



PERCEPTIONS OF PARENTS TOWARDS RAJIV VIDHYA MISSION (SSA) PROGRAMME

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Abstract:

The present study is intended to find out the perceptions of parents towards Rajiv Vidhya Mission (SSA). The study consists of a sample of 35 male and 40 female parents living in Guntur district, Andhra Pradesh. The researcher had taken up a random sample of 75 parents. The researcher has developed a questionnaire to collect the opinions. The data collected was subjected to statistical analysis such as Mean, S.D. and “t” values. The results were discussed.

Keywords: Rajiv Vidhya Mission, SSA, Parents

Introduction:

India is the world's second most populous and comparatively young democratic country on this globe having diversity in terms of caste, language, religion and economic status. In spite of such a large diversity, the indications so far suggest that we have been successfully moving towards greater liberalization and globalization. It is a universal truth for all the human beings because the concept of human resource development lies in it. Human resource development plays a vital role in imparting the quality of life. Human development is the integrated development of any Nation.

Societies and nations need continuous human resource development. Education is regarded as a potential instrument of individual development as well as social upliftment. It is a common world trend that reform is an important task to ensure the improvement of the quality of education. Those who have been renamed as backward and underprivileged over years can be empowered by education to assert their rights and to fulfill their places in the society. Education is also found to be a powerful means of removing disparities, discriminations and disabilities in the society. Education and Economic efficiency of all the individuals have been the indicators of any Nation's development.



In the developing countries like India education up to primary stage is considered very essential for every citizen. It needs constitutional support. Article 45 outlines the general principle for guiding and government that shall endeavour to provide free and compulsory education for all children until they attain the age of 14 years irrespective of caste, creed, sex and religion. This target should be achieved within a period of 10 years from the day of commencement of the constitution 1950, January 26. This constitutional, obligation has been time and again defined successively to 1970, 1980, 1990 and then to 2000. 86th Amendment to the Constitution of India in 2002 inserted in Article 21(A) primary education becomes fundamental right. Hence, it has become the moral and social responsibility of the country.

At this juncture Sarva Shiksha Abhiyan, a flagship programme of Government of India was launched in 2001 following the District Primary Education Programme (DPEP) (1994-2001), close to the levels of SSA the government enacted the Right to Education Act (RTE) which was notified and came into being in 2009. Both these signaled and the determination of the government to make Universal Elementary Education (UEE) as a right that single child could realize. But there exists a mix of progress and problems in every fact of educational development in India today and the development in quality aspects of schooling has not kept with access which may impede the development made so far.

The objectives of Education for All:

According to Annual Report, 1997-98 by Ministry of Human Resource Development, the following are the goals of this prestigious program.

- 1. Access:** Universal enrollment of all children, including girls and persons belonging to scheduled castes and scheduled tribes; provision of primary schools for all children within one kilometer of walking distance and of non-formal education; and improvement of ratio of primary to upper primary school to at least 1:2. Various schemes were introduced to improve the enrollment, one of the prominent one was the mid-day meal.
- 2. Retention:** Reduction of dropout rates between I to V and VI to VIII; and improvement of school facilities by revamped Operation Black Board, to be extended to upper primary level also. Policy of no detention up to the Grade was introduced.
- 3. Achievement:** Achievement of minimum levels of learning by approximately all children at the primary level, and introduction of this concept at the middle stage on a large scale.



4. Monitoring: Local level committee, with due representation to women and teachers, to assist in the working of primary education to oversee its functioning, and to improvement of the monitoring system for Universalisation of Elementary Education was initiated.

Review of Literate Literature:

Manjula P. Rao, G, Viswanadappa and A.C.Joshy (2000) conducted a research on “Compulsory Primary Education in Andhra Pradesh - A Policy”. The impact of SOPT (special orientation for Primary teachers) training programme on the class room practice of teachers in Karnataka State. Five centers were identified as the representative samples of the study where the SOPT training was carried out. A total number centers in Mangalore and Chikmangalore districts constituted the sample of the study. Data was collected in two phases. Phase-I from the administration of AAQ (Academic Awareness Questionnaire) to the teachers and Phase-II involved the observation of classroom practices of some of the teachers who underwent the SOPT training programme. From the findings it is inferred that the training programmes needed to improve in certain aspects, which the paper highlights through a detailed analysis and discussion.

Renuka Shewkani and R.R. Motwani (2003) have done a study on “Quality in education”. In the study they noticed in present system of education, problem of wastage and stagnation is high. This implies that we need to pay more attention of quality of education. A better quality in education will produce productive and responsible citizen. Each institution should identify its own ways to improve its effectiveness, efficiency, productivity and quality of service. Managing quality of education will enable it to cope with external & internal changes in a constructive manner. There are various measures of assessing quality in industrial organization. However, those measures may not be completely valid for educational institutions but few can enhance the quality of education.

Chakraborty, T. and Khanna (2008) conducted a study on “different interventions for out of school children in the state of Rajasthan” and the study revealed that in every village of Rajasthan at least one primary school has been established. Gender gap has reduced from 23.9 per cent in 2001-02 to 10.7 per cent in 2005-06. Dropout of students and teachers absenteeism in rural and interior areas, inadequate use of facilities provided, migratory



groups, disparity between male and female literacy in rural areas and SC and ST groups were some of the areas of concern. There is a need to make child tracking system more effective.

Shamima Ansari and Geeta Rai (2018) conducted a research on “Teachers Working and Awareness towards Sarva Shiksha Abhiyan: A Study of Madarsa in Varanasi City”. The main objective of the study is to examine the awareness of prospective teachers towards Sarva Shiksha Abhiyan with the respect of following variables- Gender, Inhabitation, Stream, Category and level of education. Descriptive survey method of investigation was used in the study. A sample of 100 teachers (male & female) selected randomly from Madarsa of Varanasi district. Questionnaire was used to collect data (developed by-Miss Nimisha Ojh) for knowing the awareness of Madarsa teachers towards Sarva Shiksha Abhiyan. The collected data was analyzed with the help of statistical techniques of mean, S.D and t-test. Hypotheses were tested on 0.05 level of significance. Findings of the study revealed that there is no significance difference among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to gender (male and female). The difference between the mean of male is 12.68 and female is 13.44 respondent was not found significant. It is evident that the t-value is 1.22, which is not significant at 0.05 level of significance with $df = 98$. It indicates that awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to male and female do not differ significantly and stream (science and humanities). The t-value for stream is 0.83, which is not significant with $df = 98$. It indicates that awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to stream- Science and Humanities do not differ significantly. But significant difference among prospective teachers towards quality and access of Sarva Shiksha Abhiyan exist with the respect to inhabitation (rural & urban). The t-value for inhabitation is 2.30 which is significant at 0.05 level of level of significance with $df = 98$. It indicated that the Awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to level of Inhabitation- Rural and Urban do differs significantly and level of education (graduate & undergraduate). The t-value for level of education is 2.62 which is significant at 0.05 level of level of significance with $df = 98$. It indicated that the Awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to level of education- Undergraduate and Postgraduate teachers do differs significantly.

Objectives:

1. To find out the influence of following variables on the perceptions of parents towards the Impact of Rajiv Vidya Mission (SSA) Programme on imparting quality education:
a) Gender b) Age c) Locality

Hypotheses:

1. There is no significant difference between male and female parents perception towards Rajiv Vidya Mission (SSA) Programme on imparting quality education.
2. There is no significant difference between rural and urban parents perception towards Rajiv Vidya Mission (SSA) Programme on imparting quality education.
3. There is no significant difference between above 30y and below 30y age parents' perception towards Rajiv Vidya Mission (SSA) Programme on imparting quality education.

Variables:

- | | |
|-------------|-----------------------|
| a) Gender | : Male / Female |
| c) Locality | : Rural / Urban |
| d) Age | : Above 30 / Below 30 |

Sample of the study:

In the present study parents from rural, urban of Guntur district are taken as population. The scholar adopted stratified random sampling technique to obtain the sample. Schools were selected on the basis of simple random sampling procedure. Altogether 120 schools from five Educational divisions of Guntur, Tenali, Narsaraopet, Bapatla, Sattenapalli were randomly selected for the study. Sample comprised of 75 parents selected from various schools of Guntur district.

Distribution of the sample:

S.No.	Variable	Categories	Sample	Total
1.	Gender	Male	35	75
		Female	40	
2.	Locality	Rural	30	75
		Urban	45	
3.	Age	Above 30y	55	75
		Below 30y	20	

Tools used in the study:

The present investigation is intended to study the Impact of Rajiv Vidya Mission (SSA) Programme for quality education in Primary Schools of Guntur District in Andhra Pradesh state. The researcher constructed the 'opinionnaire' to find out the opinions of Teachers.

Scoring procedure:

The schedules contain a total of 22 items for Teachers. The respondents were required to indicate their opinion by marking one of the following five alternative responses given against the statements. The five alternative responses were Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). Each scale (alternative) was coded as 1, 2, 3, 4 and 5. Accordingly, Strongly Agree (SA) =1; Agree (A) = 2; Undecided (UD) =3, Disagree (D) =4 and Strongly Disagree (SD) = 5; were used. The alternative responses of negative items are credited with 5, 4, 3, 2, 1 points respectively from unfavorable end to favorable end. The weighted scores were tabulated for each individual and his/her total score was calculated for each. The reliability coefficient of the tools was calculated using split half method and found to be 0.61

Statistical Techniques Used:

The Descriptive statistics such as Mean, Standard Deviation, and the inferential statistical techniques such as t-test are employed to test different hypotheses.

Analysis and Interpretation of Data:

1. There is no significant difference between male and female parents perception towards Rajiv Vidya Mission (SSA) Programme on imparting quality education.

Gender	Total	Mean	SD	S.Ed	't'
Male	35	52.07	10.01	2.33	1.231
female	40	54.94	10.19		

NS: Not Significant at 0.05 or

0.01 level

From the above table it is observed that, the mean opinion scores of female parents (54.94) is higher than that of male parents (52.07). The 't' value is found to be 1.231 which is not significant. This shows that there is no significant difference between the opinions of

male and female parents towards the Impact of Rajiv Vidya Mission (SSA) programme on imparting quality education in primary schools of Guntur District in Andhra Pradesh state. Hence, the null hypothesis is accepted.

2. There is no significant difference between rural and urban parents perception towards Rajiv Vidya Mission (SSA) Programme on imparting quality education.

Locality	No	Mean	SD	S.Ed	't'
Rural	30	51.04	10.46	2.45	1.55
Urban	45	54.85	10.41		

NS: Not Significant at 0.05 or

0.01 level

From the above table it is observed that, the mean opinion scores of urban parents (54.85) is higher than that of rural parents (51.04). The 't' value is found to be 1.55 which is not significant. This shows that there is no significant difference between the opinions of rural and urban parents towards the Impact of Rajiv Vidya Mission (SSA) programme on imparting quality education in primary schools of Guntur District in Andhra Pradesh state. Hence, the null hypothesis is accepted.

3. There is no significant difference between above 30y and below 30y parents perception towards Rajiv Vidya Mission (SSA) Programme on imparting quality education.

Age	No	Mean	SD	S.Ed	't'
Above 30 y	55	54.74	10.06	2.61	1.06
Below 30 y	20	51.94	10.02		

Not Significant at 0.05 or 0.01 level

From the above table it is observed that, the mean opinion scores of parents above 30y (54.74) is higher than that of below 30y teachers (51.94). The 't' value is found to be 1.06 which is not significant. This shows that there is a significant difference between the opinions of above 30y and below 30y age group of parents towards the Impact of Rajiv Vidya Mission (SSA) programme on imparting quality education in primary schools of Guntur District in Andhra Pradesh state. Hence, the null hypothesis is accepted.



Findings of the study:

1. There is no significant difference between male and female parents towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.
2. There is no significant difference between rural and urban parents towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.
3. There is a significant difference between above 30y and below 30y parents towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.

Suggestions:

1. The government has to establish new schools where there is no school and establish new classrooms where requirement exists.
2. The government should recruit qualified teachers in all schools to provide quality education.
3. School curriculum should be revised according to the needs and deeds of the students.

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

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Abstract

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

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

1.1 Introduction

High quality teaching staff is the cornerstone of a successful educational system. Teachers are both the largest human capital resource of an educational system, particularly at the school level. Attracting and retaining high quality teachers is thus a primary necessity for educational institution. However, good teachers are difficult to recruit and almost impossible to retain if the rewards of teaching do not outweigh the possible frustrations on account of poor job conditions. Job satisfaction has always been a flash point of discussion among the researchers and scholars since long. This critical issue has gained enthusiastic attention of researchers all around the world after the beginning of industrialization, but now it is applied to each and every organisation. The education system is also being changed in to an organisation. In the field of education measuring the job satisfaction of teachers has become a prime focus of attention for researchers to make it a dynamic and efficient one. The job satisfaction teachers particularly at secondary level are very vital. The value of secondary education is



undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. The highlighted topic is very serious issue due to the importance of secondary education which is central stage of the whole pyramid of education system in the world. A better performance only possible if the job fulfils the basic needs of teachers like terms of salary and better status as explained by Khan(1999), “salary or emoluments caters the material needs of the employees in allowing a sense of status and importance”. Performance from a teacher can only be expected if they are satisfied with their job. Job satisfaction is an individual attributes and it is outcome of the fulfilment of the individual needs which vary greatly from one person to another.

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

As teachers are very important in any educational institution it is vital to track on their performance, attitude and feelings. Every management feel believes that “satisfied teachers can bring their institution success “so it is very important for every management to identify whether their employees are really satisfied or not? And job satisfaction survey is a tool to check whether a person is happy with his job or not. it is important for every institution to know job satisfaction level of their employees of the institution. Satisfaction refers to



individual element of one's job, like as salary, growth prospect, physical environment, working hours, so on and so forth. Thus the research work is directed towards understanding the job satisfaction and institutional commitment among school teachers in Malappuram district.

1.2 Statement of the problem

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

1.3 Scope and significance

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

1.4 Objectives of the study

- 1 To study the factors affecting job satisfaction of teachers in Kerala.
- 2 To compare the job satisfaction of teachers working in government, aided and unaided schools.
- 3 To compare the institutional commitment of teachers working in government, aided and unaided schools.

1.5 Hypotheses of the Study

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

1.6 Research Methodology

The present study is descriptive in nature. The study examines the job satisfaction, school climate and institutional commitment of teachers with respect to different locations, managements and schools in Kerala. It also analyses the impact of school climate on institutional commitment and overall job satisfaction of teachers in Kerala. The present study uses primary data. Due to the special nature of the study the qualitative data has also been used in the present study.

1.7 Sample design

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

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

1.7.2 Sample size

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

1.7 Tools for analysis

A questionnaire was designed for the purpose of achieving the research objectives. In order to analyze the impact of school climate on institutional commitment and overall job satisfaction of teachers in Kerala. The statistical tools used for the analysis of primary data consist of frequencies cross-tabulation, descriptive statistics like arithmetic mean, percentages, etc. The analytical tools used for establishing and analyzing the relation and dependence between variables include: statistical methods used for hypotheses testing, such as Factor analysis, Chi-square test and ANOVA

Part II

2.1 Conceptual Frame Work of the Study



Sinemaydogdu and barisasikgil (AYDOGDU, 2011)

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

Lynn McFarlane and Harry J. Martin (McFarlane, 1989)

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

Dr. Samin Nawab (Nawab, 2010)

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

Bola Adekola (Adekola, 2012)

He study topic on the “impact of organizational commitment on job satisfaction: As a study of employees at Nigerian universities”. He tested in the private and public university system to ascertain the veracity of this hypothesis. Data were collected from 150 employees consisting of academic and administrative and technical staff from both public universities and private

universities. The result revealed that employees in public universities have greater degree of organisational commitment in comparison to private universities.

Dr.lalitamishra(Lalitamishra, 2018)

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

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

Part III

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

Table 3.1 Communalities Extracted for the Evaluation of Institutional Commitment

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

Source: SPSS output

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

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

Total Variance Explained

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

Source: SPSS output

Extraction Method: Principal Component Analysis.

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

Table 3.3 Rotated Component Matrixes for the Evaluation of Institutional Commitment

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

Source: SPSS output

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 4 iterations.

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

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

Table 3.4 ANOVA commitment towards Work Assignment

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

Source: SPSS output

Table 3.5 ANOVA Image Building Activities

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

Source: SPSS output

Table 3.6 ANOVA Commitment towards Institution

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

Source: SPSS output

Table 3.7 ANOVA Sense of belongingness.

IC3

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

Source: SPSS output

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

Table 3.8 Chi-Square Tests

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

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

less than 5. The minimum expected count is 8.33.

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

Conclusion

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

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