RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS ISLAMABAD

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ISLAMABAD

2017

Teachers- Job satisfaction.

High school teachers - " "

Relationship between Organizational Commitment and Job Satisfaction of Secondary School Teachers Islamabad

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A thesis Submitted in partial fulfillment of the requirements for the Degree of

Master Studies

In

Education

DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD, PAKISTAN

2017

DEDICATED

TO

My Late Beloved Father Who Motivated For Studies

And

My Family Who Sacrificed To Do This Assignment

FORWARDING SHEET

This thesis titled "Relationship Between Organizational Commitment and Job Satisfaction of Secondary School Teachers Islamabad" submitted by Shafqat Abbas in partial fulfillment of the requirement, for the degree of Master Studies in Education, under my guidance and supervision, is forwarded for the further necessary action.

Dated: _____   Supervisor: _____

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v

APPROVAL SHEET

Relationship Between Organizational Commitment and Job Satisfaction of Secondary School Teachers Islamabad

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vi

STATEMENT OF UNDERSTANDING

I, Shafqat Abbas Registration No. 168-FSS/MSEDU/F13 as a student of Master Studies in Education at International Islamic University Islamabad do hereby declare that the thesis entitled "Relationship Between Organizational Commitment And Job Satisfaction of Secondary School Teachers Islamabad", submitted for the partial fulfillment of Master Studies degree in Education is my original work, except where otherwise acknowledge in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining and degree from this or any other university or institutions.

Dated: 12/6/2017

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ACKNOWLEDGEMENTS

ABSTRACT

Organizational commitment and job satisfaction has been become a main issue for educationists. Job satisfaction is a main concern of any institution. Job satisfaction not only marks the workers' act, otherwise the objectives of the institution. The main purpose of the present study was to explore the relationship between organizational commitment and job satisfaction of secondary school teachers Islamabad. The main objectives of the study were: (1) to find out organizational commitment of secondary school teachers Islamabad. (2) To find out the job satisfaction of secondary school teachers Islamabad.(3)To examine the relationship between organizational commitment and job satisfaction of secondary school teachers Islamabad.

It is a quantitative co relational research. The population of study was 1311 public secondary school teachers Islamabad. By using simple random sampling technique, 400 secondary school teachers were selected as a sample which is 30% of total population. Two standardized instruments i.e. Organizational Commitment Scale (OCS) and Teacher Job Satisfaction Questionnaire (TJSQ) were used for collection of data in this study. Data were quantified by scoring the responses obtained both scales and analyzed by calculating mean, Pearson r. Data were collected through personal visits. The data were analyzed by the help of SPSS (Version 20), the data were presented in the form of figures and tables. Analyzes of data was helpful for findings and recommendations of this study. The main conclusion of the study is that, there is significant relationship between organizational commitment and job satisfaction. The main conclusion of the study is that overall teachers are satisfied with their job but less satisfied on pay scales, security and recognition.

It is concluded that teachers are committed on all three dimensions of Organizational Commitment (affective commitment, continuous commitment, and normative commitment).

It is recommended that teachers are committed on all three dimensions of Organizational Commitment (affective commitment, continuous commitment, and normative commitment). So focus may be given on all three dimensions of Organizational Commitment. Over all teachers are satisfied with their job but less satisfied on three factors such as scales of Pay, Security and Recognition. Govt, may focus on less satisfied factors such as salary, security and recognition. The teachers who are doing good job may be recognized by head of school.

LIST OF CONTENT

LIST OF TABLES

CHAPTER NO1

1.1INTRODUCTION

Organizational commitment and job satisfaction has been become a main issue for educationists. Job satisfaction is a main concern of any institution. Job satisfaction not only marks the workers' act, otherwise the objectives of the institution. If staffs are pleased so their act will be outstanding as well as an outcome, it meets the organizational goals and the outcomes were not better, (Akhtar, 2010).Therefore, Organizational Commitment mentions when a worker takes the institutions well as needs to continue with it, (Robbins, 1991). Enhancements in devotion stages not only have positive interactive effects, but the existing result is an indirect outcome to better employee serenity too. So, the outcomes of the feelings towards the work narration, as well as in a work, the organization which get-ups one's philosophies as well as goals have a consequence on intents to hand over or started, (Bashir & Ramay, 2008).

Organizational commitment of the staffs with their particular organization is a significant interpreter of positive operative consequences e.g., performance, nonappearance as well as revenue, etc. so, very devoted educator's effort their best to do fine. Their main works near the accomplishment of the purposes. Therefore, inner wish for the well act arise from the responsibility of the occupations well as promise to an organization is an abundant tougher inspiration for decent act. This study will seek job satisfaction and organizational commitment of secondary school teachers in Islamabad.

Therefore, Job satisfaction can be distinct as a sentimental or else demonstrative reply on the way to numerous sides of one's job. (Kreinther, & Kinick, 1998).Job satisfaction means loving relationship of a teacher for teaching and the perceived relationship between what you want this profession and what you get,(Zembylas, & Papanastasiouk, 2004). Job

1

satisfaction mentions constructive as well as adverse insolences regarding work. Which uses influential belongings on administrative performance in diverse traditions,(Wilson, &Rosenfeld, 1990).Among the teachers can be a critical problem for the management of an organization, teachers as well as students, although important to prevailing teachers directly. Satisfaction is a decisive problematic issue for entirely administrations, no substance of governmental or nongovernmental establishments otherwise employed in innovative as well as underdeveloped nations, (Robbins & Coulter, 2005).

It is reality that the main asset of any country is its teachers. Teachers build the prosperity of the country. They were the builders of the country. There is consensus regarding the certainty that each and every features are worthless deprived of the presence of the operative educators. He must be educated as well as knowledgeable educators in institutes to be providing with suitable lodging facilities to stretch outstanding consideration to consideration as well as instruction,(Rehman et al.; 2009). Academics revised pay scales and created opportunities for better employment and wages are quite handsome package to overcome the problem of doctor's brain drain, (Manzoor et al., 2011).

Though, the training of public administration is considered by its prearranged restrictions and unintended prospects. Directors have inadequate utensils to stimulate and maintain their employees, because civil service regulations limit the capacity to identify as well as recompense those done through remuneration and up-gradation. Clear that individual characteristics affect work incentive, institution can change these abilities furthermost competently concluded enlisting, engaging, as well as progression the mandatory individuals, (Moynihan & Pandey, 2007). The reason for satisfaction and these things require public and private lake premeditated (Mulinge, 2000).

2

Likewise, it has been assumed that low wages and limited opportunities for up-gradation are the characteristics of the organization of the public sector, which avoid most educated staff of remaining in government agencies, (Barrows & Wesson, 2001). Motivation is very important in human behavior casual worker. This study will focus on teacher motivation for continuing education in-service and the relationship with the organizational commitment and job satisfaction. The main focus of the government of Pakistan on quality of education which stated in National Education Policy, (1998-2010), that the excellence of education as well as superiority of training are straightly associated with one another, Excellence of training is extremely reliant on the experiences, information approximately the topic, and capability of instruction as well as upstairs the educators' obligation. Which is datum that societal position of educators is very stumpy in Pakistan, it is precisely stated in National Education Policy, (1998-2010) teaching profession is typically the preceding choice for new people. It is further accurate in the instance of male educators if we compare with female educators.

The National Education Policy, (1979) discuss the factors of miserable conditions of education as: 1). approximately educators are not appropriately interested as well as devoted to their job. 2). Most of the teachers are not pleased with their societal position. From now, the investigator touched that a training concerning about the assessment of organizational commitment as well as job satisfaction of teacher's job in government secondary schools of Federal Directorate of Education (FDE), Islamabad, Pakistan, would be carried out. This study would help in identifying the related problems and issues, and providing suggestions to improve the present situation.

3

1.2 STATEMENT OF THE PROBLEM

Organizational commitment and job satisfaction has been become a main issue for educationists. Job satisfaction is a main concern of any institution. Job satisfaction not only marks the workers' act, otherwise the objectives of the institution may suffer. If staffs are pleased so their act will be outstanding as well as an outcome, it meets the organizational goals and the outcomes were not better. Secondary school teachers are main providers of secondary education. This stage is of immense significance as it provides base for college as well as higher education. Teachers vacation in the profession as well as are more loyal to the organization, when their love of children and knowledge, need for enablement as well as collaboration, and wish to feel appreciated as well as challenged are maintained, stimulated, and improved. Now, it is the need of hour to find out organizational commitment as well as job satisfaction of secondary school teachers Islamabad for delivery of quality education. Thus, it is important to find relationship between organizational commitment and job satisfaction of secondary school teachers Islamabad.

1.3 OBJECTIVES

Following were the objectives of this study.

1. To find out organizational commitment of secondary school teachers Islamabad.

2. To find out the job satisfaction of secondary school teachers Islamabad.

3. To examine the relationship between organizational commitment and job satisfaction of secondary school teachers Islamabad.

4

1.4 RESEARCH QUESTIONS

1. To what extent the secondary school teachers at Islamabad are committed with their organization?

2. To what extent the secondary school teachers at Islamabad are satisfied with their job?

1.5 HYPOTHESIS

The following null hypothesis was tested:

Ho1: There is no significant relationship between organizational commitment mean scores and job satisfaction mean scores of secondary school teachers at Islamabad.

1.6 SIGNIFICANCE OF THE STUDY

Most research work has been done in the developed nations, but minimum work is found in Pakistan concerning organizational commitment and job satisfaction of teachers in Pakistan. So, this study will disclose very significant information about organizational commitment and job satisfaction of secondary school teachers in Islamabad, Pakistan. This research would be helpful to measure the current position of organizational commitment and job satisfaction of secondary school teachers working in government secondary schools of Islamabad. It would deliver a true picture as well as profound understanding of the situation.

The prevailing investigation is a relative data with reverence to the variables involved in the investigation about male and female public secondary schools providing secondary education at secondary level in public sector Islamabad, Pakistan. The outcome of the research would deliver the policy makers with guidelines to formulate policy about this type of institution.

5

The prevailing investigate would donate towards discovery the difficulties of problems connected to organizational commitment and job satisfaction in Islamabad. This study would be useful for administrators in improving the current situation regarding these areas. It would be helpful in enhancing the efficiency and performance of secondary school's teachers by identifying the factors affecting their organizational commitment and job satisfaction. The study would also pave way for further researchers in this field.

1.7 Methodology of the Study

Design of the study was co relational as well as survey type. Data were collected by survey method.

1.7.1 Population

It is usually a large collection of individuals or objects that are the key emphasis of a systematic enquiry. The population of this study was consists of 1311 secondary school teachers, teaching at Federal Directorate of Education Islamabad. There are six sectors of education working under federal directorate of education, Ministry of Capital Administration and Development Division, Govt. of Pakistan. There are 97 Public secondary schools including male and female schools under FDE, Islamabad.

Table 01, Detail about population of the study

S. No	Teacher/ Designation /Scale	Total
1	Secondary Schools	97
2	Teachers (SST) BPS-17	1311

(Source: EMIS, IT Wing, FDE)

6

1.7.2SAMPLE

The present study was limited to Secondary schools working under Federal Directorate of Education Islamabad. Sample is the subgroup of a population. According to Gay, if the population is 1311, then the sample size was 400 at the ratio of 30% of total population, it was taken by simple random sampling method.

1.8RESEARCHTOOLS

Following standardized questionnaire were used as research tools. Organizational Commitment Scale (OCS) developed by Allen and Meyer's was used as research tool for data Collection to find out organizational commitment. Teacher Job Satisfaction Questionnaire (TJSQ) was used as research tool for data collection to find out job satisfaction. These two instruments were acceptable according to our social, morals, religious and cultural values.

1.9Delimitations of study

Through short span of time and financial constraints the investigated was enclosed to Government secondary schools of Islamabad working under Federal Directorate of Education (FDE), Ministry of Capital Administration and Development Divisions (CA&DD). Those Secondary Schools Teachers who were teaching at secondary level that were also working on regular basis.

1.10 Data Collection

Data was gathered through the personal visits of the scholar to the government secondary schools of Islamabad. Data were collected by male and female teachers working at public secondary schools under federal directorate of education, Islamabad. Permission

letter was approved by DG, FDE, and Islamabad for collection of data. Two Questionnaires were delivered to secondary schools teachers' Islamabad.

1.11 DATA ANALYSIS

Scoring procedure to mark the responses of the sample on items of both scales is as follows.

1. Mean of organizational commitment scores and job satisfaction scores calculated, tabulated and interpreted in order to summarize the data.

2. H_{o1} was tested through Pearson r.

CHAPTER 02

REVIEW OF RELATED LITERATURE

The study was conducted to find out the relationship between organizational commitment and job satisfaction of the Secondary School Teachers of Islamabad. This chapter has concern the relevant literature reviewed from different sources like: books, research reports, research findings and articles published as well as online. Mostly, the primary sources are quoted but in some cases secondary sources are also referred due to non-availability of primary sources. The researches about the relationship between organizational commitment and job satisfaction have also been discussed in this chapter.

2.1 Organizational commitment

Organizational commitment is the most significant work attitudes, studies by the researchers (Meyer, Allen, & Smith, 1993). Teacher commitment is multiphase in all aspects. Employee can sense commitment to the organization, to the students, for his career endurance, for the professional knowledge base and towards the teaching profession (Day, 2004). Into other words, if the organization cares the employee than his sense of the organization' commitment is sanctioned. Obviously, it is a solid optimistic correlation among professed support as well as organizational commitment (Eisenberger, 2001).

So, commitment is a damagingly related with return as well as to slightly removal behaviors for instance reduced performance as well as increased nonattendance (Ostroff, 1992). High level of commitment in employees primes to numerous predictable organizational goals. Thus operatives' commitment is crucial in any organization (Cooper-Hakim, & Viswesvaran, 2005). Committed employees are more likely to associate with the organization, work toward organizational goals and invest high effort in their duty (Mayer, & Schoorman, 1992; Yousef, 2000). Relatively little research; however, has been done relating commitment of teachers (Billingsley, & Cross, 1992).

2.2 Definitions of organizational commitment

There are two separate approaches defining commitment: an exchange approach (continuance commitment) and a psychological approach (affective commitment). An exchange approach views commitment as an outcome of positive relation or contract between an individual and an organization (Morris & Scherman, 1981). The psychological approach (affective commitment), expressed a positive and solid perception towards an organization.

The accepted theme in most of the definitions of commitment focuses on the psychological force or identification of the individual with an organization that takes on a special meaning and importance and that goes remote calculated participation (Etzioni, 1961; Buchanan, 1974; Mowday, Prter, & Steer, 1982; Somech, & Bogler, 2002).

2.2.1 Types of employee commitment

Following are the three aspects of organizational commitment;

(i) Commitment as an affective attachment to the organization.

(ii) Commitment as a perceived cost associated with leaving the organization.

(iii) Commitment as an obligation to remain in the organization (Meyer, & Allen, 1991).

According to the division of Meyer and Allen, (1991) reveals emotions of the staffs however Mowday et al., (1982) defined three dimensions of organizational commitment with respect to opinions as well as beliefs. These dimensions are:

(i) The extent of belief in organizational goals and their acceptance.

(ii) A willingness to exert effort for the organization.

(iii) A desire to stay with the organization.

Therefore, the idea of organizational commitment in educational institutions has high significant from any other organizations, for in education the work of human engineering is at

10

focus. The personality development of students can be achieved easily if the teachers are committed to their noble teaching assignment. The teacher's task is not only important regarding to teaching but also for the nation development and production of dedicated further personnel.

2.2.2 Organizational commitment in teaching

So, Teacher commitment has been blinking opinion for the investigators since numerous eras. Commitment amongst teachers has many varied dimensions (Day, 2000). The Teacher's thought of the office as well as the working environment touches their stage of inspiration, commitment as well as promise in the organizations, (Cheng, 1990). Hall, Pearson&Carroll(1992) stated that the academic achievement, student behavior, student satisfaction, teacher revenue, as well as administrative presentation are some of the chief influences that are related with the teachers' commitment, as well as touch excellence of teaching in addition preservation in the association.

The committed teachers have strong psychological relations to their institutions, the subject they taught and students at large (Somech, & Bogler, 2002). Educational institutions depend on committed teachers who are more willing to put comprehensive inputs beyond expectations, and ambitious to be in the organization for achieving goals and values (Boyle, & Brown, 1999; Yousef, 2000).Educational institutions are different in many ways from other organizations. There are many challenges in observing teachers, assessing performance, and evaluating practices. Therefore, teachers' organizational commitment is crucial for achieving effective instruction (Firestone, & Pennell, 1993). Commitment of teachers can be judged through their students' performance.

According to Kwok-tung, Tsan-wing, yues-sai, Hon-tung and wah-sun (1996) academic achievement as well as institutional reliability were the two important factors of the teachers' organizational commitment So, Teachers' organizational commitment is directly

11

associated to the age of teachers, their teaching experience as well as their service in present institution (Swailes, 2001). So, on the other side the teachers' commitment might be imagined as pledge to the occupation, (Cohen, 2000).

It can be summarized from the previous conversation that the organizational commitment of teachers is important for effective teaching instructions process as well as ultimately for students' better performance. In contrary to this, if teachers are less committed to their job, they avoid hard work and put fewer efforts in classroom as compared to highly committed teachers (Chughtai, & Zafar, 2006). This would result specifically faulty students' learning and achievement and ultimately lead to low educational standard in educational institutions of any country.

2.3 The factors of organizational commitment

There are several factors, which affect the organizational commitment of teachers. They are:

a. Personal determinants

Commitment to the organization and commitment to the profession are two different units. More devoted teachers to the profession are less committed to the organization. Teachers' commitment to the profession would choose to labors within their individual classroom as well as capitalize their all labors in teaching learning procedure. It might not preserve anxiety to the necessities of the schools as an entire.

The commitment to the organization may have the opposite effect to professional commitment. The organizational commitment motivates teachers to cooperate and help in attaining the organizational goals. The Professional commitment may lead to individualistic approach of working (Wallace, 1993).

12

b. **Organizational Commitment and age**

Allen and Meyer (1990) suggested that levels of organizational commitment change at different stages of age. Whereas, Chohen (1993) described that at young age employees normally are more committed because they know that have less work experience, so they have fewer job opportunities. As the time passes and they gain experience, they have more job opportunities. This decreases the fear of being fired and their commitment decreases.

c. **Organizational Commitment and turnover**

Organizational commitment and turnover are not directly related to each other (Cooper Hakim, & Viswesvaran, 2005). However, Morris and Sherman (1981) are of the opinion that organizational commitment is important for better turnover or achievement.

d. **Organizational commitment and level of education**

The highly qualified employees have low level of organizational commitment as compared to less qualified. The reason is that the people with low levels of education usually have less opportunities of getting other job. Therefore, they express a great commitment to the organizations (Chughtai& Zafar, 2006)

e. **Organizational commitment and gender**

There is very little difference in organizational commitment reference to gender. According to Marsden, Kalleberg & Cook (1993), there is a small but significant inclination among the employed men than woman for higher organizational commitment. The female's employees show slightly greater organizational commitment who are extremely maintained through their relatives. Psychological attachment to the organization is because of the organizational commitment. So, it can also be supposed, that it is the mark, to which a worker possesses the organization. Organizational commitment too transactions with workers' boldness, performance, feelings, knowledge, sex, revenue as well as age. In an educational

13

organization educators' commitment that vital part. It's varieties from preparation of objectives to separate contentment as well as societal satisfaction. The teachers with fewer commitment might distract the scholars from the usual purposes to directionless path and create confusion in teaching and learning process.

2.4 Job Satisfaction

Job satisfaction is a complex term contain of job as well as satisfaction. So as to comprehend this perception, so, it is essential to comprehend the sagacity of job as well as satisfaction one after another.

2.4.1 Definitions of job

According to Oxford dictionary job as " A part of effort, particularly, a separate part of effort accomplished in the repetitive of one's profession or job, as well as for an immovable worth." And job deprived of financial booties can be a facility, nonetheless not occupation in the factual wisdom, as job as well as remuneration are instilled to every on. Therefore, job is an agreement complete on haggling amongst worker as well as manager. It's founded on approximately financial welfare.

There we are continuously approximately circumstances laid depressed among staffs as well as working association, (Steeles's, 2009).Arranged origin of over head descriptions, it can be supposed that the work is a responsibility worried with conclusion of a mission with approximately circumstances in contradiction of approximately immovable wage as well as pay.(Steeles's, 2009)

2.5 Definitions of satisfaction

Satisfaction is a state of awareness, in which an individual textures desire as well as contentment and changed, in According to oxford English dictionary, "Sustaining as well as existence content, it is a foundation as well as reason of desire, contentment and satisfaction, a chance to defend one's decency throughaggressive a contest". According to Webster

14

dictionary, (2000), it is distinct as, the municipal of existence satisfied, conclusion of objectives, the pleasure got from contentment. Wiliams(2005), stated that the satisfaction is a precise, assessable, as well as noticeable action, that necessity be encountered acceptable for somebody to magistrate, whether job remained attained otherwise not.

2.6 Definitions of job satisfaction

The defining the job satisfaction is problematic, single for there are disagreements amongst the researchers in essential it. So, Job satisfaction can't be slow effortlessly. It includes effort place situation, construction of association as well as distinct capabilities, relative with contemporaries etc., it can touch the equal of job satisfaction. The comprehensive perception of job satisfaction, it can be sympathetic from the assumed descriptions. Oxford English Dictionary defined, (1992) job satisfactions is "the degree to which an individual confidence, necessities, as well as prospects around the service are satisfied. Job satisfaction distinct by Crany, Smith & Stone (1992), as the response to a job on the foundation of workers associating definite productivity to be anticipated with the, predictable, and merited production. According to Spector (1997), advanced the description of job satisfaction, it contains of sensation of a worker to his as well as her job, counting dissimilar evidences of the occupation. So, Job satisfaction is well-defined by way of answers near numerous influences of one's job, (Kreitner, & Kinicki, 1998). It is also the appearance of open as well as psychosomatic fitness of a being, (Begley, & Czajka, 1993).

Akhtar (2010), stated that thankfulness from superior as well as decent work involvement stretch fair as well as optimistic expressive period, which chiefs to the job satisfaction. It is further complete description is assumed in Evans (2000), a national of concentration surrounding completely, those sensations strong minded in the degree to, which the distinct observes her job associated requirements to existence encountered. Disagreeing on job satisfaction weiss (2002) stated that, it is an insolence of an individual. A satisfied

worker develops further creative as well as can't permission the organization, whereas for displeased employee the circumstances is vice-versa, (Sarker, Crossman, & Chinmeteepituck, 2003). In circumstance of educators' job satisfaction, it is mentions to their character in education- knowledge procedure. There is durable relative amongst, what an educator opposes after his vocation, as well as what is obtainable to him, (Zembylas, & Papanastatiou, 2004).

So, Job satisfaction is connected to welfares, inducements as well as reaction. Educators want to change to roughly further occupations, if they are displeased with their occupation. For instance, nearly 29% of a fresh selected educators in USA, left-hand the schoolrooms inside three years whereas 39-49%, left-hand their jobs with five years, (Huling-Austin, 1990). The higher level of income is extremely harmful the procedure of the teaching and learning of the informative societies. According to Griffin, (2000) the job satisfaction as well as dissatisfaction is a boldness as well as performance that in what way a separate is enthusiastic, with his duty.

Newstrom (2007), stated that "it is a group of satisfactory as well as disapproving sensitivity in addition feelings through, which worker's opinion their work. It is a sentimental boldness, a sensation of comparative like as well as dislike in the direction of some what. According to Pettinger (2007), job satisfaction with the excellence of their effort, the variety as well as complexity of know-how castoff as well as the consequences accomplished. According to Robbins, Judge, & Sanghi (2008),stated that job satisfaction as a "constructive sensation around one's Job consequential after an assessment of its abilities. So, Job satisfaction contains of the spirits of an individual near the job preferment, method of administration that he has to look at his job. The distinct textures satisfaction, uncertainty the effect of entire influences elastic cities rises to emotional state of satisfaction, (Bindhu, & Kumar, 2006).And it is an idiosyncratic sensation of an employee in his workplace. These

16

feelings strength be hopeful as well as disapproving towards the organization. In circumstance of promising circumstances, they seem an optimistic relative amongst workers, the job anticipation as well as the recompense that the job delivers, (Kreinter, & Kinicki, 1998).

It is summarized from the above quoted researches that job satisfaction depends upon the fulfillment of an individual needs, his relation with other coworkers and supervisors, working conditions, organizational policies and the rewards he receives. A satisfied employee shows the following positive behavior at his work place such as he remains less absent from work, gives maximum contribution to the organization, and stays longer in the organization. On the other hand, a dissatisfied worker, time and again remains absent from job, gives cold sboulder to his coworker and continuously searchers for some other job.

2.7 Approaches to job satisfaction

Evans (1997) proposed that there are two constituents of job satisfaction i.e. job fulfillment and job comfort. The first indicates how well one complete his or her job and it is assumed that achievement increases the employee's satisfaction. The second one refers to the degree to which one is satisfied with the job's conditions. Organizational output has long been expected to have important relations with job satisfaction.

It is that the benefits that employees receive from the organization affect the effort, skill, and creativity of employees which they are willing to provide in the organization. These benefits ultimately enhance the employees' satisfaction. Much research has been done to know the process of job satisfaction in employees of private sector organizations. Anyhow less work has been done in the public sector work environment (wright, 2003).

17

2.8 Facets of job satisfaction

No doubt, job satisfaction is a multifaceted construct. Job satisfaction is influenced by many factors such as duty demands, inconsistent expectation, hard and fast rules and administrative approach (Kendrick, & Hatcher, 1994; Ponec, & Broadk, 2000). The components considered to affect teachers' satisfaction are the nature of the work like teaching responsibilities, students, parents, working conditions; the context of the job such as physical environment and the consequences associated with teaching like remuneration, union, professional development and career development (Black-Branch, 1996; corwin, 2001; scott, & Dinkhan, 2003).

2.8 Job satisfaction theories

There are many theories of job satisfaction. Some important theories are discussed as under.

a. A global or one factor theory of job satisfaction.

This theory describes a global reaction that an employee's single response was designed on a continuum from very satisfied to very dissatisfied. While this theory does not deny that an employee may like some things in the work environment while disliking others, it views the interface of these competing reaction to represent a general, single dimensional satisfaction response, such a response does not allow an employee to express reaction to various facets of his on her work environment(Nimmo, 1979)

b. Maslow's hierarchy of needs theory.

We know that Maslow theory has five-stages of needs hierarchy. It ranges from lowest to highest that is basic physiological needs, safety and security needs, social needs, esteem needs, and self-actualization(Maslow,1954).When the lower order needs are met, the higher level needs can be fulfilled. As far as job satisfaction is concerned this theory supposes that when an individual's lower level needs such as pay and security have been met, then the

18

higher level needs begin to be desired. Referring McClelland (1955), Silva (2003), described that human beings are motivated by three needs. i.e. The need for achievement, the need for power and the need for affiliation.

c. **The content theories of job satisfaction**

While discussing human needs growth, and self-actualization, one cannot go beyond before referring Abraham Maslow and his "hierarchy of needs Pettinger (2007) quoting Maslow(1954) considers that job satisfaction was based on five-tier model of human needs:

1.Physiological needs are at the lowest level. These are basic life sustaining needs such as water, food and shelter.

2.Safety and security needs are related to physical and financial security.

3.Social needs are related to needs of social acceptance like belonging and love.

4.At fourth level there are esteem needs which are recognized by one's peers.

5.At the top there are self-actualization needs such as personal autonomy and self-direction.

According to Maslow the needs of an individual exist in a logical manner and that before going to higher level the basic lower needs must be satisfied. The basic needs which are fulfilled they no more serve as motivators for the individual. The more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. Moreover, the satisfaction of people depends on knowing the needs they are unsatisfied. Quoting Frederick Hertzberg (1974), Pettinger (2007) explains that the work may be a major source of job satisfaction.

This led to the two-continuum model of job dissatisfaction. In this model job satisfaction was placed on the one quantum and job dissatisfaction was placed on a second. Hertzberg's theory accepted that work done by dissatisfied workers were different from those done by satisfied ones. He pointed out reasons of each aspect as" motivators "and" hygiene's". The

19

motivators are intrinsic factors and influence satisfaction based on fulfillment of higher level needs like achievement, recognition, and opportunity for growth. The hygiene factors are extrinsic variables such as work conditions, pay and interpersonal relationships that must be met to check dissatisfaction. Work will be dissatisfying on poor hygiene factors. But simply removing the poor hygiene's does not guarantee to satisfaction. On the similar way the employees are satisfied in the presence of motivators, but in case of setting aside the motivators there is no dissatisfaction among the employees. It is clear that job satisfaction depends upon the extrinsic characteristics of the job.

d. **Her bergs two factor theory.**

Postulates of Her bergs motivation hygiene theory are as follow:

1. Factors that produce job satisfaction are intrinsic and separate from factors which produce job dissatisfaction. Intrinsic or motivator factors are achievement ,recognition, advancement ,responsibility, and work etc. This higher order needs correspond to Maslows(1954) hierarchy, these are lower order needs.

2. Describing role of motivators, Bockman (1971) writes that "motivators fulfill the individuals need for growth and hygiene factors help him to avoid discomfort and unpleasantness .Herzberg's theory presumes that the presence of motivator's factors produces job satisfaction, but the absence of them does not produce significant job dissatisfaction. Similarly, the presence of hygiene factors does not cause feelings of satisfaction, but in their absence they do cause job dissatisfaction.

e. **The process theories of job satisfaction**

While explaining job satisfaction through process theories, expectancies and values are taken as base (Gruenberg, 1979). According to this theory, workers show their behavior for the fulfillment of their needs. It was proposed by Adams(1963) that inputs and outcomes were considered as job by the people. As far as inputs are concerned, these are experience,

20

ability, and efforts. On the other hand, outcomes consist of salary, recognition, and opportunity. It is augmented that job satisfaction is the result of peoples' Perception of fair treatment with them as compare to the others is the base of the process theories.

The equity theory suggests that the people want social equity in reward to their duty or task. It can be said that people are satisfied with their work when the input or contribution to an organization and the returning outcome are equal to that of their coworkers. Milkovich and Newman (1990) describe that the social equity cannot applicable to all at the same work place. This social equity can be compared to other organizations that have similar places of employment.

According to Vroom's(1964) theory of job satisfaction, that was based on the variables of personal and workplaces and their interaction. However, he has also included the element of expectation of workers in this theory. The gist of this theory is that the workers are compensated according to the efforts they put forth at work. If there is huge difference between the expected compensation and actual outcome, it leads to dissatisfaction among the employees.

When the employees are awarded with the less compensation than their expectation, they feel that they have been treated unfairly. This situation gives upraise to dissatisfaction among them. On the contrary, if the employees are overcompensated, this may also lead to dissatisfaction. In this situation the employee may feel guilt. The monetary reward is not only the compensation but there are some other factors also. However, the pay is typically the most noticeable and most easily modified element of our coming. Gruenberg (1979) said that salary is more important than monetary value and potential to get material items. It is also a sign of achievement of a person status and recognition of an organization. Vroom's theory urges, one more step incorporating an individual's personal decision making at the work place. Vroom(1982) clarified that employees' choice of doing work or not doing is on the

21

basis of perception of their ability to carry out the task with fair compensation. To determine the level of job satisfaction among employees, Vroom introduced a three variable equation. These variables are expectancy, instrumentality and valence.

The Expectancy, the first variable is the individual's perception of how well the given task carried out. The second variable Instrumentality of the equation shows the confidence of an individual. It refers how one will be compensated for performing the given task. The third variable is Valence which refers to the values of expected salary or pay of employees.

In this Vroom's equation all the variables have separate probability value. When the entire three variables are high, the employees will be highly satisfied. This satisfaction will lead to state of motivation level will also decrease. It can be summarized that for better performance expectancy, instrumentality and valence, the entire three should be high. In case of any of them is low the performance would be decreased.

f. Alderfer's ERG theory of job satisfaction

The famous ERG theory is based on the needs of individuals. This theory has further elaborated the limitations of the Maslow's hierarchy of needs theory. However, It comprises of three levels. In other words, on contrary to the Maslow's theory of five levels of needs.

According to Arnolds and Boshoff (2002), The ERG theory consists of three levels of needs given by Alderfer are existence(Physiological & Safety needs) relatedness (Social& External Esteem needs)and growth (Internal Esteem & Self-Actualization needs).Alderfer has reduced the number of levels in his hierarchy by combining each of the levels together.

At first level, he has combined the Maslow's levels of physiology and safety needs. Then the next two levels i.e. social and external esteem needs are combined together. At the third and last level the internal esteem and self- actualization needs were put together. However, he gave more emphasize to the first level of needs which has the priority over the other two

22

levels of needs. Hence, the order of the needs is different from individual to individual and may not be same for all.

Against the Maslow's theory, Arnolds and Boshoff(2002) are of the view that it is not frequent that the individuals are motivated to satisfy the lower level in order to go to the higher level. For example, an individual is motivated to perform some work because he wants to be recognized rather than for a safer work place. The persuasion level of needs in ERG theory is different from Maslow's hierarchy. He further explained that, if an individual is unable to satisfy his higher level of needs ,he become frustrated and eventually inclines towards lower level of needs, which seems to be much easier to satisfy. On fulfillment of these lower level needs even a frustrated person is motivated again for the higher level needs in the times to come. In such situations, for the satisfaction of employees, it is pertinent for the employers to identify these lower level needs so that they can be motivated for the work outputs (Ivancevich & Matteson, 1999).

g. McClelland's theory of needs

Three needs theory which is also known as the acquired theory or the learned theory was presented by McClelland(1955). This theory is also based on individual's needs like the other content theories. According to this theory, the motivation of an individual is basically results from three main needs. The three dominant indicated need are.

     I.   The need for achievement

    II.   The need for power

    III.   The need for affiliation

Explaining about human motivation McClelland (1955) says that it is dominated by these three needs. It can be said that some individuals prefer the task or work that help them to achieve something, which also create motivation and satisfaction in them. Similarly, some people may need power and some may seek affiliation.

23

However, he also stresses that although all these needs are present in each and every individual, yet there is one basic need that takes over the individuals and fulfillment of that basic need flourish as satisfaction. An individual want to achieve many things, side by side maintain good relations with other coworkers and at the same time, more than anything else he desires to lead others for his satisfaction.

h.   **Equity theory**

In the light of equity theory, job satisfaction can be explained. Gruenberg (1979) describes that this theory is based on the concept of receiving a fair reward for the task to be done. It is natural that the individuals typically compare themselves to others; they feel dissatisfaction if they believe that they are being paid less that their coworkers.

If they get rewards and do efforts same as others, then they feel satisfied. When there is difference between a person's perception of effort and expected rewards as compared to others, they put fewer efforts into their work and become less productive for the organization.

i   **Expectancy theory**

This theory is about the workers' satisfaction with their job. Vroom's (1964) points out that variable of situation and personality collectively produce workers' satisfaction with their jobs. The expectancies are based on the individual's assumption that effort may lead to good performance and good performance then lead to rewards. The difference between what workers actually experience and receive as rewards and what workers expect to receive leads to a discrepancy that causes dissatisfaction among employees.

j.   **Work adjustment**

This theory was developed at the University of Minnesota as part of the work Adjustment project of the Minnesota Studies in Vocational Rehabilitation in order to understand the problems of adjustment to work. The theory suggests that workers adjust themselves by the interaction by the interaction between the individuals' personality and

24

workplace environment (Weiss, Dawis, England, & Lofquist, 1967). At other place they also situated that "work adjustment depends on how well an individual's abilities correspond to the ability requirement in work environment (Weiss et al.1967).

Furthermore, they claimed that satisfaction and dissatisfaction are measurable factors of work adjustment, and that they can be measured independent of one other. The theory of Work Adjustment is based on the concept of connection between individual and environment. Achieving and maintaining relation with the environment are primary motives of human behavior. Work is the environment with which the workers must make affiliation. A good affiliation is that people should fulfill the requirements of the work environment and the work environment should also satisfy the requirements of the people. The work adjustment is the continuous and dynamic process by which the workers seek to achieve and maintain relations with their work environment.

At specific period or tenure can be used to predict satisfaction or dissatisfaction of employees in a work environment. The theory of Work Adjustment in explained in operational terms of intrinsic and extrinsic and overall job satisfaction. This can also be used as the bases for further research.

k.   **Role Theory**

The role theory does not directly explain job satisfaction. It has implications for workers' satisfaction or dissatisfaction with respect to their jobs (Kahn, Wolfe, Quinn, Snoek, & Resenthal, 1964). Role theory is based on the existence of two or more conflicting and unforeseen behaviors for a task. Role ambiguity is expressed as a lack of clearly indicated information about responsibilities and duties. It further elaborates that how they should be accomplished. Role conflict and role ambiguity are associated with stress, burnout and ultimately job dissatisfaction (Kahn, et all., 1964).

25

I. The situational theory

Situational theory of job satisfaction was introduced by Quarstein, McAfee and Glassman (1992). According to this theory job satisfaction is because of two factors: situational characteristics and situational occurrences. Situational characteristics consists of pay, promotion, working conditions, and supervision. Workers evaluate them before taking a job. Situational occurrences are on job factors which workers do not previously aware of. These factors can be positive or negative. As far as positive factors are concerned these can be tangible or intangible, whereas negative factors might include typical inconveniences or irritations and are from the work environment. Quarstein et al. (1992) say that situational characteristics and situational occurrences both affect job satisfaction. If they are properly understood and handled they can be used for worker satisfaction and facilitation.

J. The theory of individual differences

The theory of individual differences in job satisfaction is a cognitive approach to understand the causes of job satisfaction (Motowidlo, 1996). According to this theory, when workers think their jobs are favorable, they are satisfied. Anyhow, the process of thinking is based on the previous experiences that they have gain from some other organization.

2.9 Job satisfaction as a dependent variable

According to Robbins (1991), the job satisfaction variables are as: mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. Explanation of each is given as here.

1. Mentally challenging work

Employees want to do the jobs that give them chances to use their skills and abilities. They also like to do variety of tasks with freedom and feedback on how well they are doing. These characteristics make a job challenging. However, the job having too little challenge creates boredom in employees.

26

2. Equitable rewards

Workers want just and equitable pay system and promotion policies, if they perceive that they are being treated unjustly and unfairly a senses of dissatisfaction surround them. This also changes their expectations which cause frustration and disturbance.

3. Supportive working conditions

The supportive working conditions like light, temperature, noise and other environmental factors should not be at extremes. Employees prefer better physical condition; in case of unsupportive environment the employees do not give attention to their task keen interest.

4. Supportive colleagues

The man is social animal and cannot survive without his fellow beings. Friendly and supportive colleagues or coworkers shine his abilities and working capabilities. This also leads to increase job satisfaction. Other than supportive and helpful colleagues, the behavior of boss also affects largely the satisfaction level.

2.10 Factors of job satisfaction

Job satisfaction is affected by the factors such as environmental i.e. the job itself or the working environment, psychological i.e. personality, behavior and attitude, or demographic such as age, gender etc. these factors have been focused in many studies in the United Kingdom and elsewhere from the years (Spector, 1997; Oshagbemi, 1998; Ma, & MacMillan, 1999; Halpin, 2001: Scott&Dinkham, 2003; santhapparaj, & Alam, 2005). According to Akhtar (2010) educational experience is another factor, which can predict levels of job satisfaction. Teachers having greater experiences in education show higher levels of job satisfaction. In the case of white- collar jobs, intrinsic and extrinsic factors affecting job satisfaction have been indicated. For teachers, intrinsic satisfaction may come from classroom teaching learning process (Elena, Papanastasiou, & Zembylas, 2006).

27

Extrinsic factors like salary, perceived support from administrators, availability of resources, and problems related to teachers load and expectations for assuming extra-curricular assignments are also associated with teacher' satisfaction (Thompson, McNamara, & Hoyle, 1997). It is reported by different studies that degree of correspondence between the norms and values of the organization and the values of the workers and organizational support for the people are related to employee's satisfaction (Olsen, Maple, & Stage, 1995).

2.11 Determinant of job satisfaction

Job satisfaction consists of six components i.e. pay, autonomy, task requirements, organizational policies, interactions with coworker, workload professional status, independence, role clarity, risk at work and professional growth opportunities (Alexander, Lichtenstein, Ho, & Ullman, 1998). However, job satisfaction may be influenced by employee' characteristics like work-related or dispositional factors. Personal things like age, education, matrimonial status, gender and work experience, etc., are found significantly influential on satisfaction (Saal, & Knight, 1995).

External factors like relations with coworker's autonomy on the job responsibility and interest of the person, as well as promotion chances, highly affect the level of job satisfaction (Raviv, Pedhazur, Raviv, & Erhard, 2002).In any organization, workers' job satisfaction also decreases when they are detracted from their assigned tasks as organizational policy. They feel confused that what is desired from them and whether they are contributing anything to organization or not (Wright, 2003).

a. **The work itself**

Naturally human beings like novelty and variety. Mostly employees on fixed term-agreements feel less satisfied (Johnson, & Birkeland, 2003). In USA, during the last decade, a comparison was held between private and public school teachers. It was concluded that the

28

teachers of private schools are more satisfied with their jobs than that of public schools (Alt, & Peter, 2002).

b. **Pay**

In some schools, if economic resources for the support of teaching process, for teachers and student's welfare are available and teachers' receive handsome salaries on time, teachers in those schools are more satisfied (Spector, 1997). On contrary, a study was conducted in America to find out teachers' job satisfaction which reveals that teacher's satisfaction has a weak relationship with salary and benefits (Baker, Whitener, Riley, Cortines, & Forgione, 1997).

But according to Ingersoll, (2001), in United States of America (USA) poor salary is one of the most important reasons for dissatisfaction of teachers of urban public school and they leave teaching. In many Developing and developed countries teachers of public as well as private schools are also dissatisfied due to their working hours and salaries (Zembylas & Papanastasiou 2006).

c. **Supervision/Leadership**

Supervisory support is always has been significant role to the employees. In the case of teachers, sometime a teacher feels lonely or stuck up in solving students' problems and needs support from the leaders or supervisors. According to Evans (1999), the greatest influences on teacher job satisfaction and motivation are school leadership and management". Another research titled" Job satisfaction & Team work: the role of supervisor support in journal of Organizational Behavior revealed that supervisory support had positive impact on job satisfaction(Griffin, Patterson & West,2001).

d. **Promotion**

People learn from their experiences and with the passage of time they become more seasoned and able to guide others. Naturally an experienced person desires high prestige

29

among his peers. Same is the case of job satisfaction and promotion. An employee having received a promotion in the past two years feels more satisfied with his job. On other hand workers whose promotion is possible in the next two years have high level of job satisfaction. While past promotions have a prolonged impact on job satisfaction (Kosteas,2010).

e. Working Environment/Working Condition

Work is an important element in the life of an employee. It is believed that when the employees are more satisfied with the work place environment and work experiences, they stay longer(Spector,2000).The work environment consists of two components, job characteristics and work context.

Job characteristics are described as, how an employee's job or task responsibilities participate to important psychological states, like spirit, growth and development. On the other hand, work context means characteristics of the organization e.g. organization's reward systems, goal, or degree of formalization in which the employee is to perform his or her assigned task,

Job characteristics and the work context both represent the factors external to the employee. These factors can be easily affected by the organization to help in shaping employee job satisfaction(Wright 2003).In any educational institution, administrative support, student behavior, school atmosphere, and teacher autonomy are mainly working conditions. These are associated with teacher satisfaction (baker, whitener, Riley, cortines. & forgione, 1997). The same is described by Johnson and Birkeland (2003), if working environment does not suit new teachers' preparation, interests, and preferences regarding grade level, curricular approach, pedagogical philosophy, school culture, student population, etc. She/he may not stay there for long and even may the teaching altogether.

Realistic job demands underlying message of honesty, care and concern which can lead to improved commitment and satisfaction from new employees(Hom, Griffeth, Palich,

&Bracker,1998).In same way, when teachers are not satisfied with their working conditions, they tend to leave the teaching profession or that organization(Tye,& O'Brien, 2002).

Workplace environment have a positive relationship with the job satisfaction of teachers of Public as well as private schools. The workplace environment consists of student motivation in learning, school environment, class size, parents' support, social status of the teaching profession, colleagues' cooperation, behavior class discipline, salary, and support from head of institution(Perie ,Baker, & Whitener,1997).

f. Work Group

Colleagues and coworkers play an important role in the performance and satisfaction of an employee. An employee desires recognition, support and respect from colleague's superiors. These can also develop feelings of satisfaction (Evans, 1998).In an office cooperation among staff or personnel affects job satisfaction (Saiti, 2007).

In an educational organization, the climate connected to higher levels of teachers 'job satisfaction, include collegiality and interactions among the colleagues (Lee, Dedrick, &Smith, 1991). Administrative support for a teacher in the form of teacher induction to class at the first entry and institutional socialization e.g welcome tea party etc. Internships and mentoring programs and student discipline also affect teachers Job satisfaction (Ingersoll,2001).

g. Cultural factors

Cultural factors are the strong forces within a culture that affect the thoughts, feelings and individual's attitudes. According to Okpara (2007), Cultural factors are positively and significantly related to job satisfaction and organizational Commitment". Like every organization educational intuitions or schools have their own culture. In any school or educational organization, teachers may be more satisfied with such climate which supports

31

collaboration or partnership. In some concerned communities, teachers feel satisfied where village leaders or honorable members support education (Sargent, &Hannum,2003).

h. Task attributes

Research conducted by Commonwealth of Australia (2006) revealed that the five work place attributes are good relationships with coworkers, flexible arrangements to perform job, pay or salary, opportunities of skills utilization, and good manager. These attributes affect positively on job satisfaction level of an employee. In the words of Hackman and Oldham (1975), the task attributes, like variety in the job or receiving recognition is associated with the job satisfaction. If workers take task attributes positively, they are more likely to think their wok meaningful. Then they will be satisfied with their jobs. If the worker feels inner satisfaction from his job he will feel motivation to perform his job.

Personal determinants of job satisfaction

Following are the personal determinants of job satisfaction.

i. Job satisfaction and age

As man grows older, his thoughts change. Likewise, older teachers feel more satisfaction than younger (Spector, 1977)because younger and better educated teachers feel less satisfied (Sargent, & Hannum, 2003). Young teachers have more tendencies to quit then older teachers (Ingersoll,2001). ButBsaker,Whitener,Riley, and forgione (1997) contradict and infer that in public schools, younger and less experienced teachers have higher level of job satisfaction than older and more experienced teachers.

ii. Job satisfaction and gender

Men and women are different in nature. Both have different approaches about anything. But Spector (1997) found that gender does not have any significant relationship with teachers' Job satisfaction. Similar to this and contradictory evidences exists between gender and job satisfaction. Some studies have suggested that there is similar level of job

32

satisfaction in men and women (Clark, Oswald, & Warr, 1996). On contrary to these women have been found to be more satisfied than men(Ma, & MacMillan, 1999).

III   **Job satisfaction and occupational stress**

The occupational stress is associated with the responsibilities of the work or with the work itself. Occupational stress or job stress to experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001).

This stress may be caused by the condition of work. Bokti and Abutalib (2009)found that occupational stress was associated with job satisfaction. In educational institutions, Teacher experience low job satisfaction due to job stress (Nobile, & McCormick, 2005).

iv. Job satisfaction and tenure

Tenure is defined as length of stay on the job in an organization. This definition is not comprehensive. There are different kinds of tenure: position tenure, job tenure, occupational tenure, and company or organizational tenure (Dawis, & lofquist, 1984). In short in the words of Sokoya (2000) it can he said that tenure is the length of time spent in any organization. In a survey of white collar workers, age and tenure had positive, linear relationships to overall job satisfaction (Hunt, & saul, 1975).

V. Job satisfaction and turnover

Turnover may be taken as output or performed task. According to Mobley (1982), a weak- to- moderate negative relationship exists between job satisfaction and turnover. If job satisfaction is high, then turnover would be low.

vi. Job satisfaction and educational level

In industry like tourism job satisfaction has positive correlation with educational level as found by Gurbuz (2007) that a positive relationship was found between job satisfaction and education level. He suggests that managers should find out the new methods to enhance

education level of their staff and to develop work context parallel to education level. Less educated teachers were more satisfied (Spector, 1997). On contrary well qualified teachers have inclination to dissatisfaction and they can leave teaching (Darling-Hammond, 1984).

But Chengelova (2001) concluded differently that higher educational levels influence the rate of complete satisfaction; the more educated people have the higher satisfaction. Compensation and job satisfaction. In a successful organization compensation on performance is one of the important resources practices (Pfeffer, 1990).

The compensation has many different forms such as praise from superiors and colleagues, promise of future promotion, feelings of self-esteem that come from better achievement and recognition, and cash rewards on performance (Shofiyatin, 2011). A relationship exists between what a firm pay to its employees and the quality of the workforce it attracts and retains. The true value of employees in the organization is measured by the amount of salaries they get (Pfeffer, 1990).

2.12 Teachers job satisfaction

Job satisfaction and the teaching profession have close relation for attracting and retaining well-motivated and able teachers (Cockburn, & Haydn, 2004). The teachers' job satisfaction is affected by environmental, psychological and demographic factors. In this context the environmental factors are the most important as they are related to the working environment of schools and the nature of the teachers' job (Corwin, 2001). Indicating some factors of teachers' job satisfaction, Evans (2000) stated the following levels of job satisfaction of teachers.

Level I: Policy and condition of service and pay structure; a well pay structure brings more
    Satisfaction.

Level II: Leadership style of head teachers or the senior teachers and organizational climate.

34

Level III: Determinants of job satisfaction are typically, individuals' need fulfillment, expectation fulfillment or values congruence. Individual's attitude, norms, values, personality and emotions are reflected in this level.

Teachers having larger autonomy are highly satisfied than teachers having less autonomy. Administrators support, behavior of students and control are related to teachers' job satisfaction (Baker, 1997). Results of a study on male and female school teachers conducted in Pakistan revealed that they were satisfied with their job and school environment. Majority of the female teachers were more satisfied than male teachers (Akhtar, Hashmi, & Naqvi, 2010)

The influencing factors on teacher's job satisfaction.

Different factors influencing teachers' job satisfaction are discussed below.

1. Work experience

Teachers with 20 years or long job duration have high job satisfaction but the teachers having up to 10 years' job during have less job satisfaction. On the other hand, there is correlation between the age of the teachers and job satisfaction which confirm the curvilinear trend (Ghazi,2004,Chamber,Bass,2010).

2. Adequacy of salary

Salary is an important factor in life of any employee. So it is always given place in the factors affecting job satisfaction. According to Wisniewski(1990), the amount of pay is strongly connected with the teachers' level of job satisfaction.

3. Feelings about quality leadership

In teaching process, the help of superior favors high job satisfaction of teachers. According to Wisniewski(1990), to introduce a new program and methods the teachers' feeling of high job satisfaction is necessary.

35

4. Participation in educational and personnel policy planning

Teacher is the implementer of all the planning regarding education. So in every case teacher is important element. According to Bhatti and Qureshi (2007).workers' participation will have positive effect on their job satisfaction, commitment and productivity.

5. Academic qualification

Well qualified teachers are asset of the educational institutions. But academic qualification of teachers at one hand beneficial for students' learning but on the other hand become a mismatch between teachers' expectation and professional realities. This mismatch decrease level of teachers' job satisfaction (Katharina 2002). The teachers at any level having academic back ground higher than the optimum requirements produce dissatisfaction among male and female teachers(Tasnim,2006).

As revealed in many researches, that a satisfied person would performs better but surprisingly, Bell (2003) has found that job satisfaction has least effect on job performance. An unsatisfied employee can be productive and can decide to be with the company for many reasons but the most serious effect of job dissatisfaction is stress that increase danger to the employees emotional and physical health and in turn he will perform poorly.

2.13 Benefits of job satisfaction studies

There may be many benefits of job satisfaction studies but some important are described. If job satisfaction studies are properly conducted, the result will produce many important benefits in general and also specific. The employees with high level of job satisfaction will have overall high satisfied worker with high morale will be happier and more productive(Gray,2011).

On the basis of finding and recommendation of job satisfaction studies Government of Pakistan may take steps to satisfy the teachers as recommended by Commissions on Education and the National Education Policies. If the element of dissatisfaction is lessening,

36

then the well qualified and talented persons may be attracted towards teaching profession(Siddique,Malik &Abbas,2002).

Studies on teacher's job satisfaction

Teacher's job satisfaction had been the focus of researchers from many decades. A Large number of studies have been conducted in this area. Few studies with important finding are giving here. Brown, Hohenshil and Brown(1998) conducted a study titled "School psychologists' job satisfaction in the USA:

A national study" in 1982 using a sample of members of the National Association of School Psychologists. They replicated this national study in 1992.Both the studies revealed that majority of tbe school psychologists were satisfied with most aspects of their jobs and only few respondents sbowed over all dissatisfaction with their jobs. The most satisfying aspects of tbe results of this study were tbe chance to work independently, be able to stay busy on the job and working with friendly co-workers.

2.14 Measurement of job satisfaction

Presently many instruments are available in the literature for measuring job satisfaction. The most commonly used technique is the questionnaire (Ewen, 1967Foumet,Distefano & pryer, 1969, Spector, 1997). Questionnaire is said to be an easy way to assess job satisfaction. The questionnaire has been used in may previous studies and their reliability, validity and norms have been established (Spector,1997).Other advantages of using questionnaires are to ensure confidentiality, ease of administration, economical and frankness in response(Pedhazur, & Schmelkin,1991).Questionnaire is less likely to deviate from the instructions and administration methods and is less liable to bias (Demato, 2001). There are two types of job satisfaction questionnaires. One type is used to measures overall job satisfaction and includes instruments like the Hoppock job satisfaction Scale or the Gallop Poll question. The other type is used to measure the various facets of the job e.g Job

37

Descriptive Index (JDI) and the Minnesota satisfaction Questionnaire (MSQ) (Scarpello, & Campbell, 1983). Discussing the measures of job satisfaction, Scarpello and Campbell(1983)indicated that both types of job satisfaction measures are useful on the basis of the information sought and global measures. The literature describes many disadvantages of using existing job satisfaction instruments. According to Wanous and Lawler (1972) main construct and validity questions are developed with job satisfaction measures because it is not clear if the term satisfaction is begging taken accordingly. It is also said that job satisfaction questionnaires do not consider the single components of the worker' satisfaction. Cost of questionnaire can be a factor while administering it to the people and preexisting scales are copyrighted(Ewen, 1967).

To measure level of job satisfaction interviews are used in combination with other methods to collected information (Fournet,Distefano, & Pryer, 1969).Interview is useful when interviewee feels free as Spector (1997) states that broad and in-depth information can be had through an interview if the respondents feel free to elaborate about the subject being discussed and respondent will give original information not preplanned. In rank order studies, respondents are requested to rank the characteristics of the job according to their importance with respect to overall job satisfaction. DeMato (2001) referred Likert (1961) and describe that the use of rank characteristics method is questionable as its importance can be measured through its correlation to overall job satisfaction. Respondents can provide information through sentence completion techniques which are projective in nature that otherwise may not be disclosed (Fournet, Distefano, & Pryer, 1969). In this technique, respondents are to complete a sentence by using a phrase or words relevant to their jobs.

Critical incident method was presented by Herzberg, Mausner, and Snyderman(1959)that workers are to express times in which they were extremely happy or unhappy during duty. Then workers are to explain the cause of their feelings and also to

describe the impact of feelings on their job performance and satisfaction. After that the researcher categorize the factors with respect to their influence on job satisfaction of dissatisfaction.

2.14 Relationship between Job satisfaction and Organizational Commitment

If a person is gaining satisfaction from any organization, surely he would have commitment with that organization. Many researchers inferred that there exists a relationship between organizational commitment and job satisfaction and a moderate to strong correlation is observed(Lance, 1991, Vandenberg, &Lance 1992, Martin & Bennett, 1996, Biggs,& Swailes, 2006). Meta analyses of researchers point out that organizational commitment is positively related to job satisfaction(Cooper-Hakim & Viswesvaran, 2005).

Furthermore, a positive correlation also exists between organizational commitment and job performance (Meyer, Paunonen, Gellatiy, Goffin, and Jackson, 1989).Absenteeism, sabotage and violence are negative factors of organizational commitment. They also show low commitment towards organization and job satisfaction. Another indicator turnover has neither positive nor negative relationship with organizational commitment or job satisfaction. It can be inferred that job satisfaction and organizational commitment are positively related to each other.

Related Research's

Job satisfaction had been the focus of researchers from many decades. Many researches are on record. Here few important researches are described about organizational commitment and job satisfaction. In Western Cape, Bull (2005) conducted a research for his Ph. D. titled, "The relationship between job satisfaction and organizational commitment amongst high school teachers in disadvantages areas in the Western Cape". He found that

39

there was a strong and positive correlation between organizational commitment and job satisfaction among teachers from previously disadvantaged schools.

A research study titled, "Relationship between job satisfaction, job performance attitude towards work and organizational commitment, was conducted by Ahmad (2010). The study revealed that there was a weak relationship between job satisfaction and performance but there existed a strong positive relationship between organizational commitment and performance. Organization commitment also has positive relationship with the attitude towards work and job satisfaction. The study also revealed that there was no significant impact of organizational commitment on job satisfaction and attitude towards work on job performance.

In Poland, Wisniewski(1990) studied job satisfaction under the title "The job satisfaction of teachers in Poland". The study findings were: teachers with long duration on job like over 20 years have high job satisfaction; but it is less noticeable among the teachers with short period of up to 10 years on job. It is least frequent in the group working in the 10 to 20 years' duration. There found a curvilinear dependence between the age of teachers and their job satisfaction. Teachers having help from their immediate superior have high job satisfaction. Teachers opined that, good conditions for introduction new programms and methods are conducive to their sense of high job satisfaction.

In a study conducted by Akhtar (2010) compared Islamic elementary school teachers' perception of customer focus in education and their level of job satisfaction with teachers in public and Catholic schools. It revealed from the study that he teachers in Islamic schools was generally satisfied with all aspects of their job, but their satisfaction was somewhat lower then teachers in Catholic schools. Catholic teachers' perceptions of customer focus appeared to be positive; their responses were significantly lower than those of teachers in public schools. Many studies on the measurement of job satisfaction in different organizations in

40

the developed and developing countries are available. Nisa (2003) in this regard, found inverse relationship of role ambiguity and stress with the job satisfaction among teachers.

In USA, Hall (2003) steered a learning to scrutinize the alterations in perception of job satisfaction among sport management faculty by classifying selected demographic characteristics using the pay and promotion facets of the job Descriptive Index (JDI) and the job in General (JIG) Scale. He found that the sport managers are satisfied with their pay, promotion and job. This result is very encouraging for a students studying in the field of sport management. A national study of job satisfaction factors among faculty in physician Assistant Education was conducted by Bo eve (2007).

The findings of the study were: Overall, Physician Assistant faculty members were more satisfied with their jobs. They were least satisfied with their salaries. Their years of education were significant predictor of their overall job satisfaction. On principal behavior, Gujjar, Qureshi and Naureen (2007) conducted a study titled, "Relationship among job satisfaction among job satisfaction and selected variables of secondary school teacher" and found the principal supportive behavior and directive principle behavior have significant positive relationship with job satisfaction of secondary school teachers. On the other hand, restrictive principal behavior was not significantly correlated with job satisfaction of teachers. In Pakistan, Ghazi (2004) conducted his Ph.D. study titled, "job satisfaction of elementary school head teachers (Toba Tek Singh) in the Punjab". The finding of the study were Head teachers of smaller schools were more satisfied with social status and compensation than the head teachers of larger schools. On the other hand, the degree status and school size are not the predictor of job satisfaction while the other four variables i.e. age, gender, experience and school location were important predictors of job satisfaction.

A study about gender, education level, and salary and job satisfaction was carried out Zainuddin and Zarina (2009). They concluded that there is a significance difference in the

41

terms of job satisfaction of male and female workers. Male workers are at higher level of job satisfaction than the female workers. Job satisfaction depends on education level, as the level of education increases the job satisfaction level also increases. They also found that there was significant relationship between salary level and level of job satisfaction. A research titled; "Perceived factors influencing public secondary school teachers' job satisfaction in Busia district, Kenya" was conducted by Sirima and Poipoi (2010). They found the teachers of the schools with good working environment are more satisfied.

A study about relationship between mental health awareness of teachers and their job satisfaction was carried out by Mistry (2010). He found that there was significant gender difference in teacher's awareness of mental health but among both the genders there was no difference of job satisfaction. There was positive relationship between mental health awareness of teachers and their job satisfaction. A study titled "Job satisfaction of university teachers: an empirical study" was conducted by Sharma, Jyoti and Jeevan (2010). The major finding was: varying satisfaction level with respect to different age groups is maximum in the last years of service; the teachers having maximum service are highly satisfied because they have confident in their ability to teach and are able to handle different tasks. They also found that with increasing level of education, job satisfaction level also increases. Higher designation or occupational level has also higher level of job satisfaction. The female teachers have higher level of job satisfaction than male teachers. On the other hand, level of job satisfaction of married teachers is higher than unmarried counterparts.

CHAPTER NO 3

RESEARCH METHODOLOGY

The Purpose of this study was to find out relationship between organizational commitment and job satisfaction of Secondary School Teachers working in Government Secondary Schools in Islamabad, Pakistan. This Chapter describes in detail the method and process that was used to conduct the study. The population and sample is identified in this chapter along with the details of instruments used to collect the data and the methods applied for analysis of data.

3.1 Research Design

The nature of the prevailing study was quantitative and survey type. The study was intended to examine the prevailing state about organizational commitment as well as job satisfaction of Secondary School Teachers teaching at Secondary level Islamabad Pakistan. According to the condition of view to be decided form a huge amount of topics. According to Creswell, (2003), survey technique the most possible one, because it is economical as well as quick data assemblage process.

3.2 Population

It is usually a large collection of individuals or objects that are the key emphasis of a systematic enquiry. The population of this study was consist of 1311 secondary school teachers, teaching at Federal Directorate of Education Islamabad. There are 97 secondary schools under FDE.

These tools were explained in following:

3.4.1 Organizational Commitment Scale

Numerous organizational commitment scales established by the investigators for the determination of determining organizational commitment in manufacturing workforces,

commercial organizational associates etc. like, British Organizational Commitments Scale (Ashman, 2006), Commitment Scale by Meyer and Allen, (1984), Organizational commitment Scale by Altunkese,(2002), and Teachers' Organizational Commitment Scale by Mehmet, (2009).While in the present research the Organizational Commitment Scale by Meyer&Allen (1984), was used.

3.4.2 Job Satisfaction Scale

From previous few decades the scholars developed the Job satisfaction scales. There are numerous scales to assess the level of job satisfaction like; Scale of job Satisfaction (SJS) by Bas & Ardic (2002), the Minnesota satisfaction Questionnaire 1967 used by Ghazi(2004), job satisfaction survey by Bellingham(2004), Teachers job satisfaction and motivation Questionnaire(TEJOSAMOQ) by Ololube (2006) and several others. The Teacher Job Satisfaction Questionnaire by Paula E. Laster (1987) was suitable for our environment as well as modified for present research, as it was developed exactly for secondary school teachers.

3.4.3 Development of Organizational Commitment Scale

OCS comprised 15 items which changed after changing into five point Likert scale. Additionally, three factors namely, Affective Commitment Scale, Continuance scale as well as normative scale were formed. Every factor contains five items were organized for well empathetic of respondents. The answers for every item were on five options e.g. strongly agree, agree, neutral, disagree and strongly disagree.

45

forwellempathetic of respondents. The answers for every item were on five options e.g. strongly agree,agree,neutral,disagree and strongly disagree.

3.4.4 Development of Job Satisfaction Scale

TJSS was modified for present study.Initially, it comprised 9 factors comprised of 66 items.And its factors were supervision behavior. colleague behavior, work itself, responsibility, working condition, pay, advancement, recognition and security.

3.5 Validity and Reliability of research instruments

Validity of the instruments were effectively confirmed. Validity of the instrument were checked by the help of expert in the field of research. Two Faculty members of Education Department of IIUI approved the instrument.

While the reliability of the instrument was checked by the help of Cronbach Alpha. The detail is the following.

Factor- wise Reliability and Description of Organizational Commitment Scale

S.No	Factor	No of Items	Item numbers included in factor	Cronbach Alpha
1. Affective Commitment Scale items		5	1, 2,3,4,5	0.77
2.Continuance Commitment Scale items		5	6, 7, 8,9,10	0.80
3. Normative Commitment		5	11, 12,13,14,15	0.78

Factor- wise Reliability and Description OF Job Satisfaction Scale

S. No Factors	No of items	Item numbers included in factor	CronbachAlpha
1. Supervision	14	1-14	0.78
2. Colleague behavior	11	15-25	0.90
3. Working conditions	7	26-32	0.74
4. Pay	6	33-38	0.70
5.Responsibility	8	39-46	0.71
6.Work itself	9	47-55	0.71
7.Advancement	5	56-60	0.79
8. Security	3	61-63	0.79
9.Recognition	3	64-66	0.76

3.5.1 Administration of research instruments

Each determination was complete to gather on the spot from to each participant, but it was very problematic because of non-obtain ability of each and every teacher at the similar time as well as their dissimilar teaching timetables, particularly in female institutes, where different consent from principal was compulsory. To speech these difficulties a central person, was made in every organization so as to confirm thorough going number of reappearance. Every principal was assumed training to administer the questionnaire as well as collect data. All the 97 government secondary schools in Islamabad, Pakistan, were visited for gathering of data. Therefore, Entire number of participants from the nominated

47

Everyprincipal was assumed training to administer the questionnaire as well as collect data.All the 97 government secondary schools in Islamabad, Pakistan, were visited for gathering of data. Therefore, Entire number of participants from the nominatedorganization was 400 secondary school teachers in Islamabad Pakistan.Questionnaire along with covering letter were given out to each respondent myself. The researcher successfully received 337 out of 400 questionnaires comprising Secondary school teachers

3.6 Data Collection

The researcher personally visited the targeted sample of all government secondary schools of Islamabad for data collection.

3.7Data Analysis

The researcher analyzed the data by the help of SPSS (Version, 20). The data were presented in the tables and figures.

a. Pearson r test

The researcher used Pearson r test thatwas used to test the null hypothesis of no relationship between two quantitative variables. The sample correlation coefficient "r" was used to control the consequence of the relationship between the two quantitative variables under consideration. The null hypothesis was that of no relationship between the two quantitative variables. Rejection of null hypothesis (I.e. $p<0.05$) implies that the two variables under comparison are related to each other.

CHAPTER NO 4

DATA ANALYSIS AND INTERPRETATION

Main purpose of the prevailing investigation was to explore the relationship between organizational commitment and job satisfaction of secondary schools at Islamabad, Pakistan. The data were composed through investigation instrument was tabularized, examined as well as interpreted in view of the objectives of the present investigation. Results are being presented in the following lines.

SECTION- 1

4.1 THE STATISTICAL ANALYSIS OF THE RESPONSES OF SECONDARY SCHOOL TEACHERS.

Table 4.1.1 Over all response rate

S. #	Delivered to Respondents	Received	%
Teachers	400	337	84

The data presented in table 4.1.1 shows that 400 questionnaires were distributed to respondents. 337 out of 400 received back to researcher so 84% returned back.

Table 4.1.2 My Head of School gives me assistance when I need help

S. #		frequency	Percentage	Mean Score
1	SA	93	27.6	
2	A	171	50.7	
3	N	33	9.8	3.89
4	DA	26	7.7	
5	SDA	14	4.2	

49

Total	337	100	

According to table 4.1.2 shows that 27.6% of the respondents strongly agreed, 50.7% of the respondents agreed, 9.8% of the respondents were neutral, 7.7% of the respondents disagreed and 4.2% of the participants strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School gives me assistance when I need help and mean score is 3.89.

Table 4.1.3 My Head of School praises my good teaching practices

S. #		frequency	Percentage	Mean Score
1	SA	98	29.1	
2	A	155	46.0	
3	N	46	13.6	3.88
4	DA	22	6.5	
5	SDA	16	4.7	
	Total	337	100	

Table 4.1.3 displays that 29.1% of the respondents strongly agreed, 46.0% of the respondents agreed, 13.6% of the respondents were neutral, 6.5% of the participants disagreed and 4.7% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School praises my good teaching practices and mean score was 3.88.

Table 4.1.4My Head of School provides assistance for improving quality of instruction.

S: #		frequency	Percentage	Mean Score
1	SA	81	24.0	
2	A	162	48.1	
3	N	56	16.6	3.50
4	DA	22	6.5	
5	SDA	16	4.7	
	Total	337	100	

According to table 4.1.4 revealed that 24.0% of the respondents strongly agreed, 48.2% of the respondents agreed, 16.6% of the respondents were neutral, 6.5% of the respondents were disagree and 4.7% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School provides assistance for improving quality of instruction and mean score was 3.50.

Table 4.1.5 I receive recognition from my Head of School when I achieve good results.

S. #		frequency	Percentage	Mean Score
1	SA	81	24.0	
2	A	164	48.7	
3	N	47	13.9	4.38
4	DA	31	9.2	
5	SDA	14	4.2	
	Total	337	100	

The data gained in table 4.1.5 illustrate that 24.0% of the respondents strongly agreed, 48.7% of the respondents agreed, 13.9% of the respondents were neutral, 9.2% of the respondents disagreed and 4.2% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards I receive recognition from my Head of School when I achieve good results and mean score was 4.38.

Table 4.1.6 I receive recognition from my Head of School when I achieve good results.

S. #		frequency	Percentage	Mean Score
1	SA	61	18.1	
2	A	129	38.3	
3	N	53	15.7	2.96
4	DA	67	19.9	
5	SDA	27	8.0	
	Total	337	100	

Table 4.1.6 presented that 18.1% of the respondents strongly agreed, 38.3% of the respondents agreed, 15.7% of the respondents were neutral, 19.9% of the respondents disagreed and 8.0% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards I receive recognition from my Head of School when I achieve good results and mean score is 2.96.

Table 4.1.7My Head of School explains what is expected of me.

S. #		frequency	Percentage	Mean Score
1	SA	77	22.8	
2	A	153	· 45.4	
3	N	48	14.2	3.66
4	DA	35	10.4	
5	SDA	24	7.1	
	Total	337	100	

Table 4.1.7 revealed that 22.8% of the respondents strongly agreed, 45.4% of the respondents agreed, 14.2% of the respondents were neutral, 10.4% of the respondents disagreed and 7.1% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School explains what is expected of me and mean score was 3.66.

Table 4.1.8 My Head of School listens to my suggestions

S. #		frequency	Percentage	Mean Score
1	SA	68	20.2	
2	A	124	36.8	
3	N	49	14.5	3.46
4	DA	69	20.5	
5	SDA	27	8.0	
	Total	337	100	

52

Given table 4.1.8 presented that 20.2% of the respondents strongly agreed, 36.8% of the respondents agreed, 14.5% of the participants were neutral, 20.5% of the respondents disagreed and 8.0% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School listens to my suggestions and mean score was 3.46.

Table 4.1.9 My Head of School treats all the teachers equally

S. #		frequency	Percentage	Mean Score
1	SA	84	24.9	
2	A	141	41.8	
3	N	35	10.4	2.96
4	DA	50	14.8	
5	SDA	27	8.0	
	Total	337	100	

In tabulated table 4.1.9 explain that 24.9% of the respondents strongly agreed, 41.8% of the respondents agreed, 10.4% of the respondents were neutral, 14.8% of the respondents disagreed and 8.0% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School treats all the teachers equally and mean score was 2.96.

Table 4.1.10 I feel comfortable with my Head of school

S. #		frequency	Percentage	Mean Score
1	SA	71	21.1	
2	A	113	33.5	
3	N	53	15.7	3.38
4	DA	74	22.0	
5	SDA	26	7.7	
	Total	337	100	

Table 4.1.10 presented that 21.1% of the respondents strongly agreed, 33.5% of the respondents agreed, 15.7% of the respondents were neutral, 22.0% of the respondents disagreed and 7.7% of the respondents strongly disagreed. So it is concluded that majority of participants have positive response towards Happy to spend the career in this department and mean score is 3.38.

Table 4.1.11 when I teach a lesson, my Head of School observes my lessons

S. #			frequency	Percentage	Mean Score
1	SA	79	23.4		
2	A		131	38.9	
3	N		58	17.2	3.57
4	DA		43	12.8	
5	SDA		26	7.7	
	Total		337	100	

The table 4.1.11 demonstrate that 23.4% of the respondents strongly agreed, 38.9% of the respondents agreed, 17.2% of the respondents were neutral, 12.8% of the respondents disagreed and 7.7% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards when I teach a lesson, my Head of School observes my lessons and mean score was 3.57.

54

Table 4.1.12My Head of School offers suggestions to improve my teaching.

S. #		frequency	Percentage	Mean Score
1	SA	86	25.5	
2	A	142	42.1	
3	N	42	12.5	3.68
4	DA	40	11.9	
5	SDA	27	8.0	
	Total	337	100	

The given table 4.1.12 exposed that 25.5% of the respondents strongly agreed, 42.1% of the respondents agreed, 12.5% of the respondents were neutral, 11.9% of the respondents disagreed and 8.0% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School offers suggestions to improve my teaching and mean score is 3.68.

Table 4.1.13 My Head of School makes available the material I need from time to time.

S. #		frequency	Percentage	Mean Score
1	SA	84	24.9	
2	A	130	38.6	
3	N	57	16.9	3.20
4	DA	41	12.2	
5	SDA	25	7.4	
	Total	337	100	

The tabulated table 4.1.13 display that 24.9% of the respondents strongly agreed. 38.6% of the respondents agreed, 16.9% of the respondents were neutral, 12.2% of the respondents disagreed and 7.4% of the respondents strongly disagreed. So it is concluded that majority of participants have positive response towards My Head of School makes available the material I need from time to time and mean score was 3.20.

55

Table 4.1.14 Head of School turns one teacher against another

S. #		frequency	Percentage	Mean Score
1	SA	70	20.8	
2	A	115	34.1	
3	N	56	16.6	3.38
4	DA	66	19.6	
5	SDA	30	8.9	
	Total	337	100	

The given table 4.1.14 revealed that 20.8% of the respondents strongly agreed, 34.1% of the respondents agreed, 16.6% of the participants were neutral, 19.6% of the participants disagreed and 8.9% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response Head of School turns one teacher against another and mean score was 3.38.

Table 4.1.15 Sometime I receive meaningless instructions from my Head of School

S. #		frequency	Percentage	Mean Score
1	SA	87	25.8	
2	A	121	35.9	
3	N	43	12.8	3.53
4	DA	58	17.2	
5	SDA	28	8.3	
	Total	337	100	

The given table 4.1.15 represented that 25.8% of their respondents strongly agreed, 35.9% of the respondents agreed, 12.8% of the respondents were neutral, 17.2% of the respondents disagreed and 8.3% of the respondents strongly disagreed. So it is concluded that

56

majority of respondents have positive response towards Sometime I receive meaningless instructions from my Head of School and mean score was 3.53.

Table 4.1.16I like the people with whom I work

S. #		frequency	Percentage	Mean Score
1	SA	90	26.7	
2	A	149	44.2	
3	N	37	11.0	3.72
4	DA	38	11.3	
5	SDA	23	6.8	
	Total	337	100	

The data obtained in table 4.1.16 shows that 26.7% of the respondents strongly agreed, 44.2% of the respondents agreed, 11.0% of the respondents were neutral, 11.3% of the respondents disagreed and 6.8% of the respondents strongly disagreed. So it is concluded that majority of participants have positive response towards I like the people with whom I work and mean score is 3.72.

Table 4.1.17 I dislike the people with whom I work

S. #		frequency	Percentage	Mean Score
1	SA	67	19.9	
2	A	104	30.9	
3	N	48	14.2	3.20
4	DA	66	19.6	
5	SDA	52	15.4	
	Total	337	100	

The data obtained in table 4.1.17 shows that 19.9% of the respondents strongly agreed, 30.9% of the participants agreed, 14.2% of the respondents were neutral, 19.6% of the respondents disagreed and 15.4% of the respondents strongly disagreed. So it is

concluded that majority of respondents have positive response towards I dislike the people with whom I work and mean score is 3.20.

Table 4.1.18my colleagues seem unreasonable to me

S. #		frequency	Percentage	Mean Score
1	SA	68	20.0	
2	A	125	37.1	
3	N	44	13.1	3.36
4	DA	62	18.4	
5	SDA	38	11.3	
	Total	337	100	

The data obtained in table 4.1.18 shows that 20.0% of the respondents strongly agreed, 37.1% of the respondents agreed, 13.1% of the respondents were neutral, 18.4% of the participants disagreed and 11.3% of the participants strongly disagreed. So it is concluded that majority of respondents have positive response towards my colleagues seem unreasonable to me and mean score was 3.36.

Table 4.1.19 I get along well with my colleagues

S. #		frequency	Percentage	Mean Score
1	SA	79	23.4	
2	A	158	46.9	
3	N	39	11.6	3.69
4	DA	39	11.6	
5	SDA	22	6.5	
	Total	337	100	

58

The data obtained in table 4.1.19 shows that 23.4% of the respondents strongly agreed, 46.9% of the respondents agreed, 11.6% of the respondents were neutral, 11.6% of the participants disagreed and 6.5% of the respondents were strongly disagree. So it is concluded that majority of respondents have positive response towards I get along well with my colleagues and mean score was 3.69.

Table 4.1.20I get cooperation from my colleagues

S. #		frequency	Percentage	Mean Score
1	SA	73	21.7	
2	A	124	36.8	
3	N	44	13.1	3.43
4.	DA	68	20.2	
5	SDA	28	8.3	
	Total	337	100	

The data obtained in table 4.1.20 shows that 21.7% of the respondents strongly agreed, 36.8% of the respondents agreed, 13.1% of the respondents were neutral, 20.2% of the respondents disagreed and 8.3% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards I get cooperation from my colleagues and mean score was 3.43.

Table 4.1.21My colleagues stimulate me to do better work

S. #		frequency	Percentage	Mean Score
1	SA	70	20.8	
2	A	142	42.8	
3	N	51	15.1	3.54
4	DA	49	14.5	
5	SDA	25	7.4	
	Total	337	100	

The data obtained in table 4.1.21 shows that 20.8% of the participants strongly agreed, 42.8% of the participants agreed, 15.1% of the participants were neutral, 14.5% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards my colleagues stimulate me to do better work and mean score was 3.54.

Table 4.1.22my colleagues are highly critical to one another

S. #		frequency	Percentage	Mean Score
1	SA	73	21.7	
2	A	130	38.6	
3	N	64	19.0	3.56
4	DA	44	13.1	
5	SDA	26	7.7	
	Total	337	100	

The data obtained in table 4.1.22 shows that 21.7% of the participants strongly agreed, 38.6% of the participants agreed, 19.0% of the participants were neutral, 13.1% of the participants disagreed and 7.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards my colleagues are highly critical to one another and mean score is 3.56.

Table 4.1.23I have lasting friendships with my colleagues

S: #		frequency	Percentage	Mean Score
1	SA	72	21.4	
2	A	154	45.7	
3	N	49	14.5	3.64
4	DA	44	13.1	
5	SDA	18	5.3	
	Total	337	100	

The data obtained in table 4.1.23 shows that 21.4% of the participants strongly agreed, 45.7% of the participants agreed, 14.5% of the participants were neutral, 13.1% of the participants disagreed and 5.3% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I have lasting friendships with my colleagues and mean score is 3.64.

Table 4.1.24 My interests are similar to those of my colleagues

S. #		frequency	Percentage	Mean Score
1	SA	86	25.5	
2	A	137	40.7	
3	N	48	14.2	3.66
4	DA	46	13.6	
5	SDA	20	5.9	
	Total	337	100	

The data obtained in table 4.1.24 shows that 25.5% of the respondents strongly agreed, 40.7% of the participants agreed, 14.2% of the participants were neutral, 13.6% of the participants disagreed and 5.9% of the respondents strongly disagreed. So it is concluded that majority of participants have positive response towards My interests are similar to those of my colleagues and mean score was 3.66.

61

Table 4.1.25 My colleagues provide me suggestions/ feedback about my teaching practices/styles.

S. #		frequency	Percentage	Mean Score
1	SA	84	24.9	
2	A	134	39.8	
3	N	56	16.6	3.64
4	DA	42	12.5	
5	SDA	21	6.2	
	Total	337	100	

The data obtained in table 4.1.25 shows that 24.9% of the participants strongly agreed, 39.8% of the participants agreed, 16.6% of the participants were neutral, 12.5% of the participants disagreed and 6.2% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards My colleagues provide me suggestions/ feedback about my teaching practices/styles and mean score was 3.64.

Table 4.1.26 I am satisfied with working conditions existing in my school

S. #		frequency	Percentage	Mean Score
1	SA	88	26.1	
2	A	150	44.5	
3	N	41	12.2	3.74
4	DA	41	12.2	
5	SDA	17	5.0	
	Total	337	100	

The data obtained in table 4.1.26 shows that 26.1% of the participants strongly agreed, 44.5% of the participants agreed, 12.2% of the participants were neutral, 12.2% of the participants disagreed and 5.0% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards I am satisfied with working conditions existing in my school and mean score is 3.74.

Table 4.1.27 Working conditions in my school are comfortable

S. #		frequency	Percentage	Mean Score
1	SA	82	24.3	
2	A	156	46.3	
3	N	34	10.1	3.69
4	DA	44	13.1	
5	SDA	21	6.2	
	Total	337	100	

The data obtained in table 4.1.27 shows that 24.3% of the participants strongly agreed, 46.3% of the participants agreed, 10.1% of the participants were neutral, 13.1% of the participants disagreed and 6.2% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Working conditions in my school are comfortable and mean score is 3.69.

Table 4.1.28 Physical surroundings in my school are pleasant

S. #		frequency	Percentage	Mean Score
1	SA	78	23.1	
2	A	135	40.1	
3	N	37	11.0	3.53
4	DA	62	18.4	
5.	SDA	25	7.4	
	Total	337	100	

The data obtained in table 4.1.28 shows that 23.1% of the participants strongly agreed, 40.1% of the participants agreed, 11.0% of the participants were neutral, 18.4% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Physical surroundings in my school are pleasant and mean score is 3.53.

63

Table 4.1.29The administration in my school clearly defines its policies

S. #		frequency	Percentage	Mean Score
1	SA	71	21.1	
2	A	130	36.6	
3	N	49	14.5	3.48
4	DA	65	19.3	
5	SDA	22	6.5	
	Total	337	100	

The data obtained in table 4.1.29 shows that 21.1% of the participants strongly agreed, 36.6% of the participants agreed, 14.5% of the participants were neutral, 19.3% of the participants disagreed and 6.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards The administration in my school clearly defines its policies and mean score is 3.48.

Table 4.1.30The administration in my school communicates its policies to the teachers

S. #		frequency	Percentage	Mean Score
1	SA	71	21.1	
2	A	129	38.6	
3	N	55	15.5	3.49
4	DA	61	14.5	
5	SDA	21	6.5	
	Total	337	100	

The data obtained in table 4.1.30 shows that 21.1% of the participants strongly agreed, 38.6% of the participants agreed, 15.5% of the participants were neutral, 14.5% of the participants disagreed and 6.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards the administration in my school communicates its policies to all the teachers and mean score was 3.49.

64

Table 4.1.31Working conditions in my school could not be worse

S. #		frequency	Percentage	Mean Score
1	SA	74	22.0	
2	A	141	41.8	
3	N	52	15.4	3.59
4	DA	53	15.7	
5	SDA	17	5.0	
	Total	337	100	

The data obtained in table 4.1.31 shows that 22.0% of the participants strongly agreed , 41.8% of the participants agreed, 15.4% of the participants were neutral, 15.7% of the participants disagreed and 5.0% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Working conditions in my school could not be worse and mean score is 3.59.

Table 4.1.32Working conditions in my school can be improved

S. #		frequency	Percentage	Mean Score
1	SA	82	24.3	
2	A	152	45.1	
3	N	37	11.0	3.39
4	DA	48	14.2	
5	SDA	18	5.3	
	Total	337	100	

The data obtained in table 4.1.32 shows that 24.3% of the participants strongly agreed, 45.1% of the participants agreed, 11.0% of the participants were neutral, 14.2% of the participants disagreed and 5.3% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Working conditions in my school can be improved and mean score was 3.39.

Table 4.1.33Teacher income is barely enough to live on

S. #		frequency	Percentage	Mean Score
1	SA	92	27.3	
2	A	147	43.6	
3	N	35	10.4	3.71
4	DA	37	11.0	
5	SDA	26	7.7	
	Total	337	100	

The data obtained in table 4.1.33 shows that 27.3% of the participants strongly agreed, 43.6% of the participants agreed, 10.4% of the participants were neutral, 11.0% of the participants disagreed and 7.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teacher income is barely enough to live on mean score was 3.71

Table 4.1.34Teaching as a career provides me financial security

S. #		frequency	Percentage	Mean Score
1	SA	70	20.8	
2	A	141	41.8	
3	N	48	14.2	3.49
4	DA	42	12.5	
5	SDA	36	10.7	
	Total	337	100	

The data obtained in table 4.1.34 shows that 20.8% of the participants strongly agreed, 41.8% of the participants agreed, 14.2% of the participants were neutral, 12.5% of the participants disagreed and 10.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching as a career provides me financial security and mean score was 3.49.

Table 4.1.35Teacher income is adequate for normal expenses

66

S. #		frequency	Percentage	Mean Score
1	SA	61	18.1	
2	A	101	30.0	
3	N	35	10.4	3.05
4	DA	76	22.6	
5	SDA	64	19.0	
	Total	337	100	

The data obtained in table 4.1.35 shows that 18.1% of the participants strongly agreed, 30.0% of the participants agreed, 10.4% of the participants were neutral, 22.6% of the participants disagreed and 19.0% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teacher income is adequate for normal expenses and mean score is 3.05

Table 4.1.36I am well paid in proportion to my ability

S. #		frequency	Percentage	Mean Score
1	SA	70	20.8	
2	A	147	43.6	
3	N	43	12.8	3.52
4	DA	45	13.4	
5	SDA	32	9.5	
Total		337	100	

The data obtained in table 4.1.36 shows that 20.8% of the participants strongly agreed, 43.6% of the participants agreed, 12.8% of the participants were neutral, 13.4% of the participants disagreed and 9.5% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards I am well paid in proportion to my ability and mean score was 3.52

67

Table 4.1.37 My Income as a teacher is less than I deserve

S. #		frequency	Percentage	Mean Score
1	SA	83	24.6	
2	A	131	38.9	
3	N	47	13.9	3.58
4	DA	51	15.1	
5	SDA	25	7.4	
	Total	337	100	

The data obtained in table 4.1.37 shows that 24.6% of the participants strongly agreed, 38.9% of the participants agreed, 13.9% of the participants were neutral, 15.1% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards. My Income as a teacher is less than I deserve and mean score was 3.58.

Table 4.1.38 Insufficient income keeps me living the way I want to live

S. #		frequency	Percentage	Mean Score
1	SA	78	23.1	
2	A	155	46.0	
3	N	46	13.6	3.70
4	DA	43	12.8	
5	SDA	15	4.5	
	Total	337	100	

The data obtained in table 4.1.38 shows that 23.1% of the participants strongly agreed, 46.0% of the participants agreed. 13.6% of the participants were neutral, 12.8% of the participants disagreed and 4.5% of the participants strongly disagreed. So it is concluded that majority of

participants have positive response towards insufficient income keeps me living the way I want to live and mean score is 3.70.

Table 4.1.39Pay compares with similar jobs in other provincial schools

S. #		frequency	Percentage	Mean Score
1	SA	77	22.8	
2	A	145	43.0	
3	N	51	15.1	3.64
4	DA	45	13.4	
5	SDA	19	5.6	
Total		337	100	

The data obtained in table 4.1.39 shows that 22.8% of the participants strongly agreed, 43.0% of the participants agreed, 15.1% of the participants were neutral, 13.4% of the participants disagreed and 5.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Pay compares with similar jobs in other provincial schools and mean score is 3.64.

Table 4.1.40 I get along well with my students

S. #		frequency	Percentage	Mean Score
1	SA	76	22.6	
2	A	157	46.6	
3	N	47	13.9	3.68
4	DA	35	10.4	
5	SDA	22	6.5	
	Total	337	100	

The data obtained in table 4.1.40 shows that 22.6% of the participants strongly agreed, 46.6% of the participants were agree, 13.9% of the participants were neutral, 10.4% of the participants disagreed and 6.5% of the participants strongly disagreed. So it is

69

concluded that majority of participants have positive response towards I get along well with my students and mean score was 3.68.

Table 4.1.41 I try to be aware of the policies of my school

S. #		frequency	Percentage	Mean Score
1	SA	85	25.2	
2	A	151	44.8	
3	N	34	10.1	3.67
4	DA	41	12.2	
5	SDA	26	7.7	
	Total	337	100	

The data obtained in table 4.1.41 shows that 25.2% of the participants strongly agreed, 44.8% of the participants agreed, 10.1% of the participants were neutral, 12.2% of the participants disagreed and 7.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I try to be aware of the policies of my school and mean score is 3.67.

Table 4.1.42 I am interested in the policies of my school

S. #		frequency	Percentage	Mean Score
1	SA	82	24.3	
2	A	142	42.1	
3	N	46	13.6	3.62
4.	DA	37	11.0	
5	SDA	30	8.9	
	Total	337	100	

The data obtained in table 4.1.42 shows that 24.3% of the participants strongly agreed, 42.1% of the participants agreed, 13.6% of the participants were neutral, 11.0% of the participants disagreed and 8.9% of the participants strongly disagreed. So it is concluded

70

that majority of participants have positive response towards I am interested in the policies of my school and mean score was 3.62.

Table 4.1.43 I do have responsibility for my teaching

S. #		frequency	Percentage	Mean Score
1	SA	98	29.1	
2	A	138	40.9	
3	N	35	10.4	3.73
4	DA	46	13.6	
5	SDA	20	5.9	
	Total	337	100	

The data obtained in table 4.1.43 shows that 29.1% of the participants strongly agreed, 40.9% of the participants were agree, 10.4% of the participants were neutral, 13.6% of the participants disagreed and 5.9% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I do have responsibility for my teaching and mean score is 3.73.

Table 4.1.44My students respect me as a teacher

S. #		frequency	Percentage	Mean Score
1	SA 95	28.2		
2	A	160	7.5	
3	N	36	10.7	3.84
4	DA	27	8.0	
5	SDA	19	5.6	
	Total	337	100	

The data obtained in table 4.1.44 shows that 28.2% of the participants strongly agree, 47.5% of the participants agreed , 10.7% of the participants were neutral, 8.0% of the participants disagreed and 5.6% of the participants strongly disagreed. So it is concluded

71

that majority of participants have positive response towards My students respect me as a teacher and mean score was 3.84

Table 4.1.45 I am responsible for planning my daily lessons

S. #		frequency	Percentage	Mean Score
1	SA	95	28.2	
2	A	160	47.5	
3	N	36	10.7	3.84
4	DA	27	8.0	
5	SDA	19	5.6	
	Total	337	100	

The data obtained in table 4.1.44 shows that 28.2% of the participants strongly agreed, 47.5% of the participants agreed, 10.7% of the participants were neutral, 8.0% of the participants disagreed and 5.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I am responsible for planning my daily lessons and mean score was 3.84

Table 4.1.46Teaching provides me the opportunity to help my students to learn

S. #		frequency	Percentage	Mean Score
1	SA	90	26.7	
2	A	149	44.2	
3	N	35	10.4	3.71
4	DA	38	11.3	
5	SDA	25	7.4	
	Total	337	100	

The data obtained in table 4.1.46 shows that 26.7% of the participants strongly agreed, 44.2% of the participants agreed, 10.4% of the participants were neutral, 11.3% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that

72

majority of participants have positive response towards Teaching provides me the opportunity to help my students to learn and mean score is 3.71.

Table 4.1.47I am responsible for my actions

S. #		frequency	Percentage	Mean Score
1	SA	75	22.3	
2	A	131	38.9	
3	N	37	11.0	3.44
4	DA	58	17.2	
5	SDA	36	10.7	
	Total	337	100	

The data obtained in table 4.1.47 shows that 22.3% of the participants strongly agreed, 38.9% of the participants agreed, 11.0% of the participants were neutral, 17.2% of the participants disagreed and 10.7% of the participants were strongly disagreed. So it is concluded that majority of participants have positive response towards I am responsible for my actions and mean score is 3.44.

Table 4.1.48Teaching encourages originality

S. #		frequency	Percentage	Mean Score
1	SA	82	24.3	
2	A	126	37.4	
3	N	48	14.2	3.52
4	DA	52	15.4	
5	SDA	29	8.6	
	Total	337	100	

The data obtained in table 4.2.8 shows that 24.5% of the participants strongly agreed, 37.4% of the participants agreed, 14.2% of the participants were neutral, 15.4% of the participants disagreed and 8.6% of the participants strongly disagreed. So it is concluded that

73

majority of participants have positive response towards Teaching encourages originality and mean score is 3.52.

Table 4.1.49 Teaching is very interesting work

S. #		frequency	Percentage	Mean Score
1	SA	86	25.5	
2	A	151	44.8	
3	N	42	12.5	3.72
4	DA	38	11.3	
5	SDA	20	5.9	
	Total	337	100	

The data obtained in table 4.1.49 shows that 25.5% of the participants strongly agreed, 44.8% of the participants agreed, 12.5% of the participants were neutral, 11.3% of the participants disagreed and 5.9% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching is very interesting work and mean score is 3.72.

Table 4.1.50 Teaching as a profession encourages me to be creative

S. #		frequency	Percentage	Mean Score
1	SA	82	24.3	
2	A	144	42.7	
3	N	38	11.3	3.61
4	DA	45	13.4	
5.	SDA	28	8.3	
	Total	337	100	

The data obtained in table 4.1.50 shows that 24.3% of the participants strongly agreed, 42.7% of the participants agreed, 11.3% of the participants were neutral, 13.4% of the participants disagreed and 8.3% of the participants strongly disagreed. So it is concluded that majority of

74

participants have positive response towards Teaching as a profession encourages me to be creative and mean score was 3.61.

Table 4.1.51Teaching does not provide me chances to develop new methods

S. #		frequency	Percentage	Mean Score
1	SA	74	22.0	
2.	A	132	39.2	
3	N	41	12.2	3.46
4	DA	57	16.9	
5	SDA	33	9.8	
	Total	337	100	

The data obtained in table 4.1.51 shows that 22.0% of the participants strongly agreed, 39.2% of the participants agreed, 12.2% of the participants were neutral, 19.9% of the participants disagreed and 9.8% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching does not provide me chances to develop new methods and mean score is 3.46.

Table 4.1.52 The work of a teacher consists of routine activities

S. #		frequency	Percentage	Mean Score
1	SA	82	24.3	
2	A	139	41.2	
3	N	44	13.1	3.61
4	DA	47	13.9	
5	SDA	25	7.4	
	Total	337	100	

The data obtained in table 4.1.52 shows that 24.3% of the participants strongly agreed, 41.2% of the participants agreed, 13.2% of the participants were neutral, 13.9% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards he work of a teacher consists of routine activities and mean score was 3.61.

Table 4.1.53 Teaching provides an opportunity to use a variety of skills

S. #		frequency	Percentage	Mean Score
1	SA	73	21.7	
2	A	142	42.1	
3	N	52	15.4	3.56
4	DA	44	13.1	
5	SDA	26	7.7	
	Total	337	100	

The data obtained in table 4.1.52 shows that 21.7% of the participants strongly agreed, 42.1% of the participants agreed, 15.4% of the participants were neutral, 13.1% of the participants disagreed and 7.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching provides an opportunity to use a variety of skills and mean score is 3.56.

Table 4.1.5 .I am committed toward teaching

S. #		frequency	Percentage	Mean Score
1	SA	66	19.6	
2	A	133	39.5	
3	N	65	19.3	3.49
4	DA	48	14.2	
5	SDA	25	7.4	
	Total	337	100	

The data obtained in table 4.1.54 shows that 19.6% of the participants strongly agreed, 39.5% of the participants agreed, 19.3% of the participants were neutral, 14.2% of the participants disagreed and 7.4% of the participants were strongly disagree. So it is concluded

that majority of participants have positive response towards I am committed toward teaching and mean score is 3.49.

Table 4.1.55 I have the freedom to make my own decisions

S. #		frequency	Percentage	Mean Score
1	SA	79	23.4	
2	A	149	44.2	
3	N	40	11.9	3.55
4	DA	47	13.9	
5	SDA	22	6.5	
	Total	337	100	

The data obtained in table 4.1.55 shows that 23.4% of the participants strongly agree, 44.2% of the participants agreed, 11.9% of the participants were neutral, 13.9% of the participants disagreed and 6.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I have the freedom to make my own decisions and mean score is 3.55.

Table 4.1.56The work of a teacher is very pleasant

S. #		frequency	Percentage	Mean Score
1	SA	92	27.3	
2	A	145	43.0	
3	N	40	11.9	3.74
4	DA	42	12.5	
5	SDA	18	5.3	
	Total	337	100	

The data obtained in table 4.1.56 shows that 37.3% of the participants strongly agree, 43.0% of the participants agreed, 11.9% of the participants were neutral, 12.5% of the participants disagreed and 5.3% of the participants were strongly disagree. So it is concluded

77

that majority of participants have positive response towards the work of a teacher is very pleasant and mean score was 3.74.

Table 4.1.57 Teaching as a profession provides a good opportunity for advancement

S. #		frequency	Percentage	Mean Score
1	SA	92	27.3	
2	A	145	43.0	
3	N	48	14.2	3.76
4	DA	32	9.5	
5	SDA	20	5.9	
	Total	337	100	

The data obtained in table 4.1.57shows that 27.3% of the participants strongly agree, 43.0% of the participants agreed, 14.2% of the participants were neutral, 9.5% of the participants disagreed and 5.9% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Teaching as a profession provides a good opportunity for advancement and mean score was 3.76.

Table 4.1.58 Teaching as a profession provides an opportunity for promotion

S. #		frequency	Percentage	Mean Score
1	SA	82	24.3	
2	A	156	46.3	
3	N	46	13.6	3.72
4	DA	33	9.8	
5	SDA	20	5.9	
	Total	337	100	

The data obtained in table 4.1.58 shows that 22.3% of the participants strongly agreed, 46.3% of the participants agreed, 13.6% of the participants were neutral, 9.8% of the participants disagreed and 5.9% of the participants strongly disagreed. So it is concluded that

78

majority of participants have positive response towards Teaching as a profession provides an opportunity for promotion and mean score was 3.72.

Table 4.1.59Profession provides me an opportunity to advance professionally

S. #		frequency	Percentage	Mean Score
1	SA	71	21.1	
2	A	149	44.2	
3	N	49	14.5	3.78
4	DA	43	12.8	
5	SDA	25	7.4	
	Total	337	100	

The data obtained in table 4.1.59 shows that 21.1% of the participants strongly agreed, 44.2% of the participants agreed, 18.5% of the participants were neutral, 13.5% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Profession provides me an opportunity to advance professionally and mean score is 3.78.

Table 4.1.60 Profession provides limited opportunities for advancement

S. #		frequency	Percentage	Mean Score
1	SA	71	21.1	
2	A	151	44.8	
3	N	40	11.9	3.56
4	DA	48	14.2	
5	SDA	27	8.0	
	Total	337	100	

The data obtained in table 4.1.60 shows that 21.1% of the participants strongly agree, 44.8% of the participants agreed, 11.9% of the participants were neutral, 14.2% of the participants disagreed and 8.0% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Profession provides limited opportunities for advancement and mean score was 3.56.

Table 4.1.61 I am getting ahead in my present teaching position

S. #		frequency	Percentage	Mean Score
1	SA	68	20.2	
2	A	137	40.7	
3	N	40	11.9	3.44
4	DA	62	18.4	
5	SDA	30	8.9	
	Total	337	100	

The data obtained in table 4.1.61 shows that 20.2% of the participants strongly agreed, 40.7% of the participants agreed, 11.9% of the participants were neutral, 18.4% of the participants disagreed and 8.9% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I am getting ahead in my present teaching position and mean score is 3.44.

Table 4.1.62I am afraid of losing my teaching job

S. #		frequency	Percentage	Mean Score
1	SA	71	21.1	
2	A	132	39.2	
3	N	51	15.1	3.48
4	DA	54	16.0	
5	SDA	29	8.6	
Total		337	100	

The data obtained in table 4.1.62 shows that 21.1% of the participants strongly agreed, 39.2% of the participants were agree, 15.1% of the participants were neutral, 16.0% of the participants disagreed and 8.6% of the participants strongly disagreed. So it is

concluded that majority of participants have positive response towards I am afraid of losing my teaching job and mean score is 3.48.

Table 4.1.63Teaching provides a secure future

S. #		frequency	Percentage	Mean Score
1	SA	77	22.8	
2	A	176	40.4	
3	N	45	13.4	4.03
4	DA	56	16.6	
5	SDA	23	6.8	
	Total	337	100	

The data obtained in table 4.1.63 shows that 22.8% of the participants strongly agreed, 40.4% of the participants agreed, 13.4% of the participants were neutral, 16.6% of the participants disagreed and 6.8% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Teaching provides a secure future and mean score was 4.03.

Table 4.1.64 I never feel secure in my teaching job

S. #		frequency	Percentage	Mean Score
1	SA	73	21.7	
2	A	128	38.0	
3	N	47	13.9	3.45
4	DA	63	18.7	
5	SDA	26	7.7	
	Total	337	100	

The data obtained in table 4.1.64 shows that 21.7% of the participants strongly agreed, 38.0% of the participants were agree, 13.9% of the participants were neutral, 18.7% of the participants disagreed and 7.7% of the participants strongly disagreed. So it is

81

concluded that majority of participants have positive response towards I never feel secure in my teaching job and mean score is 3.45.

Table 4.1.65I receive full recognition for my successful teaching work

S. #		frequency	Percentage	Mean Score
1	SA	75	22.3	
2	A	140	41.5	
3	N	51	15.1	3.58
4	DA	48	14.2	
5	SDA	23	6.8	
	Total	337	100	

The data obtained in table 4.1.65 shows that 232.3% of the participants strongly agreed, 41.5% of the participants were agreed, 15.1% of the participants were neutral, 14.2% of the participants disagreed and 6.8% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I receive full recognition for my successful teaching work and mean score is 3.58.

Table 4.1.66No one tells me that I am a good teacher

S. #		frequency	Percentage	Mean Score
1	SA	65	19.3	
2	A	133	39.5	
3	N	49	14.5	3.42
4	DA	61	18.1	
5	SDA	29	8.6	
	Total	337	100	

The data obtained in table 4.1.66 shows that 19.3% of the participants strongly agreed, 39.5% of the participants were agree, 14.5% of the participants were neutral, 18.1% of the participants disagreed and 8.6% of the participants strongly disagreed. So it is

82

concluded that majority of participants have positive response towards No one tells me that I am a good teacher and mean score is 3.42.

Table 4.1.67I receive little recognition

S. #		frequency	Percentage	Mean Score
1	SA	72	21.4	
2	A	140	41.5	
3	N	57	16.9	3.58
4·	DA	50	14.8	
5	SDA	18	5.3	
	Total	337	100	

data obtained in table 4.1.67shows that 21.4% of the participants strongly agreed, 41.5% of the participants agreed, 22.2% of the participants were neutral, 14.8% of the participants disagreed and 5.3% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards I receive little recognition and mean score is 3.58.

SECTION-2: SECONDARY SCHOOL TEACHERS RESPONSES TOWARDS ORGANIZATIONAL COMMITMENT.

4.2: THE STATISTICAL ANALYSIS OF THE RESPONSES OF SECONDARY SCHOOL TEACHERS TOWARDS ORGANIZATIONAL COMMITMENT.

Table 4.2.1 Over all response rate

S. #	Delivered to Respondents	Received	%
Teachers	400	337	84

83

The data presented in table 4.2.1, shows that 400 questionnaires were distributed to respondents. 337 out of 400 received back to researcher was 84%.

Table 4.2.2.I would be very happy to spend the rest of my career in this department

S. #		frequency	Percentage	Mean Score
1	SA	117	34.7	
2	A	152	45.1	
3	N	27	8.0	3.97
4	DA	26	7.7	
5	SDA	15	4.5	
	Total	337	100	

The data obtained in table 4.2.2 shows that 34.7% of the participants strongly agreed, 45.1% of the participants agreed, 8.0% of the participants were neutral, 7.7% of the participants disagreed and 4.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I would be very happy to spend the rest of my career in this department and mean score was 3.97.

Table 4.2.3 I really feel this department's problems are my own

S. #		frequency	Percentage	Mean Score
1	SA	104	30.9	
2	A	157	46.6	
3	N	31	9.2	3.90
4	DA	30	8.9	
5	SDA	15	4.5	
	Total	337	100	

84

The data obtained in table 4.2.3 shows that 30.9% of the participants w strongly agreed, 46.6% of the participants agreed, 9.2% of the participants were neutral, 8.9% of the participants disagreed and 4.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I really feel this department's problems are my own and mean score was 3.90.

Table 4.2.4 I feel like part of my family in this department

S. #		frequency	Percentage	Mean Score
1	SA	102	30.3	
2	A	168	49.9	
3	N	33	9.8	3.96
4	DA	20	5.9	
5	SDA	14	4.2	
	Total	337	100	

The data obtained in table 4.2.4 shows that 30.3% of the participants strongly , 49.9% of the participants , 9.8% of the participants were neutral, 5.9% of the participants were disagree and 4.2% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I feel like part of my family in this department and mean score is 3.96.

85

Table 4.2.5I feel emotionally attached to this department

S. #		frequency	Percentage	Mean Score
1	SA	93	27.6	
2	A	160	47.5	
3	N	39	11.6	3.83
4	DA	26	7.7	
5	SDA	19	5.6	
	Total	337	100	

The data obtained in table 4.2.5 shows that 27.6% of the participants strongly agreed, 47.5% of the participants agreed, 11.6% of the participants were neutral, 7.7% of the participants w disagreed and 5.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I feel emotionally attached to this department and mean score was 3.83.

Table 4.2.6 I feel a strong sense of belonging to this department

S. #		frequency	Percentage	Mean Score
1	SA	94	27.9	
2	A	161	47.8	
3	N	33	9.8	3.82
4	DA	26	7.7	
5	SDA	23	6.8	
	Total	337	100	

The data obtained in table 4.2.6 shows that 27.9% of the participants strongly agreed, 47.8% of the participants agreed, 9.8% of the participants were neutral, 7.7% of the participants disagreed and 6.8% of the participants strongly disagreed. So it is concluded that majority of

86

participants have positive response towards I feel a strong sense of belonging to this department and mean score is 3.82.

Table 4.2.7It would be very hard for me to leave my job at this department right now even if I wanted to

S. #		frequency	Percentage	Mean Score
1	SA	112	33.2	
2	A	143	42.4	
3	N	32	9.5	3.89
4	DA	34	10.1	
5.	SDA	16	4.7	
	Total	337	100	

The data obtained in table 4.2.8 shows that 33.2% of the participants strongly agreed, 42.4% of the participants agreed, 9.5% of the participants were neutral, 10.1% of the participants disagreed and 4.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards It would be very hard for me to leave my job at this department right now even if I wanted to and mean score was 3.89.

Table 4.2.8Too much of my life would be disrupted if I leave my department

S. #		frequency	Percentage	Mean Score
1	SA	100	29.7	
2	A	145	43.0	
3	N	32	9.5	3.78
4	DA	38	11.3	
5	SDA	22	6.5	
	Total	337	100	

The data obtained in table 4.2.9 shows that 29.7% of the participants strongly agreed, 43.0% of the participants agreed, 9.5% of the participants neutral, 11.3% of the participants disagreed and 6.5% of the participants strongly disagreed. So it is concluded that majority of

participants have positive response towards Too much of my life would be disrupted if I leave my department and mean score is 3.78.

Table 4.2.9 Staying with my job at this department is a matter of necessity as much as desire

S. #		frequency	Percentage	Mean Score
1	SA	86	25.5	
2	A	156	46.3	
3	N	45	13.4	3.78
4	DA	36	10.7	
5	SDA	14	4.2	
	Total	337	100	

The data obtained in table 4.2.10 shows that 25.5% of the participants strongly agreed, 46.3% of the participants agreed, 13.4% of the participants were neutral, 10.7% of the participants disagreed and 4.2% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Staying with my job at this department is a matter of necessity as much as desire and mean score is 3.78

Table 4.2.10 I believe I have too few options to consider before leaving this department

S. #		frequency	Percentage	Mean Score
1	SA	68	20.2	
2	A	149	44.2	
3	N	47	13.9	3.55
4	DA	48	14.2	
5	SDA	25	7.4	
	Total	337	100	

The data obtained in table 4.2.11 shows that 20.2% of the participants strongly agreed, 44.2% of the participants agreed, 13.9% of the participants were neutral, 14.2% of the participants disagreed and 7.4% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Happy to spend the career in this department and mean score is 3.55.

Table 4.2.11One of the few negative consequences of leaving my job at this department would be the scarcity of available alternative elsewhere

S. #		frequency	Percentage	Mean Score
1	SA	63	18.7	
2	A	142	42.1	
3	N	49	14.5	3.47
4	DA	58	17.2	
5	SDA	25	7:4	
	Total	337	100	

The data obtained in table 4.2.11 shows that 18.7% of the participants strongly agreed, 42.1% of the participants agreed, 14.5% of the participants were neutral, 17.2% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards One of the few negative consequences of leaving my job at this department would be the scarcity of available alternative elsewhere and mean score is 3.47.

Table 4.2.12 I feel obligation to remain with my department

S. #		frequency	Percentage	Mean Score
1	SA	85	25.2	
2	A	154	45.7	
3	N	36	10.7	3.69
4	DA	33	9.8	
5	SDA	29	8.6	
	Total	337	100	

The data obtained in table 4.2.14 shows that 25.2% of the participants strongly agreed, 45.7% of the participants agreed, 10.7% of the participants were neutral, 9.8% of the participants disagreed and 8.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I feel obligation to remain with my department and mean score is 3.69.

Table 4.2.13 Even if it were to my advantages, I do not feel it would be right

S. #		frequency	Percentage	Mean Score
1	SA	65	19.3	
2	A	180	53.4	
3	N	45	13.4	3.75
4	DA	38	11.3	
5	SDA	09	2.7	
	Total	337	100	

90

The data obtained in table 4.2.13 shows that 19.3% of the participants strongly agreed, 53.4% of the participants agreed, 13.4% of the participants were neutral, 11.3% of the participants disagreed and 2.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Even if it were to my advantages, I do not feel it would be right and mean score is 3.75.

Table 4.2.14 I would Feel guilty to left department

S. #		frequency	Percentage	Mean Score
1	S	81	24.0	
2	A	164	48.7	
3	N	48	14.2	3.79
4	DA	30	8.9	
5	SDA	14	4.2	
	Total	337	100	

The data obtained in table 4.2.164 shows that 24.0% of the participants strongly agreed, 48.7% of the participants agreed, 14.2% of the participants were neutral, 8.9% of the participants disagreed and 4.2% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards I would feel guilty to left department and mean score is 3.79.

91

Table 4.2.15 This department deserves my loyalty

S. #		frequency	Percentage	Mean Score
1	SA	89	26.4	
2	A	165	49.0	
3	N	44	13.1	3.87
4	DA	30	8.9	
5	SDA	09	2.7	
	Total	337	100	

The data obtained in table 4.2.15 shows that 26.4% of the participants   strongly agreed, 45.5% of the participants   agreed, 13.1% of the participants were neutral, 8.9% of the participants disagreed and 2.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards this department deserves my loyalty and mean score is 3.87.

Table 4.2.16I would not leave my department because of my sense of obligation to it

S. #		frequency	Percentage	Mean Score
1	SA	83	24.6	
2	A	66	49.3	
3	N	46	13.6	2.64
4	DA	32	9.5	
5	SDA	10	3.0	
	Total	337	100	

92

The data obtained in table 4.2.16 shows that 24.6% of the participants strongly agreed, 49.3% of the participants agreed, 13.6% of the participants were neutral, 9.5% of the participants disagreed and 3.0% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I would not leave my department because of my sense of obligation to it and mean score is 2.64.

Table 4.3: Socio demographic Characteristics of Participants (n=337)

Table 4.3.1Over all response rate

S. #	Delivered to Respondents	Received	%
Teachers	400	337	84

The data presented in table 4.2.1, shows that 400 questionnaires were distributed to respondents. 337 out of 400 received back so 84% returned back.

Table4.4Means of organizational Commitment Factors (N = 337)

S. No	Variables	Means
1	Affective Commitment	3.89
2	Continuance Commitment	3.69
3	Normative Commitment	3.54

Means of organizational commitment factors are expressed in table 4.4. The results were 3.89 for affective commitment, 3.69 for continuous commitment, and 3.54 for

normative commitment which indicate that teachers have commitment on all three indicators of organizational commitment factors.

Table 4.5 Means of Job Satisfaction factors (N = 337)

S. No	Variables	Means
1	Supervision	3.52
2	Colleagues	3.56
3	Working Conditions	3.55
4	Pay	2.51
5	Responsibility	3.72
6	Work Itself	3.55
7	Advancement	3.71
8	Security	3.37
9	Recognition	3.42

Means of Job Satisfaction factors are provided in table 4.5. The results were 3.52 for supervision, 3.56 for colleagues, 3.55 for working conditions, 2.51 for pay, 3.72 for responsibility, 3.55 for work itself, 3.71 for advancement, 3.37 for security, and 3.42 for recognition. Means of security, pay and recognition show less satisfaction, other means show satisfaction.

H$_{01}$ There is no significant relationship between organizational commitment mean scores and job satisfaction mean scores of secondary school teachers Islamabad

Table 4.7: Pearson correlation coefficient between job satisfaction and organizational

   Commitment

Variables	M	SD	p-values
Job Satisfaction	158.81	51.24	
Organizational Commitment	33.06	12.32	0.646

Table 4.7 indicates that the value (0.646) is highly significant at 0.05 at level of significance, so the null hypothesis stating that there is no significant relationship between Job Satisfaction and Organizational Commitment , is rejected and, it is concluded that there is significant relationship between Job Satisfaction and Organizational Commitment.

CHAPTER 05

SUMMARY, FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1 SUMMARY

The focus of the researcher in the present study was to find out relationship between organizational commitment and job satisfaction of secondary school teachers in Islamabad. It is a quantitative co relational research and the questionnaire survey was used for data collection. The major objectives of the study were to find out organizational commitment of secondary school teachers in Islamabad, to measure the job satisfaction of secondary school teachers in Islamabad, to examine the relationship between organizational commitment and job satisfaction of secondary school teachers in Islamabad. The population of this study was consist of 1311 secondary school teachers, teaching in Federal Directorate of Education Islamabad. There are 97 secondary schools (male and female) under FDE.

Two standardized instruments i.e. Organizational Commitment Scale (OCS) and Teacher Job Satisfaction Questionnaire (TJSQ) were used for collection of data in this study. Data was quantified by scoring the responses obtained both scales and analyzed by calculating mean, Pearson r. Data was collected through personal visits. Analysis of data was helpful for findings and recommendations of this study.

5.2 FINDINGS

Part-1: Job Satisfaction Questionnaire

1. Part-A: Supervision Factor

a) According to table 4.1.2 shows that 27.6% of the respondents strongly agreed, 50.7% of the respondents agreed, 9.8% of the respondents were neutral, 7.7% of the respondents disagreed and 4.2% of the participants strongly disagreed. So it is

concluded that majority of respondents have positive response towards My Head of School gives me assistance when I need help.

b) Table 4.1.3 displays that 29.1% of the respondents strongly agreed, 46.0% of the respondents agreed, 13.6% of the respondents were neutral, 6.5% of the participants disagreed and 4.7% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School praises my good teaching practices.

c) According to table 4.1.4 revealed that 24.0% of the respondents strongly agreed, 48.2% of the respondents agreed, 16.6% of the respondents were neutral, 6.5% of the respondents were disagree and 4.7% of the respondents were strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School provides assistance for improving quality of instruction.

d) The data gained in table 4.1.5 illustrate that 24.0% of the respondents strongly agreed, 48.7% of the respondents agreed, 13.9% of the respondents were neutral, 9.2% of the respondents were disagreed and 4.2% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards I receive recognition from my Head of School when I achieve good results.

e) Table 4.1.6 presented that 18.1% of the respondents strongly agreed, 38.3% of the respondents agreed, 15.7% of the respondents were neutral, 19.9% of the respondents disagreed and 8.0% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards I receive recognition from my Head of School when I achieve good results.

f) Table 4.1.7 revealed that 22.8% of the respondents   strongly agreed, 45.4% of the respondents agreed, 14.2% of the respondents were neutral, 10.4% of the respondents disagreed and 7.1% of the respondents strongly disagreed. So it is concluded that

97

majority of respondents have positive response towards My Head of School explains what is expected of me.

g) Given table 4.1.8 presented that 20.2% of the respondents were strongly agreed, 36.8% of the respondents were agreed, 14.5% of the participants were neutral, 20.5% of the respondents disagreed and 8.0% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School listens to my suggestions.

h) In tabulated table 4.1.9 explain that 24.9% of the respondents were strongly agreed, 41.8% of the respondents agreed, 10.4% of the respondents were neutral, 14.8% of the respondents disagreed and 8.0% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards My Head of School treats all the teachers equally.

i) Table 4.1.10 presented that 21.1% of the respondents strongly agreed, 33.5% of the respondents agreed, 15.7% of the respondents were neutral, 22.0% of the respondents disagreed and 7.7% of the respondents strongly disagreed. So it is concluded that majority of participants have positive response towards Happy to spend the career in this department.

j) The table 4.1.11 demonstrate that 23.4% of the respondents strongly agreed, 38.9% of the respondents agreed, 17.2% of the respondents were neutral, 12.8% of the respondents disagreed and 7.7% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards when I teach a lesson. my Head of School observes my lessons.

k) The given table 4.1.12 exposed that 25.5% of the respondents strongly agreed, 42.1% of the respondents agreed, 12.5% of the respondents were neutral, 11.9% of the respondents disagreed and 8.0% of the respondents strongly disagreed. So it is

98

concluded that majority of respondents have positive response towards My Head of School offers suggestions to improve my teaching.

l) The tabulated table 4.1.13 display that 24.9% of the respondents strongly agreed, 38.6% of the respondents agreed, 16.9% of the respondents were neutral, 12.2% of the respondents disagreed and 7.4% of the respondents strongly disagreed. So it is concluded that majority of participants have positive response towards My Head of School makes available the material I need from time to time.

m) The given table 4.1.14 revealed that 20.8% of the respondents strongly agreed, 34.1% of the respondents agreed, 16.6% of the participants were neutral, 19.6% of the participants disagreed and 8.9% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response Head of School turns one teacher against another.

2. Part-B: Colleagues Factor

a) The given table 4.1.15 represented that 25.8% of their respondents strongly agreed, 35.9% of the respondents agreed, 12.8% of the respondents were neutral, 17.2% of the respondents disagreed and 8.3% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards Sometime I receive meaningless instructions from my Head of School.

b) The data obtained in table 4.1.16 shows that 26.7% of the respondents strongly agreed, 44.2% of the respondents agreed, 11.0% of the respondents were neutral, 11.3% of the respondents disagreed and 6.8% of the respondents strongly disagreed. So it is concluded that majority of participants have positive response towards I like the people with whom I work.

c) The data obtained in table 4.1.17 shows that 19.9% of the respondents strongly agreed, 30.9% of the participants agreed, 14.2% of the respondents were neutral,

19.6% of the respondents disagreed and 15.4% of the respondents strongly disagreed. So it is concluded that majority of respondents have positive response towards I dislike the people with whom I work.

d) The data obtained in table 4.1.18 shows that 20.0% of the respondents strongly agreed, 37.1% of the respondents agreed, 13.1% of the respondents were neutral, 18.4% of the participants disagreed and 11.3% of the participants strongly disagreed. So it is concluded that majority of respondents have positive response towards my colleagues seem unreasonable to me.

e) The data obtained in table 4.1.19 shows that 23.4% of the respondents strongly agreed, 46.9% of the respondents agreed, 11.6% of the respondents were neutral, 11.6% of the participants disagreed and 6.5% of the respondents were strongly disagree. So it is concluded that majority of respondents have positive response towards I get along well with my colleagues.

f) The data obtained in table 4.1.20 shows that 21.7% of the respondents strongly agreed, 36.8% of the respondents agreed, 13.1% of the respondents were neutral, 20.2% of the respondents disagreed and 8.3% of the respondent strongly disagreed. So it is concluded that majority of respondents have positive response towards I get cooperation from my colleagues.

g) The data obtained in table 4.1.21 shows that 20.8% of the participants strongly agreed, 42.8% of the participants agreed, 15.1% of the participants were neutral, 14.5% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards my colleagues stimulate me to do better work.

h) The data obtained in table 4.1.22 shows that 21.7% of the participants strongly agreed, 38.6% of the participants agreed, 19.0% of the participants were neutral,

13.1% of the participants disagreed and 7.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards my colleagues are highly critical to one another.

i) The data obtained in table 4.1.23 shows that 21.4% of the participants strongly agreed, 45.7% of the participants agreed, 14.5% of the participants were neutral, 13.1% of the participants disagreed and 5.3% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I have lasting friendships with my colleagues.

j) The data obtained in table 4.1.24 shows that 25.5% of the respondents strongly agreed, 40.7% of the participants agreed, 14.2% of the participants were neutral, 13.6% of the participants disagreed and 5.9% of the respondents strongly disagreed. So it is concluded that majority of participants have positive response towards My interests are similar to those of my colleagues.

k) The data obtained in table 4.1.25 shows that 24.9% of the participants strongly agreed, 39.8% of the participants agreed, 16.6% of the participants were neutral, 12.5% of the participants disagreed and 6.2% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards My colleagues provide me suggestions/ feedback about my teaching practices/styles.

3. **Part-C:Working Conditions Factor**

a) The data obtained in table 4.1.26 shows that 26.1% of the participants strongly agreed, 44.5% of the participants agreed, 12.2% of the participants were neutral, 12.2% of the participants disagreed and 5.0% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards I am satisfied with working conditions existing in my school.

101

b) The data obtained in table 4.1.27 shows that 24.3% of the participants strongly agreed, 46.3% of the participants agreed, 10.1% of the participants were neutral, 13.1% of the participants disagreed and 6.2% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Working conditions in my school are comfortable.

c) The data obtained in table 4.1.28 shows that 23.1% of the participants strongly agreed, 40.1% of the participants agreed, 11.0% of the participants were neutral, 18.4% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Physical surroundings in my school are pleasant.

d) The data obtained in table 4.1.29 shows that 21.1% of the participants strongly agreed, 36.6% of the participants agreed, 14.5% of the participants were neutral, 19.3% of the participants disagreed and 6.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards The administration in my school clearly defines its policies.

e) The data obtained in table 4.1.30 shows that 21.1% of the participants strongly agreed, 38.6% of the participants agreed, 15.5% of the participants were neutral, 14.5% of the participants disagreed and 6.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards the administration in my school communicates its policies to all the teachers.

f) The data obtained in table 4.1.31 shows that 22.0% of the participants strongly agreed , 41.8% of the participants agreed, 15.4% of the participants were neutral, 15.7% of the participants disagreed and 5.0% of the participants strongly

102

disagreed. So it is concluded that majority of participants have positive response towards Working conditions in my school could not be worse.

4. **Part-D: Pay Factor**

a) The data obtained in table 4.1.32 shows that 24.3% of the participants strongly agreed, 45.1% of the participants agreed, 11.0% of the participants were neutral, 14.2% of the participants disagreed and 5.3% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Working conditions in my school can be improved.

b) The data obtained in table 4.1.33 shows that 27.3% of the participants strongly agreed, 43.6% of the participants agreed, 10.4% of the participants were neutral, 11.0% of the participants disagreed and 7.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teacher income is barely enough to live on.

c) The data obtained in table 4.1.34 shows that 20.8% of the participants strongly agreed, 41.8% of the participants agreed, 14.2% of the participants were neutral, 12.5% of the participants disagreed and 10.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching as a career provides me financial security.

d) The data obtained in table 4.1.35 shows that 18.1% of the participants strongly agreed, 30.0% of the participants agreed, 10.4% of the participants were neutral, 22.6% of the participants disagreed and 19.0% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teacher income is adequate for normal expenses.

e) The data obtained in table 4.1.36 shows that 20.8% of the participants strongly agreed, 43.6% of the participants agreed, 12.8% of the participants were neutral,

103

13.4% of the participants disagreed and 9.5% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards I am well paid in proportion to my ability.

f) The data obtained in table 4.1.37 shows that 24.6% of the participants strongly agreed, 38.9% of the participants agreed, 13.9% of the participants were neutral, 15.1% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards. My Income as a teacher is less than I deserve.

g) The data obtained in table 4.1.38 shows that 23.1% of the participants strongly agreed, 46.0% of the participants agreed, 13.6% of the participants were neutral, 12.8% of the participants disagreed and 4.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards insufficient income keeps me living the way I want to live.

5. Part-E: Responsibility Factor

a) The data obtained in table 4.1.39 shows that 22.8% of the participants strongly agreed, 43.0% of the participants agreed, 15.1% of the participants were neutral, 13.4% of the participants disagreed and 5.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Pay compares with similar jobs in other provincial schools.

b) The data obtained in table 4.1.40 shows that 22.6% of the participants strongly agreed, 46.6% of the participants were agree, 13.9% of the participants were neutral, 10.4% of the participants disagreed and 6.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I get along well with my students.

c) The data obtained in table 4.1.41 shows that 25.2% of the participants strongly agreed, 44.8% of the participants agreed, 10.1% of the participants were neutral, 12.2% of the participants disagreed and 7.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I try to be aware of the policies of my school.

d) The data obtained in table 4.1.42 shows that 24.3% of the participants strongly agreed, 42.1% of the participants agreed, 13.6% of the participants were neutral, 11.0% of the participants disagreed and 8.9% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I am interested in the policies of my school.

e) The data obtained in table 4.1.43 shows that 29.1% of the participants strongly agreed, 40.9% of the participants were agree, 10.4% of the participants were neutral, 13.6% of the participants disagreed and 5.9% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I do have responsibility for my teaching.

f) The data obtained in table 4.1.44 shows that 28.2% of the participants strongly agree, 47.5% of the participants agreed , 10.7% of the participants were neutral, 8.0% of the participants disagreed and 5.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards My students respect me as a teacher.

g) The data obtained in table 4.1.44 shows that 28.2% of the participants strongly agreed, 47.5% of the participants agreed, 10.7% of the participants were neutral, 8.0% of the participants disagreed and 5.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I am responsible for planning my daily lessons.

105

h) The data obtained in table 4.1.46 shows that 26.7% of the participants strongly agreed, 44.2% of the participants agreed, 10.4% of the participants were neutral, 11.3% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching provides me the opportunity to help my students to learn.

6. **Part-F:Work Itself Factor**

a) The data obtained in table 4.1.47 shows that 22.3% of the participants strongly agreed, 38.9% of the participants agreed, 11.0% of the participants were neutral, 17.2% of the participants disagreed and 10.7% of the participants were strongly disagreed. So it is concluded that majority of participants have positive response towards I am responsible for my actions.

b) The data obtained in table 4.2.8 shows that 24.5% of the participants strongly agreed, 37.4% of the participants agreed, 14.2% of the participants were neutral, 15.4% of the participants disagreed and 8.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching encourages originality.

c) The data obtained in table 4.1.49 shows that 25.5% of the participants strongly agreed, 44.8% of the participants agreed, 12.5% of the participants were neutral, 11.3% of the participants disagreed and 5.9% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching is very interesting work.

d) The data obtained in table 4.1.50 shows that 24.3% of the participants strongly agreed, 42.7% of the participants agreed, 11.3% of the participants were neutral, 13.4% of the participants disagreed and 8.3% of the participants strongly disagreed.

106

So it is concluded that majority of participants have positive response towards Teaching as a profession encourages me to be creative.

e) The data obtained in table 4.1.51 shows that 22.0% of the participants strongly agreed, 39.2% of the participants agreed, 12.2% of the participants were neutral, 19.9% of the participants disagreed and 9.8% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching does not provide me chances to develop new methods.

f) The data obtained in table 4.1.52 shows that 24.3% of the participants strongly agreed, 41.2% of the participants agreed, 13.2% of the participants were neutral, 13.9% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards he work of a teacher consists of routine activities.

g) The data obtained in table 4.1.52 shows that 21.7% of the participants strongly agreed, 42.1% of the participants agreed, 15.4% of the participants were neutral, 13.1% of the participants disagreed and 7.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching provides an opportunity to use a variety of skills.

h) The data obtained in table 4.1.54 shows that 19.6% of the participants strongly agreed, 39.5% of the participants agreed, 19.3% of the participants were neutral, 14.2% of the participants disagreed and 7.4% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards I am committed toward teaching.

i) The data obtained in table 4.1.55 shows that 23.4% of the participants strongly agree, 44.2% of the participants agreed, 11.9% of the participants were neutral, 13.9% of the participants disagreed and 6.5% of the participants strongly disagreed.

107

So it is concluded that majority of participants have positive response towards I have the freedom to make my own decisions.

7. Part- G:Advancement Factor

a) The data obtained in table 4.1.56 shows that 37.3% of the participants strongly agree, 43.0% of the participants agreed, 11.9% of the participants were neutral, 12.5% of the participants disagreed and 5.3% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards the work of a teacher is very pleasant.

b) The data obtained in table 4.1.57shows that 27.3% of the participants strongly agree, 43.0% of the participants agreed, 14.2% of the participants were neutral, 9.5% of the participants disagreed and 5.9% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Teaching as a profession provides a good opportunity for advancement.

c) The data obtained in table 4.1.58 shows that 22.3% of the participants strongly agreed, 46.3% of the participants agreed, 13.6% of the participants were neutral, 9.8% of the participants disagreed and 5.9% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Teaching as a profession provides an opportunity for promotion.

d) The data obtained in table 4.1.59 shows that 21.1% of the participants strongly agreed, 44.2% of the participants agreed, 18.5% of the participants were neutral, 13.5% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Profession provides me an opportunity to advance professionally.

108

e) The data obtained in table 4.1.60 shows that 21.1% of the participants strongly agree, 44.8% of the participants agreed, 11.9% of the participants were neutral, 14.2% of the participants disagreed and 8.0% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Profession provides limited opportunities for advancement.

f) The data obtained in table 4.1.61 shows that 20.2% of the participants strongly agreed, 40.7% of the participants agreed, 11.9% of the participants were neutral, 18.4% of the participants disagreed and 8.9% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I am getting ahead in my present teaching position.

8. **Part-H:Security Factor**

a) The data obtained in table 4.1.62 shows that 21.1% of the participants strongly agreed, 39.2% of the participants were agree, 15.1% of the participants were neutral, 16.0% of the participants disagreed and 8.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I am afraid of losing my teaching job.

b) The data obtained in table 4.1.63 shows that 22.8% of the participants strongly agreed, 40.4% of the participants agreed, 13.4% of the participants were neutral, 16.6% of the participants disagreed and 6.8% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Teaching provides a secure future.

c) The data obtained in table 4.1.64 shows that 21.7% of the participants strongly agreed, 38.0% of the participants were agree, 13.9% of the participants were neutral, 18.7% of the participants disagreed and 7.7% of the participants strongly disagreed.

So it is concluded that majority of participants have positive response towards I never feel secure in my teaching job.

9. **Part-I: Recognition Factor**

a) The data obtained in table 4.1.65 shows that 232.3% of the participants strongly agreed, 41.5% of the participants were agreed, 15.1% of the participants were neutral, 14.2% of the participants disagreed and 6.8% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I receive full recognition for my successful teaching work.

b) The data obtained in table 4.1.66 shows that 19.3% of the participants strongly agreed, 39.5% of the participants were agree, 14.5% of the participants were neutral, 18.1% of the participants disagreed and 8.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards No one tells me that I am a good teacher.

c) data obtained in table 4.1.67shows that 21.4% of the participants strongly agreed, 41.5% of the participants agreed, 22.2% of the participants were neutral, 14.8% of the participants disagreed and 5.3% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards I receive little recognition.

Part-2: Organizational commitment.

Part-A: AFFECTIVE COMMITMENT SCALE ITEMS

a) The data obtained in table 4.2.2 shows that 34.7% of the participants strongly agreed, 45.1% of the participants agreed, 8.0% of the participants were neutral, 7.7% of the participants disagreed and 4.5% of the participants strongly

110

disagreed. So it is concluded that majority of participants have positive response towards I would be very happy to spend the rest of my career in this department.

b)   The data obtained in table 4.2.3 shows that 30.9% of the participants w strongly agreed, 46.6% of the participants agreed, 9.2% of the participants were neutral, 8.9% of the participants disagreed and 4.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I really feel this department's problems are my own.

c)   The data obtained in table 4.2.4 shows that 30.3% of the participants strongly , 49.9% of the participants , 9.8% of the participants were neutral, 5.9% of the participants were disagree and 4.2% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I feel like part of my family in this department.

d)   The data obtained in table 4.2.5 shows that 27.6% of the participants strongly agreed, 47.5% of the participants agreed, 11.6% of the participants were neutral, 7.7% of the participants w disagreed and 5.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I feel emotionally attached to this department.

b. Part-2: CONTINUANCE COMMITMENT SCALE ITEMS

a)   The data obtained in table 4.2.6 shows that 27.9% of the participants strongly agreed, 47.8% of the participants agreed, 9.8% of the participants were neutral, 7.7% of the participants disagreed and 6.8% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I feel a strong sense of belonging to this department.

b)   The data obtained in table 4.2.8 shows that 33.2% of the participants strongly agreed, 42.4% of the participants agreed, 9.5% of the participants were neutral,

111

10.1% of the participants disagreed and 4.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards It would be very hard for me to leave my job at this department right now even if I wanted to.

c) The data obtained in table 4.2.9 shows that 29.7% of the participants strongly agreed, 43.0% of the participants agreed, 9.5% of the participants neutral, 11.3% of the participants disagreed and 6.5% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Too much of my life would be disrupted if I leave my department.

d) The data obtained in table 4.2.10 shows that 25.5% of the participants strongly agreed, 46.3% of the participants agreed, 13.4% of the participants were neutral, 10.7% of the participants disagreed and 4.2% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Staying with my job at this department is a matter of necessity as much as desire.

e) The data obtained in table 4.2.11 shows that 20.2% of the participants strongly agreed, 44.2% of the participants agreed, 13.9% of the participants were neutral, 14.2% of the participants disagreed and 7.4% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards Happy to spend the career in this department.

f) The data obtained in table 4.2.11 shows that 18.7% of the participants strongly agreed, 42.1% of the participants agreed, 14.5% of the participants were neutral, 17.2% of the participants disagreed and 7.4% of the participants strongly disagreed. So it is concluded that majority of participants have positive response

112

towards One of the few negative consequences of leaving my job at this department would be the scarcity of available alternative elsewhere.

Part-C NORMATIVE COMMITMENT SCALE ITEMS

a) The data obtained in table 4.2.14 shows that 25.2% of the participants strongly agreed, 45.7% of the participants agreed, 10.7% of the participants were neutral, 9.8% of the participants disagreed and 8.6% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I feel obligation to remain with my department.

b) The data obtained in table 4.2.13 shows that 19.3% of the participants strongly agreed, 53.4% of the participants agreed, 13.4% of the participants were neutral, 11.3% of the participants disagreed and 2.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards Even if it were to my advantages, I do not feel it would be right.

c) The data obtained in table 4.2.164 shows that 24.0% of the participants strongly agreed, 48.7% of the participants agreed, 14.2% of the participants were neutral, 8.9% of the participants disagreed and 4.2% of the participants were strongly disagree. So it is concluded that majority of participants have positive response towards I would feel guilty to left department.

d) The data obtained in table 4.2.15 shows that 26.4% of the participants strongly agreed, 45.5% of the participants agreed, 13.1% of the participants were neutral, 8.9% of the participants disagreed and 2.7% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards this department deserves my loyalty.

113

e) The data obtained in table 4.2.16 shows that 24.6% of the participants strongly agreed, 49.3% of the participants agreed, 13.6% of the participants were neutral, 9.5% of the participants disagreed and 3.0% of the participants strongly disagreed. So it is concluded that majority of participants have positive response towards I would not leave my department because of my sense of obligation to it.

Over all Findings

Objective No.1 To find out organizational commitment of secondary school teachers Islamabad.

1. Means of organizational commitment factors are expressed in table 4.4. The results were 3.89 for affective commitment, 3.69 for continuous commitment, and 3.54 for normative commitment which indicate that teachers have commitment on all three indicators of organizational commitment factors.

Objective No.2 To measure the job satisfaction of secondary school teachers Islamabad.

2. Means of Job Satisfaction factors are provided in table 4.5. The results were 3.52 for supervision, 3.56 for colleagues, 3.55 for working conditions, 2.51 for pay, 3.72 for responsibility, 3.55for work itself, 3.71 for advancement, 3.37 for security, and 3.42 for recognition. Means of security, pay and recognition show less satisfaction, other means show satisfaction.

Objective No.3To examine the relationship between organizational commitment and job satisfaction of secondary school teachers Islamabad.

3. Table 4.7 indicates that the value (0.646) is highly significant at 0.05 at level of significance, so the null hypothesis stating that there is no significant relationship between organizational commitment mean scores and job

114

satisfaction mean scores, is rejected and it is concluded that there is significant relationship between Organizational Commitment and job satisfaction.

5.3 CONCLUSIONS

On the basis of the findings of the study, the under mentioned conclusions were drawn:

1. It is concluded that teachers are committed on all three dimensions of Organizational Commitment (affective commitment, continuous commitment, and normative commitment).

2. Over all teachers are satisfied with their job but less satisfied on scales of Pay, Security and Recognition.

3. All the two dimensions of the study i.e. organizational commitment and job satisfaction are significantly correlated with each other. It is concluded that there is significant relationship between organizational commitment and job satisfaction.

5.4 DISCUSSION

The aim of the study was to analyze the relationship between organizational commitment and job satisfaction of secondary school teachers Islamabad. It is a quantitative co relational research and the questionnaire survey was used for data collection. The major objectives of the study were to find out organizational commitment of secondary school teachers Islamabad, to find out the job satisfaction of secondary school teachers Islamabad, to examine the relationship between organizational commitment and job satisfaction of secondary school teachers Islamabad.

The study found that there is relationship between the organizational commitment and job satisfaction. The factor wise analysis was conducted to support the findings, as there is no

115

empirical research available in Pakistan, even in other countries to evaluate the different aspects of secondary school's teachers like organizational commitment and job satisfaction. Cheng (1990), Hoy and Miskel (1991); Owens (2004) and Sergiovanni (1991), have also the same view that work place environment affects the level of organizational commitment.

5.5 RECOMMENDATIONS

1. It is concluded that teachers are committed on all three dimensions of Organizational Commitment (affective commitment, continuous commitment, and normative commitment). So focus may be given on all three dimensions of Organizational Commitment.

2. Over all teachers are satisfied with their job but less satisfied on three factors such as scales of Pay, Security and Recognition. Govt. my focus on less satisfied factors such as salary, security and recognition. The teachers who are doing good job may be recognized by head of school.

3. All the two dimensions of the study i.e. organizational commitment and job satisfaction are significantly correlated with each other. It is concluded that there is significant relationship between Job Satisfaction and Organizational Commitment. All stake holders related to schools and Education may focus on both variables to get maximum output by teachers.

4. The study was conducted in Islamabad, capital of Pakistan, and other provinces could not be included due to time and financial constraints. Researchers may conduct the study in this field to find out relationship between organizational commitment and job satisfaction.

5. Govt. may focus on pay scales of secondary school teachers to upraise their job satisfaction that will enhance teacher's commitment. Special pay scales may be

116

introduced to attract main brain of the country. Special teaching allowance will be helpful in this connection.

6. Govt. may focus of the security of teachers on priority basis. Institutional and societal Security may be provided to teachers.

7. Recognition is important factor in this study that teachers feel less satisfaction. Teachers may be recognized at each and every forum. Head of institute and head of department may appreciate teachers on their excellent performance. If teachers show high performance then teachers may be offered appreciation letter, cash prize, out of turn promotion, special increment and awards etc.

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118

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QUESTIONNAIRE FOR JOB SATISFACTION SCALE

Dear Teachers,

I am student of MS education at International Islamic University Islamabad. My research topic is "Relationship Between Organizational Commitment and Job Satisfaction of Secondary School Teachers Islamabad". I am collecting data for my MS Thesis. In this regard, one questionnaire is dispatched to you. All the information provided by you will be kept confidential and it will used only for research purpose. I will be thankful for your cooperation.

<div align="right">

Yours Sincerely,

Shafqat Abbas

Reg.No168FSS/MSEDU/F13

</div>

Name (Optional) _____ School/College_____

The following statements concern how you feel about the School/Department where you work. Please read out the statements carefully and tick the most appropriate option.

Strongly Agree= SA=5, Agree=A=4, Neutral=N=3, Disagree=D=2, Strongly Disagree=SDA=1

	Supervision Factor					
S.NO	Statement	SA	A	N	D	SDA
1	My Head of School gives me assistance when I need help.					
2	My Head of School praises my good teaching practices.					
3	My Head of School provides assistance for improving quality of instruction.					
4	I receive recognition from my Head of School when I achieve good results.					
5	My Head of School does not back me up.					
6	My Head of School explains what is expected of me.					
7	My Head of School listens to my suggestions.					
8	My Head of School treats all the teachers equally.					

10	When I teach a lesson, my Head of School observes my lessons.						
11	My Head of School offers suggestions to improve my teaching.						
12	My Head of School makes available the material I need from time to time.						
13	My Head of School turns one teacher against another.						
14	Sometime I receive meaningless instructions from my Head of School.						
Colleagues Factor							
15	I like the people with whom I work.						
16	I dislike the people with whom I work.						
17	My colleagues seem unreasonable to me.						
18	I get along well with my colleagues.						
19	I get cooperation from my colleagues.						
20	My colleagues stimulate me to do better work.						
21	My colleagues are highly critical to one another.						
22	I have lasting friendships with my colleagues.						
23	My interests are similar to those of my colleagues.						
24	My colleagues provide me suggestions/ feedback about my teaching practices/styles.						
25	I am satisfied with working conditions existing in my school.						
Working Conditions Factor							
26	Working conditions in my school are comfortable.						
27	Physical surroundings in my school are pleasant.						

28	The administration in my school clearly defines its policies.					
29	The administration in my school communicates its policies to all the teachers.					
30	Working conditions in my school could not be worse.					
31	Working conditions in my school can be improved.					
32	Teacher income is barely enough to live on.					
	Pay Factor					
33	Teaching as a career provides me financial security.					
34	Teacher income is adequate for normal expenses.					
35	I am well paid in proportion to my ability.					
36	My income as a teacher is less than I deserve.					
37	Insufficient income keeps me living the way I want to live.					
38	Pay compares with similar jobs in other provincial schools.					
	Responsibility Factor					
39	I get along well with my students.					
40	I try to be aware of the policies of my school.					
41	I am interested in the policies of my school.					
42	I do have responsibility for my teaching.					
43	My students respect me as a teacher.					

44	I am responsible for planning my daily lessons.					
45	Teaching provides me the opportunity to help my students to learn.					
46	I am responsible for my actions.					
Work Itself Factor						
47	Teaching encourages originality.					
48	Teaching is very interesting work.					
49	Teaching as a profession encourages me to be creative.					
50	Teaching does not provide me chances to develop new methods.					
51	The work of a teacher consists of routine activities.					
52	Teaching provides an opportunity to use a variety of skills.					
53	I am committed toward teaching.					
54	I have the freedom to make my own decisions.					
55	The work of a teacher is very pleasant.					
Advancement Factor						
56	Teaching as a profession provides a good opportunity for advancement.					
57	Teaching as a profession provides an opportunity for promotion.					
58	Teaching as a profession provides me an opportunity to advance professionally.					
59	Teaching as a profession provides limited opportunities for advancement.					

60	I am getting ahead in my present teaching position.					
	Security Factor					
61	I am afraid of losing my teaching job.					
62	Teaching provides a secure future.					
63	I never feel secure in my teaching job.					
	Recognition Factor					
64	I receive full recognition for my successful teaching work.					
65	No one tells me that I am a good teacher.					
66	I receive little recognition.					

QUESTIONNAIRE FOR ORGANIZATIONAL COMMITMENT SCALE

Dear Teachers,

I am student of MS education at International Islamic University Islamabad. My research topic is "Relationship between Organizational Commitment and Job Satisfaction of Secondary School Teachers Islamabad". I am collecting data for my MS Thesis. In this regard, one questionnaire is dispatched to you. All the information provided by you will be kept confidential and it will be used for research purpose. I will be thankful for your cooperation.

Yours Sincerely,

Shafqat Abbas
Reg.No:168-FSS/MSEDU/F13

Name (Optional) _____ school/college _____

The following statements concern how you feel about the School/Department where you work. Please read out the statements carefully and tick the most appropriate option.

Strongly Agree= SA=5, AGREE=A=4, Neutral=N=3, Disagree=DA=2, Strongly Disagree=SDA=1

AFFECTIVE COMMITMENT SCALE ITEMS

S.NO	Statement	SA	A	N	DA	SDA
1	I would be very happy to spend the rest of my career in this department.					
2	I really feel this department's problems are my own.					
3	I feel like part of my family in this department.					
4	I feel emotionally attached to this department.					
5	I feel a strong sense of belonging to this department.					
CONTINUANCE COMMITMENT SCALE ITEMS						
6	It would be very hard for me to leave my job at this department right now even if I wanted to.					
7	Too much of my life would be disrupted if I leave my department.					
8	Staying with my job at this department is a matter of necessity as much as desire.					

9	I believe I have too few options to consider before leaving this department.					
10	One of the few negative consequences of leaving my job at this department would be the scarcity of available alternative elsewhere.					
NORMATIVE COMMITMENT SCALE ITEMS						
11	I feel obligation to remain with my department.					
12	Even if it were to my advantages, I do not feel it would be right to leave.					
13	I would feel guilty if I left this department now.					
14	This department deserves my loyalty.					
15	I would not leave my department because of my sense of obligation to it.					