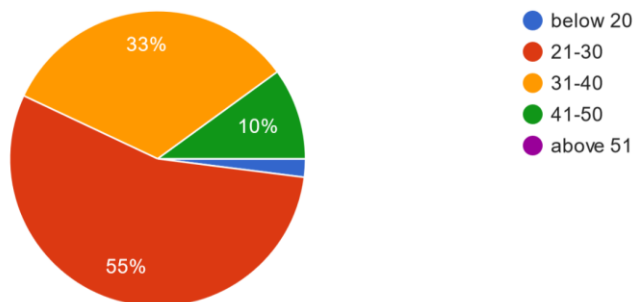
Source: Primary Data

The age of respondents are classified into five age groups and presented in the table and exhibit below. It is observed that the age of the respondents ranged from below 20 to 50 years and none above. 55% of the respondents belong to the age of 21-30 years of age. 33% of the respondents belong to the age group of 31-40 years, 10% belong to the age group of 41-50 years and 2% of the respondents were of below 20 years of age.

Overall, the majority (more than half) of the respondents belong to the age group of 21-30 years, followed by the age group of 31-40 years.

Exhibit 3.1: Age of Respondents

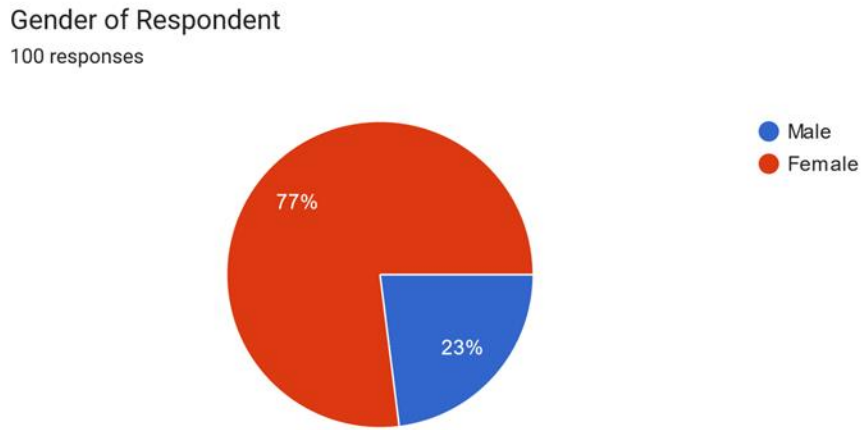
Age of Respondent
100 responses



Source: Primary Data

Gender-wise, over three-fourth of the respondents are women. 23% of the respondents are men.

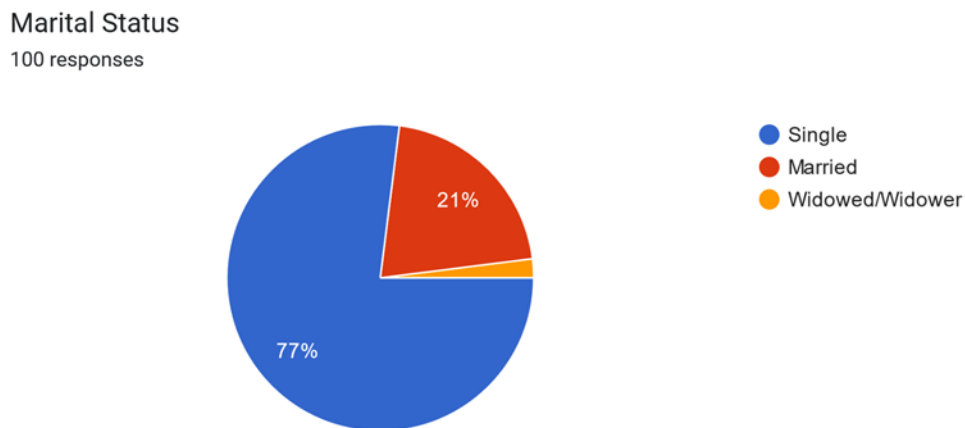
Exhibit 3.2: Gender of Respondents



Source: Primary Data

Based on the marital status of the respondents which are classified into three categories, majority of the teachers i.e. 77% under study are single and this may be due to the reason being the maximum number of them belonging to the age group of 21-30 years. 21% of the respondents are married followed by 2% of widowed/widower.

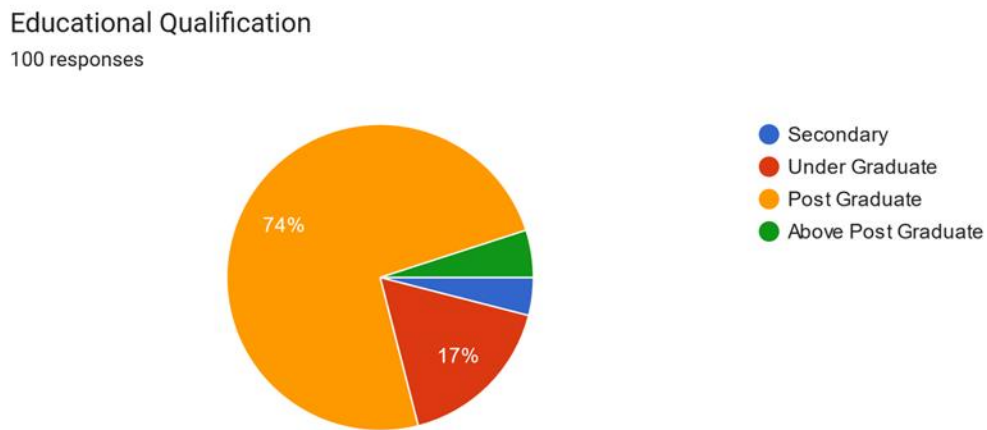
Exhibit 3.3: Marital Status of Respondents



Source: Primary Data

Based on the educational qualification of the respondents, 74% of them are post graduates. 17% of the respondents are under graduates, 5% are above post graduates and 4% have an educational qualification on secondary level.

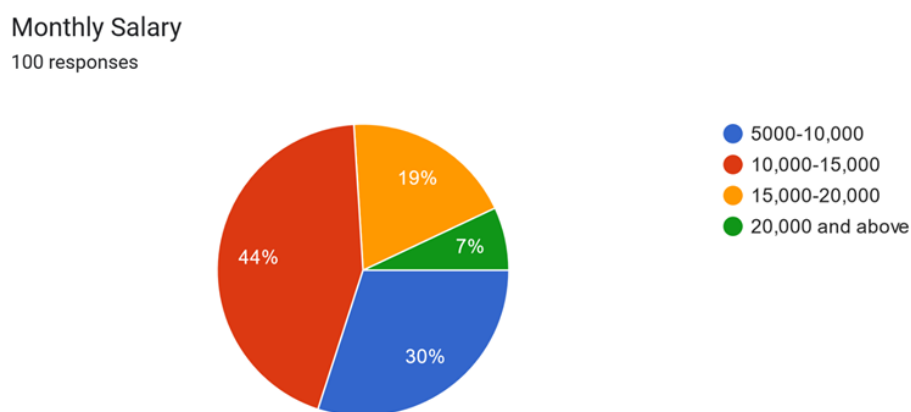
Exhibit 3.4: Educational Qualification of Respondents



Source: Primary Data

Regarding salaries, 44% of the respondents earn monthly salary between Rs. 10,000-15,000. 30% of the respondents earn monthly salary between Rs. 5,000-10,000, 19% earn between Rs. 15,000-20,000 and Rs. 20,000 and above is earned by only 7% of the respondents. Implying that the salary earned by most of the respondents are below the national average salary for a Teacher in India i.e. Rs. 27,000 (Glassdoor, 2023).

Exhibit 3.5: Monthly Salary of Respondents



Source: Primary Data

Table 3.2: Number of years of service in place of current employment

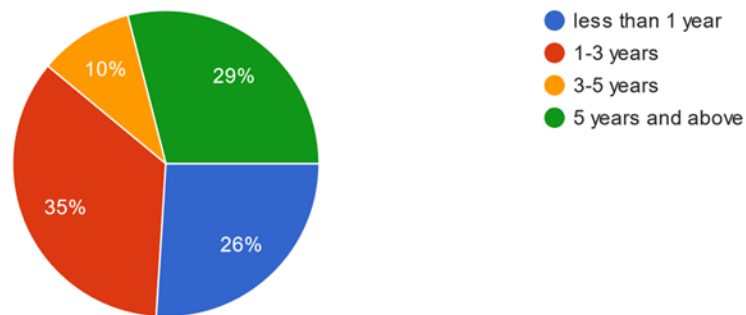
Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Less than 1 year	26	26.0	26.0	26.0
1-3 years	35	35.0	35.0	61.0
3-5 years	10	10.0	10.0	71.0
5 years and above	29	29.0	29.0	100.0
Total	100	100.0	100.0	

Source: Primary Data

Exhibit 3.6: Number of years of service in place of current employment

No of Years of service in place of current employment

100 responses



Source: Primary Data

As shown in Table 3.2, out of the respondents in the study, 35% being the highest fall in the category of 1-3 years of service in their current employment, 29% have more than 5 years of service experience, 26% of the respondents are very fresh with an experience of less than a year and 10% having an experience of 3-5 years.

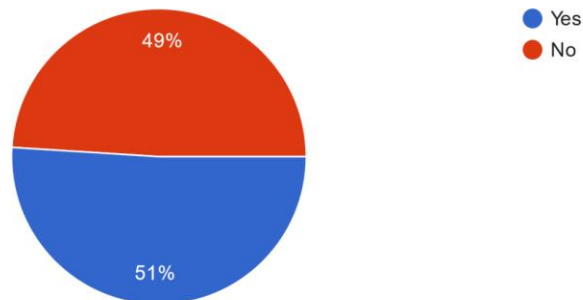
Table 3.3: Teaching as main goal in life

Is your main goal in life to be employed as a School Teacher?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	51	51.0	51.0	51.0
No	49	49.0	49.0	100.0
Total	100	100.0	100.0	

Source: Primary Data

Exhibit: 3.7: Teaching as main goal in life

Is your main goal in life to be employed as a School Teacher?
100 responses



Source: Primary Data

Table 3.3 shows that more than half (i.e. 51%) of the respondents agree that their main goal in life is teaching, while 49% of the respondents disagree.

Table 3.4: Seek better opportunities other than current employment

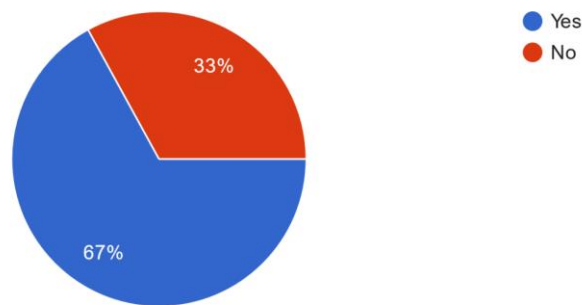
Do you seek better opportunities other than your current employment?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	67	67.0	67.0	67.0
No	33	33.0	33.0	100.0
Total	100	100.0	100.0	

Source: Primary Data

Exhibit: 3.8: Seek better opportunities other than current employment

Do you seek better opportunities other than your current place of employment?

100 responses



Source: Primary Data

Table 3.4 shows that majority i.e. 67% of the respondents seek better opportunities other than their current employment, while 33% of the respondents are content with their current employment.

II. Analysis of Job Satisfaction of Private Middle School Teachers

Table 3.5.1 (a): Fair salary for right amount of work

Fair salary for right amount of work	Frequency	Percentage
Strongly Agree	6	6.0%
Agree	42	42.0%
Neutral	21	21.0%
Disagree	21	21.0%
Strongly Disagree	10	10.0%
Total	100	100

Source: Primary Data

As shown in Table 3.5.1 (a), out of the respondents, 42% of them agree and 6% strongly agree that they are given a fair amount of salary in comparison to the amount of work allotted to them while 21% stay neutral, 21% disagree and 10% strongly disagree.

Table 3.5.1 (b): Fair salary for right amount of work: Descriptive Statistics

Fair salary for right amount of work	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	3.13	1.125
Valid N (list wise)	100				

Source: Primary Data

As shown in Table 3.5.1 (b) the mean score and standard deviation of fair salary for right amount of work are found to be 3.13 and 1.125 respectively. Therefore, it may be concluded that to some extent the respondents agree that they are given a fair amount of salary in comparison to the amount of work allotted to them.

Table 3.5.2 (a): Provision for raise based on years of service

Provision for raise based on years of service	Frequency	Percentage
Strongly Agree	13	13.0%
Agree	57	57.0%
Neutral	17	17.0%
Disagree	12	12.0%
Strongly Disagree	1	1.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.2 (a) shows that 57% of respondents agree that raise are given on the basis of years of service, 17% stay neutral, 13% strongly agree while 12% disagree and 1% of the respondents strongly disagree.

Table 3.5.2 (b): Provision for raise based on years of service: Descriptive Statistics

Provision for raise based on years of service	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	3.69	.884
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.2 (b) the mean score and standard deviation of provision for raise based on years of service are found to be 3.69 and .884 respectively. The mean implies that more than half of the respondents are being promoted on the base of their years of service.

Table 3.5.3 (a): Under appreciation by the school based on pay structure

Under appreciation by the school based on pay structure	Frequency	Percentage
Strongly Agree	5	5.0%
Agree	24	24.0%
Neutral	32	32.0%
Disagree	34	34.0%
Strongly Disagree	5	5.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.3 (a) shows that 34% of the respondents disagree about being underappreciated by their current employment based on the pay structure, 32% stay neutral, 24% agree and 5% strongly agree that they are being underappreciated based on their pay structure, while 5% of strongly disagree.

Table 3.5.3 (b): Under appreciation by the school based on pay structure: Descriptive Statistics

Under appreciation by the school based on pay structure	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	2.90	.990
Valid N (listwise)	100				

Source: Primary Data

Table 3.5.3 (b) shows a mean score and standard deviation of 2.90 and .990 respectively. As the mean score is somewhat moderate, it implies that some of the respondents feel that they are being underappreciated by their school based on pay structure. Thus, in case raise in spay structure is difficult, appreciation and praise by the school is suggested so as to increase the level of satisfaction of their employees.

Table 3.5.4 (a): Receipt of extra incentives apart from normal salary

Receipt of extra incentives apart from normal salary	Frequency	Percentage
Strongly Agree	5	5.0%
Agree	22	22.0%
Neutral	24	24.0%
Disagree	33	33.0%
Strongly Disagree	16	16.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.4 (a) shows that 33% of the respondents disagree about extra incentives being given to them apart from their normal salary, 24% stat neutral, 22% of the respondents agree, 16% strongly disagree while 5% strongly agree.

Table 3.5.4 (b): Receipt of extra incentives apart from normal salary: Descriptive Statistics

Receipt of extra incentives apart from normal salary	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	2.67	1.138
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.4 (b) the mean score and standard deviation of receipt of extra incentives apart from normal salary are found to be 2.67 and 1.138 respectively. The mean implies that the teachers rarely receive extra incentive apart from their normal salaries, there is room for improvement as payment of extra incentive is a great way to increase level of job satisfaction of employees and can create higher level of commitment.

Table 3.5.5 (a): Availability for growth and development in place of employment

Availability for growth and development in place of employment	Frequency	Percentage
Strongly Agree	14	14.0%
Agree	58	58.0%
Neutral	20	20.0%
Disagree	5	5.0%
Strongly Disagree	3	3.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.5 (a) shows that 58% of the respondents agree that they grow and develop as a person in the place of their employment, 20% stay neutral, 14% strongly agree, while 5% disagree and 3% strongly disagree.

Table 3.5.5 (b): Availability for growth and development in place of employment: Descriptive Statistics

Availability for growth and development in place of employment	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	3.75	.869
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.5 (b) the mean score and standard deviation of receipt of availability for growth and development in place of employment are found to be 3.75 and .869 respectively. Therefore, it may be concluded that to some extent the respondents agree that growth and development are available in their place of employment.

Table 3.5.6 (a): Recognition for good work

Recognition for good work	Frequency	Percentage
Strongly Agree	11	11.0%
Agree	44	44.0%
Neutral	34	34.0%
Disagree	9	9.0%
Strongly Disagree	2	2.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.6 (a) shows that 44% of the respondents agree that recognition is being received for good work, 34% have a moderate feeling, 11% strongly agree, while 9% disagree and 2% strongly disagree.

Table 3.5.6 (b): Recognition for good work: Descriptive Statistics

Recognition for good work	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	3.53	.881
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.6 (b) the mean score and standard deviation of recognition for good work are found to be 3.53 and .881 respectively. The mean score implies that to some extent the respondents receive recognition for their good work.

Table 3.5.7 (a): Under appreciation by the school in terms of hard work

Under appreciation by the school in terms of hard work	Frequency	Percentage
Strongly Agree	3	3.0%
Agree	17	17.0%
Neutral	33	33.0%
Disagree	39	39.0%
Strongly Disagree	8	8.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.7 (a) shows that 39% of the respondents disagree about their hard work being under appreciated by the school, 33% stay neutral, 17% of the respondents agree that their hard work is being under appreciated by the school, 8% strongly disagree and 3% strongly agree.

Table 3.5.7 (b): Under appreciation by the school in terms of hard work: Descriptive Statistics

Under appreciation by the school in terms of hard work	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	2.66	.956
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.7 (b) the mean score and standard deviation of recognition for good work are found to be 2.66 and .956 respectively. The mean score implies that majority of the respondents feel that they are not being appreciated for their hard work. Thus, appreciation and praise by the school is suggested as under appreciation can lead to dissatisfaction of the employees.

Table 3.5.8 (a): Good working environment and co-workers

Good working environment and co-workers	Frequency	Percentage
Strongly Agree	28	28.0%
Agree	60	60.0%
Neutral	10	10.0%
Disagree	1	1.0%
Strongly Disagree	1	1.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.8 (a) shows that majority i.e. three-fifth of the respondents agree that there is a good working environment and are getting along with their co-workers, followed by 28% of respondents strongly agreeing. 10% have a moderate feeling, while 1% each of the respondents disagree and strongly disagree.

Table 3.5.8 (b): Good working environment and co-workers: Descriptive Statistics

Good working environment and co-workers	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	4.13	.706
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.8 (b) the mean score and standard deviation of good working environment and co-workers are found to be 4.13 and .706 respectively. Therefore, it may be concluded that the working environment of majority of the respondents is good and are getting along with their co-workers.

Table 3.5.9 (a): Contentment with the job

Contentment with the job	Frequency	Percentage
Strongly Agree	10	10.0%
Agree	54	54.0%
Neutral	20	20.0%
Disagree	13	13.0%
Strongly Disagree	3	3.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.9 (a) shows that 54% of the respondents agree that they are content with their current employment, 20% stay neutral, 13% disagree, 10% strongly agree and 3% of the respondents strongly disagree, feeling no contentment towards their job.

Table 3.5.9 (b): Contentment with the job: Descriptive Statistics

Contentment with the job	N	Minimum	Maximum	Mean	Std. Deviation
Contentment with the job	100	1	5	3.55	.947
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.9 (b) the mean score and standard deviation of contentment of job are found to be 3.55 and .947 respectively. To some extent the respondents are content with their current employment. However, there is room for improvement.

Table 3.5.10 (a): Pride in the job

Pride in the job	Frequency	Percentage
Strongly Agree	26	26.0%
Agree	55	55.0%
Neutral	13	13.0%
Disagree	5	5.0%
Strongly Disagree	1	1.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.10 (a) shows that 55% of the respondents agree that they have a sense of pride in doing their job, 26% have strong feeling of pride, 13% have a moderate feeling, while 5% disagree and 1% strongly disagree, not having any sense of pride towards their job.

Table 3.5.10 (b): Pride in the job: Descriptive Statistics

Pride in the job	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	4.00	.829
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.10 (b) the mean score and standard deviation of pride in the job are found to be 4.00 and .829 respectively. The mean score implies that majority of the respondents are proud of being a teacher.

Table 3.5.11 (a): Too much workload

Too much workload	Frequency	Percentage
Strongly Agree	13	13.0%
Agree	28	28.0%
Neutral	42	42.0%
Disagree	11	11.0%
Strongly Disagree	6	6.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.11 (a) shows that 42% of the respondents have a moderate feeling towards their workload being too much, 28% of the respondents agree that they have too much work to do followed by 13% strongly agreeing. 11% of the respondents disagree and 6% strongly disagree about having too much workload.

Table 3.5.11 (b): Too much workload: Descriptive Statistics

Too much workload	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	3.31	1.032
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.11 (b) the mean score and standard deviation of too much workload are found to be 3.31 and 1.032 respectively. It may be concluded that to some extent the workload of employees is bearable, however it may be too much for some employees.

Table 3.5.12 (a): Feeling of job being meaningless

Feeling of job being meaningless	Frequency	Percentage
Strongly Agree	3	3.0%
Agree	12	12.0%
Neutral	24	24.0%
Disagree	35	35.0%
Strongly Disagree	26	26.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.12 (a) shows that 35% of the respondents disagree and 26% strongly disagree about having a feeling of their job being meaningless, 24% stay neutral. 12% agree and 3% strongly agree that they sometimes feel that their job is meaningless.

Table 3.5.12 (b): Feeling of job being meaningless: Descriptive Statistics

Feeling of job being meaningless	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	2.31	1.080
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.12 (b) the mean score and standard deviation of job being meaningless are found to be 2.31 and 1.080 respectively. The mean implies that majority of the respondents neither agree implying that they sometimes feel meaningless or to the point where they do not have any opinion.

Table 3.5.13 (a): No clear objectives is communicated with the school

No clear objectives is communicated with the school	Frequency	Percentage
Strongly Agree	2	2.0%
Agree	9	9.0%
Neutral	29	29.0%
Disagree	35	35.0%
Strongly Disagree	25	25.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.13 (a) shows that 35% of the respondents disagree and 25% strongly disagree about the objectives of the school not being clearly communicated, 29% have a moderate feeling, while 9% agree and 2% strongly agree that the objectives of the school are not being clearly communicated to them.

Table 3.5.13 (b): No clear objectives is communicated with the school: Descriptive Statistics

No clear objectives is communicated with the school	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	2.28	1.006
Valid N (listwise)	100				

Source: Primary Data

The table above reveals that the mean is 2.28. This implies that there is no clear communication by the school on the objectives and the values. It is advisable that the administration should provide clear cut values to their employees.

Table 3.5.14 (a): Difficulty in handling too much work assignments

Difficulty in handling too much work assignments	Frequency	Percentage
Strongly Agree	7	7.0%
Agree	11	11.0%
Neutral	39	39.0%
Disagree	31	31.0%
Strongly Disagree	12	12.0%
Total	100	100.0%

Source: Primary Data

Table 3.5.14 (a) shows that 39% of the respondents have a moderate feeling towards difficulties of handling their work assignments, 31% disagree and 12% strongly disagree that their work assignments are not difficult to handle, while 11% of the respondents agree and 7% strongly agree that their work assignments are often too much to handle.

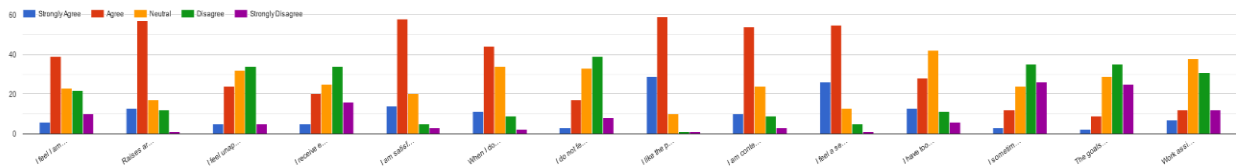
Table 3.5.14 (b): Difficulty in handling too much work assignments: Descriptive Statistics

Difficulty in handling too much work assignments	N	Minimum	Maximum	Mean	Std. Deviation
Count	100	1	5	2.70	1.049
Valid N (listwise)	100				

Source: Primary Data

As shown in Table 3.5.14 (b) the mean score and standard deviation of work assignment being difficult to handle are found to be 2.70 and 1.049 respectively. The mean score implies that the respondents have tons of work assignments and are sometimes difficult to handle.

Exhibit 3.9: Job Satisfaction of Private Middle School Teachers



Source: Primary Data

III. Analysis of Organizational Commitment among Private Middle School Teachers

Table 3.6.1: Full commitment to the job and willingness to do more than what is expected

I am willing to put in a great deal of effort beyond that normally expected in order to help this school be successful.	Frequency	Percentage
Strongly Agree	30	30.0%
Agree	59	59.0%
Neutral	11	11.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	100	100.0%

Source: Primary Data

Table 3.6.1 shows that 59% of the respondents agree and 30% strongly agree that they are fully committed to their job and are willing to do more than what is expected. 11% of the respondents have a moderate feeling and there are no respondents who disagree or strongly disagree which shows the high level of commitment of the respondents.

Table 3.6.2: Praise and good comments of the school of employment

I speak/talk up this school to my friends as a great school to work for.	Frequency	Percentage
Strongly Agree	25	25.0%
Agree	53	53.0%
Neutral	18	18.0%
Disagree	4	4.0%
Strongly Disagree	0	0.0%
Total	100	100.0%

Source: Primary Data

Table 3.6.2 shows that 53% of the respondents agree and 25% strongly agree that they praise and have good comments of the school to others, 18% respond to be neutral, only 4% disagree and there are no respondents who strongly disagree. Overall, majority of the respondents speak highly of the school they work in.

Table 3.6.3: Acceptance of all types of work to enhance security in working for the school

I would accept almost any type of work assignment in order to keep working for the school.	Frequency	Percentage
Strongly Agree	7	7.0%
Agree	47	47.0%
Neutral	31	31.0%
Disagree	10	10.0%
Strongly Disagree	5	5.0%
Total	100	100.0%

Source: Primary Data

Table 3.6.3 shows that 47% of the respondents agree that they are willing to accept almost any type of job assignment in order to keep working in their current employment, 31% stay neutral, 10% disagree, 7% strongly agree and 5 % strongly disagree. More than half of the respondents are willing to accept almost any type of job assignment for their security in current work place.

Table 3.6.4: Similar job-work principles and personal principles

I find my values and the school values are similar.	Frequency	Percentage
Strongly Agree	10	10.0%
Agree	63	63.0%
Neutral	23	23.0%
Disagree	3	3.0%
Strongly Disagree	1	1.0%
Total	100	100.0%

Source: Primary Data

Table 3.6.4 shows that 63% of the respondents agree that their personal principles are similar to the principles of their current work place, 23% respond to be neutral, 10% strongly agree, while 3% disagree and 1% strongly disagree. Overall, majority i.e. 73% of the respondents have similar personal principles to that of their work place.

Table 3.6.5: Inspiration by the school to have the best work performance

This school really inspires the very best in me in the way of job performance.	Frequency	Percentage
Strongly Agree	22	22.0%
Agree	54	54.0%
Neutral	18	18.0%
Disagree	6	6.0%
Strongly Disagree	0	0.0%
Total	100	100.0%

Source: Primary Data

Table 3.6.5 shows that 54% of the respondents agree and 22% strongly agree that their current employment inspire and bring out the best of them based on work performance. 18% have a neutral feeling, 6% disagree and there are no respondent to be found who strongly disagree with this statement. About 76% of the teachers feel that their work place inspires them to be the best of themselves based on work performance.

Table 3.6.6: Gratefulness to be working in the school

I am extremely glad that I chose this school to work for over others I was considering at the time I joined.	Frequency	Percentage
Strongly Agree	18	18.0%
Agree	54	54.0%
Neutral	21	21.0%
Disagree	6	6.0%
Strongly Disagree	1	1.0%
Total	100	100.0%

Source: Primary Data

Table 3.6.6 shows that 54% of the respondents agree that they are grateful to be working in their current employment over others, 21% stay neutral and are somewhat grateful, 18% strongly agree, while just a few 6% of the respondent disagree and 1% strongly disagree. Overall, majority of the teachers are grateful to be working in their current employment which shows high level of commitment towards their school.

Table 3.6.7: Fate and image of the school is of great importance

I really care about the fate and image of this school.	Frequenc y	Percentage
Strongly Agree	29	29.0%
Agree	58	58.0%
Neutral	12	12.0%
Disagree	0	0.0%
Strongly Disagree	1	1.0%
Total	100	100.0%

Source: Primary Data

Table 3.6.7 shows 58% of respondents agreeing and 29% strongly agreeing that they give great importance to the fate and image of the school they work in, 12% respond to be neutral and only 1% strongly disagree. A great deal of importance is given to the fate and image of the schools by their employees.

Table 3.6.8: The school being the best place of employment

For me this is the best of all possible organization for which to work so, I will act to build its image.	Frequency	Percentage
Strongly Agree	19	19.0%
Agree	51	51.0%
Neutral	23	23.0%
Disagree	4	4.0%
Strongly Disagree	3	3.0%
Total	100	100.0%

Source: Primary Data

Table 3.6.8 shows that 51% of the respondents agree that their current employment is the best possible place of employment and are willing to build its image, 23% of the respondents have neutral feeling, 19% strongly agree, while 4% of the respondents disagree and 3% strongly disagree. Overall, 70% of the respondents are highly satisfied with the place of their employment and willing to build its image.

Table 3.6.9: Organizational Commitment among Private Middle School Teachers:
Descriptive Statistics

Statements	N	Minimum	Maximum	Mean
Full Commitment to my Job and do more than what is expected	100	3	5	4.19
Praise and Good Comments of the school of my employment	100	2	5	3.99
Accepting all types of work to enhance my security in working for the school	100	1	5	3.41
Similar Job- Work Principles and Personal Principles	100	1	5	3.78
The school brings out the best of me based on my work performances	100	2	5	3.92
Grateful to be working in the school	100	1	5	3.82
Fate and Image of the school is of great importance	100	1	5	4.14
The school is the best place of employment	100	1	5	3.79
Valid N (listwise)	100			

Source: Primary Data

Table 3.6.9 presents the mean score of the teachers regarding organizational commitment.

The mean score regarding full commitment to job and willingness to do more than what is expected is revealed to be the highest at 4.19 which implies that majority of the respondents are fully committed to their employment to the point where they are willing to do more than what is expected of them.

The mean score of 'praise and good comments of the school of employment' is revealed to be 3.99 which implies that the teachers speak or talk highly about their school to their friends and relatives as a great school to work for which shows high level of commitment.

The mean score of acceptance of all types of work to enhance job security is revealed to be the lowest at 3.41 which implies that the respondents are willing to accept different types of work but to an extent, in order to enhance their security in working for their school.

The mean score of 'similar job-work principles and personal principles' is revealed to be 3.78 which implies that the personal principles of majority of the employees are similar to that of the principles of their work place. Similarity in principles can increase employee performance, job satisfaction, organizational commitment, trust and organizational citizenship behaviour.

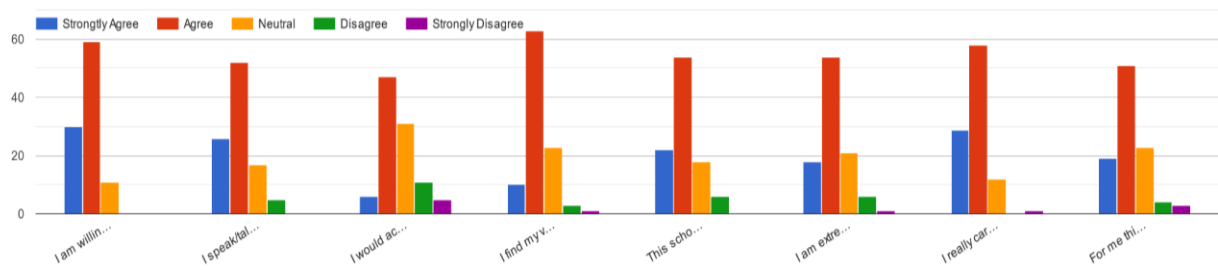
The mean score regarding inspiration based on work performance is revealed to be 3.92. Majority of the respondents agree that their employment inspires and brings out the best in them based on work performance which shows their high level of commitment towards their work place.

The mean score of gratefulness towards working in their school is revealed to be 3.82 which implies that majority of the teachers are grateful to be working in their current employment.

The mean score of importance of fate and image of the school is revealed to be 4.14, it implies that a great deal of importance is given to the fate and image of the schools by their employees which show the commitment of willingness of employees in building good image of their work place.

The mean score of the school being the best place of employment is revealed to be 3.79 which imply that to some extent the teachers feel that their school is the best place of employment.

Exhibit 3.10: Organizational Commitment among Private Middle School Teachers



Source: Primary Data

CHAPTER 4

FINDINGS, SUGGESTIONS AND CONCLUSION

4.1: FINDINGS

Job satisfaction and organizational commitment among middle school teachers was studied through a structured job satisfaction questions adapted from the Paul Spector's (1994) Job Satisfaction Survey (JSS) and institutional commitment questions were adapted from Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers and Porter (1979). The major findings of the study are reported below:

4.1.1 Demographic Profile of Respondents

- The study shows that among the 100 middle school teachers in Aizawl city, more than half i.e. 55% belong to the age of 21-30 years of age. 33% of the respondents belong to the age group of 31-40 years, 10% belong to the age group of 41-50 years and 2% of the respondents were of below 20 years of age.
- Out of the total respondents, over three-fourth of the respondents are women and 23% of the respondents are men.
- Out of the total respondents, majority of the teachers i.e. 77% are single and this may be due to the reason being the maximum number of them belonging to the age group of 21-30 years. 21% of the respondents are married followed by 2% of widowed/widower.
- Out of the total respondents, majority i.e. 74% are post graduates, followed by 17% under graduates, 5% are above post graduates and only 4% have an educational qualification on secondary level.
- Out of the total respondents, 44% of the respondents earn monthly salary between Rs. 10,000-15,000, 30% between Rs. 5,000-10,000, 19% earn between Rs. 15,000-20,000 and above Rs. 20,000 is earned by only 7% of the respondents.
- Out of the total respondents, 35% are on the service length of 1-3 years in current employment, 29% have more than 5 years of service experience, 26% of the respondents are very fresh with an experience of less than a year and 10% having an experience of 3-5 years.

- Out of the total respondents, more than half i.e. 51% agree that their main goal in life is teaching, while 49% of the respondents disagree.
- Out of the total respondents, majority i.e. 67% seek better opportunities other than their current employment, while 33% are content with their current employment.

4.1.2 Job Satisfaction of Private Middle School Teachers in Aizawl City

- The study shows that, out of the total respondents, 42% agree and 6% strongly agree that they are given a fair amount of salary in comparison to the amount of work allotted to them while 21% stay neutral, 21% disagree and 10% strongly disagree. A mean score of 3.13 is revealed implying that to some extent the respondents agree that they are given a fair amount of salary in comparison to the amount of work allotted to them.
- The study shows that 57% of respondents agree on raise being given on the basis of years of service, 17% stay neutral, 13% strongly agree while 12% disagree and 1% of the respondents strongly disagree. Mean score of 3.69 is revealed implying that majority are being promoted on the base of their years of service.
- The study shows that 34% of the respondents disagree about being underappreciated by their current employment based on the pay structure, 32% stay neutral, 24% agree and 5% strongly agree that they are being underappreciated based on their pay structure, while 5% of strongly disagree. Mean score of 2.90 is revealed implying that some of the respondents feel underappreciated by their school based on pay structure.
- The study shows that 33% of the respondents disagree about extra incentives being given to them apart from their normal salary, 24% stay neutral, 22% of the respondents agree, 16% strongly disagree while 5% strongly agree. A mean score of 2.67 is revealed, implying that the teachers rarely receive extra incentive apart from their normal salaries.
- The study shows that 58% of the respondents agree that they grow and develop as a person in the place of their employment, 20% stay neutral, 14% strongly agree, while 5% disagree and 3% strongly disagree. A mean score of is 3.75 revealed, implying that to some extent the respondents agree that growth and development are available in their place of employment.
- The study shows that 44% of the respondents agree that recognition is being received for good work, 34% have a moderate feeling, 11% strongly agree, while 9% disagree

and 2% strongly disagree. A mean score of 3.53 is revealed, implying that to some extent the respondents receive recognition for their good work.

- The study shows that 39% of the respondents disagree about their hard work being under appreciated by the school, 33% stay neutral, 17% of the respondents agree that their hard work is being under appreciated by the school, 8% strongly disagree and 3% strongly agree. Mean score of 2.66 is revealed, implying that majority of the respondents feel that they are not being appreciated for their hard work.
- The study shows that majority i.e. three-fifth of the respondents agree that there is a good working environment and are getting along with their co-workers, followed by 28% of respondents strongly agreeing. 10% have a moderate feeling, while 1% each of the respondents disagree and strongly disagree. Mean score of 4.13 is revealed, implying that the working environment of majority of the respondents is good and are getting along with their co-workers.
- The study shows that 54% of the respondents agree that they are content with their current employment, 20% stay neutral, 13% disagree, 10% strongly agree and 3% of the respondents strongly disagree, feeling no contentment towards their job. A mean score of 3.55 is revealed, implying that to some extent the respondents are content with their current employment.
- The study shows that 55% of the respondents agree that they have a sense of pride in doing their job, 26% have strong feeling of pride, 13% have a moderate feeling, while 5% disagree and 1% strongly disagree, not having any sense of pride towards their job. A mean score of be 4.00 is revealed, implying that majority of the respondents are proud of being a teacher.
- The study shows that 42% of the respondents have a moderate feeling towards their workload being too much, 28% of the respondents agree that they have too much work to do followed by 13% strongly agreeing. 11% of the respondents disagree and 6% strongly disagree about having too much workload. Mean score of 3.31 is revealed, implying that to some extent the workload of employees is bearable, however it may be too much for some employees.
- The study shows that 35% of the respondents disagree and 26% strongly disagree about having a feeling of their job being meaningless, 24% stay neutral. 12% agree and 3% strongly agree that they sometimes feel that their job is meaningless. Mean score of 2.31 is revealed, implying that majority of the respondents neither agree

implying that they sometimes feel meaningless or to the point where they do not have any opinion.

- The study shows that 35% of the respondents disagree and 25% strongly disagree about the objectives of the school not being clearly communicated, 29% have a moderate feeling, while 9% agree and 2% strongly agree that the objectives of the school are not being clearly communicated to them. Revealing mean score of 2.28 which implies that there is no clear communication by the school on the objectives and the values.
- The study shows that 39% of the respondents have a moderate feeling towards difficulties of handling their work assignments, 31% disagree and 12% strongly disagree that their work assignments are not difficult to handle, while 11% of the respondents agree and 7% strongly agree that their work assignments are often too much to handle. Mean score of 2.70 is revealed, implying that the respondents have tons of work assignments and are sometimes difficult to handle.

4.1.3 Organizational Commitment among Private Middle School Teachers in Aizawl City

- The study shows that 59% of the respondents agree and 30% strongly agree that they are fully committed to their job and are willing to do more than what is expected. 11% of the respondents have a moderate feeling and there are no respondents who disagree or strongly disagree. A mean score of 4.19 is revealed which implies that majority of the respondents are fully committed to their employment to the point where they are willing to do more than what is expected of them.
- The study shows that 53% of the respondents agree and 25% strongly agree that they praise and have good comments of the school to others, 18% respond to be neutral, only 4% disagree and there are no respondents who strongly disagree. Overall, majority of the respondents speak highly of the school they work in. Mean score of 3.99 is revealed, which implies that the teachers speak or talk highly about their school to their friends and relatives as a great school to work for which shows high level of commitment.
- The study shows that 47% of the respondents agree that they are willing to accept almost any type of job assignment in order to keep working in their current employment, 31% stay neutral, 10% disagree, 7% strongly agree and 5 % strongly

disagree. More than half of the respondents are willing to accept almost any type of job assignment for their security in current work place. Mean score of 3.41 is revealed which implies that the respondents are willing to accept different types of work but to an extent, in order to enhance their security in working for their school.

- The study shows that 63% of the respondents agree that their personal principles are similar to the principles of their current work place, 23% respond to be neutral, 10% strongly agree, while 3% disagree and 1% strongly disagree. Overall, majority i.e. 73% of the respondents have similar personal principles to that of their work place. Mean score of 3.78 is revealed which implies that the personal principles of majority of the employees are similar to that of the principles of their work place.
- The study shows that 54% of the respondents agree and 22% strongly agree that their current employment inspire and bring out the best of them based on work performance. 18% have a neutral feeling, 6% disagree and there are no respondent to be found who strongly disagree with this statement. About 76% of the teachers feel that their work place inspires them to be the best of themselves based on work performance. Mean score of 3.92 is revealed, implying that majority of the respondents agree that their employment inspires and brings out the best in them based on work performance which shows their high level of commitment towards their work place.
- The study shows that 54% of the respondents agree that they are grateful to be working in their current employment over others, 21% stay neutral and are somewhat grateful, 18% strongly agree, while just a few 6% of the respondent disagree and 1% strongly disagree. Overall, majority of the teachers are grateful to be working in their current employment which shows high level of commitment towards their school. Mean score of 3.82 is revealed which implies that majority of the teachers are grateful to be working in their current employment.
- The study shows 58% of respondents agreeing and 29% strongly agreeing that they give great importance to the fate and image of the school they work in, 12% respond to be neutral and only 1% strongly disagree. A great deal of importance is given to the fate and image of the schools by their employees. Mean score of 4.14 is revealed which implies that a great deal of importance is given to the fate and image of the schools by their employees.

- The study shows that 51% of the respondents agree that their current employment is the best possible place of employment and are willing to build its image, 23% of the respondents have neutral feeling, 19% strongly agree, while 4% of the respondents disagree and 3% strongly disagree. Overall, 70% of the respondents are highly satisfied with the place of their employment and willing to build its image. Mean score is revealed to be 3.79 which implies that to some extent the teachers feel that their school is the best place of employment.

4.2: SUGGESTIONS

a. Suggestions to Employers

The various suggestions put forth for the employers based on the findings of the study are given below:

- **Personal enhancement:**
It is found that the teachers are moderately dissatisfied with the monetary benefits they receive in terms of either extra incentives given apart from normal salaries or under appreciation based on pay structure, hence a suitable salary structure and extra incentives for hard work are suggested which may motivate employees to work harder and prevent leaving of qualified teachers to other employment.
- **Recognition**
It is found that majority of the teachers feel that they are not being appreciated for their hard work. Recognition for hard work through praising and nonmonetary rewards is highly suggested as this can increase job satisfaction and commitment level of the employees and further encourage other employees of the institution.
- **Clearer Communication:**
It is found that there is no clear communication by the school on the objectives and the values, which can hinder the working environment and leads to poor productivity, incorrect completion of tasks, low job satisfaction and many more. It is advisable that the administration should provide clear cut values and objectives of the school to their employees.

- Re-establishment of Work:

It is found that the teachers have tons of work assignments and are sometimes difficult to handle. Re-establishing the work into meaningful parts and minimizing unnecessary tasks can be helpful. Opinions and suggestions of the teachers should also be taken into consideration.

b. Suggestion to Teachers

The various suggestions to teachers based on the study are given below:

- Profession:

It is important that the teachers are aware of the importance of their profession and the power they hold in influencing youth, this will help them improve their efficiency, productivity and have similar personal principles with that of their employment.

- Working Environment:

The study shows that the working environment is good and teachers are getting along with their co-workers, which is very important in increasing job satisfaction, commitment towards employment and can further boost productivity and creativity. Employees are suggested to focus on having positive attitude towards their job as well as co-workers.

4.3: CONCLUSION

Role of teachers in society and in the education can change, but the importance of their position remains the same. School teachers are important in building the nation and budding citizens of the nation. Job satisfaction and institutional commitment are important phenomenon in every sector especially in the teaching profession.

Job Satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. As such, teachers who are committed are always able to put in their maximum effort cheerfully and zestfully. Teacher performance and commitment is a crucial input in the field of education.

From the analysis it may be concluded that dissatisfaction can be found among the private middle school teachers in terms of the amount of salary in association with the amount of

work allotted to them which can be difficult to handle at times and the feeling of under appreciation by the school in terms of hard work and pay structure, lack of extra incentives and lack of clear communication regarding objectives and values of the school. However, job satisfaction is found in the availability of growth and development in the place of employment, working environment of majority of the respondents is good and is getting along with their co-workers; there is contentment as well as pride of being a teacher.

The analysis also shows that the respondents are fully committed to their employment to the point where they are willing to do more than what is expected of them, willing to accept almost any type of job assignment for their security in current work place and a great deal of importance is given to the fate and image of the schools by their employees. Which may be influenced by the similarity found in the personal principles of majority of the employees with the principles of their work place, inspiration from their workplace to bring out the best in them based on work performance, gratefulness to be working in their current employment and feeling of their school being the best place of employment.

Based on the findings of the study, various suggestions are given to the employers and teachers. Some of the suggestions to the employers are: suitable salary structure and extra incentives for hard work, recognition for hard work through praising and nonmonetary rewards, provide clear cut values and objectives of the school to their employees and re-establishment of work. The suggestions provided to the teachers include: being aware of one's profession and power held in influencing youth and focusing on having positive attitude towards job as well as co-workers.

ANNEXURES

I. DEMOGRAPHIC PROFILE

- 1.1 Age: below 20 21-30
 31-40 41-50
 above 51
- 1.2 Gender: Male Female
- 1.3 Marital Status Single Married
 Widow/Widower
- 1.4 Education: Secondary Under Graduate
 Post Graduate Above Post Graduate
- 1.5 Monthly Income: 5000-10,000 10,000- 15,000
 15,000-20,000 20,000 and above
- 1.6 No. of Years in the place of employment
 less than 1 year 1- 3 years
 3-5 years 5 years and above
- 1.7 Is your main goal in life to be employed as a School Teacher?
 Yes No
- 1.8 Do you seek better opportunities other than your current employment?
 Yes No

II. JOB SATISFACTION SCALE (JSS) FOR TEACHERS

This section consists of 14 statements used to describe your level of job satisfaction. Please **mark** the one number for each question that comes closest to reflecting your opinion. Use the following rating scale.

5- Strongly Agree (SA)

4- Agree (A)

3- Neutral (N)

2- Disagree (D)

1- Strongly Disagree (SD)

Sl. No.	Statements	SA	A	N	D	SD
1	I feel I am being paid a fair amount for the work I do	5	4	3	2	1
2	Raises are given based on number of years of service	5	4	3	2	1
3	I feel unappreciated by the school when I think about what they pay me.	5	4	3	2	1
4	I receive extra incentives apart from my normal salary	5	4	3	2	1
5	I am satisfied with my personal development because I am an employee in this institution	5	4	3	2	1
6	When I do a good job, I receive the recognition for it that I should receive.	5	4	3	2	1
7	I do not feel that the work I do is appreciated	5	4	3	2	1
8	I like the people I work with.	5	4	3	2	1
9	I am content with the job I am doing	5	4	3	2	1
10	I feel a sense of pride in doing my job.	5	4	3	2	1
11	I have too much to do at work.	5	4	3	2	1
12	I sometimes feel my job is meaningless	5	4	3	2	1
13	The goals of this school are not clear to me.	5	4	3	2	1
14	Work assignments are often too much to handle	5	4	3	2	1

III. ORGANIZATIONAL COMMITMENT QUESTIONNAIRE

Listed below are series of statements that represent possible feelings that teachers might have about the school for which they work. With respect to your own feelings about the school that you are working for, please indicate the degree of agreement or disagreement with each statement by marking one of the five alternatives about each statement, where:

5- Strongly Agree (SA)

4- Agree (A)

3- Neutral (N)

2- Disagree (D)

1- Strongly Disagree (SD)

Sl. No.	Statements	SA	A	N	D	SD
1	I am willing to put in a great deal of effort beyond that normally expected in order to help this school be successful	5	4	3	2	1
2	I speak/talk up this school to my friends as a great school to work for	5	4	3	2	1
3	I would accept almost any type of job assignment in order to keep working for this school	5	4	3	2	1
4	I find my values and the school values are similar	5	4	3	2	1
5	This school really inspires the very best in me in the way of job performance	5	4	3	2	1
6	I am extremely glad that I chose this school to work for over others I was considering at the time I joined	5	4	3	2	1
7	I really care about the fate and image of this school	5	4	3	2	1
8	For me this is the best of all possible organisation for which to work so, I will act to build its image	5	4	3	2	1

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