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RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION AMONG FACULTY MEMBERS OF SECONDARY LEVEL TEACHER TRAINING PROGRAMME IN INDIA (MYSORE) AND IRAN (TEHRAN) - A COMPARATIVE STUDY

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Abstract:

The purpose of this study was to investigate the relationship between job satisfaction and organizational commitment of faculty members of secondary level teacher training programme in India (Mysore) and Iran (Tehran). A survey-based descriptive research design was used. The study was carried on faculty members working in teacher training colleges in Tehran and education colleges in Mysore University. About 285 survey questionnaires were distributed in Tehran in 2011. Multiple follow ups yielded 245 statistically usable questionnaires. And also About 165 survey questionnaires were distributed in Mysore. Multiple follow ups yielded 134 statistically usable questionnaires. Correlation coefficient was used to confirming the research hypothesis. Test statistics revealed that in overall job satisfaction and organizational commitment are significantly and positively related. In case of Mysore sample, when correlation coefficients were calculated for teachers it was found that job satisfaction was significantly and positively correlated with organizational commitment. In the case of Iranian teachers it was also found that job satisfaction was significantly and positively correlated with organizational commitment. Standard measures were used to measure organizational commitment and job satisfaction. Since respondents were from education colleges in Mysore University and teacher training colleges in Tehran only so the findings cannot be generalized to faculty members of secondary level teacher training programme in both countries.

KEYWORDS:

Organizational Commitment, Job Satisfaction, Education College, Faculty Member, Teacher Training College.

INTRODUCTION:

The study of behaviors within organizational setting has highlighted critical variables that are

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supportive or detrimental to the performance of workforce. This notion holds true while focusing on quality of human resources that is major factor which contribute significantly to the organizational success (Pohlman & Gardiner, 2000).

Organizational commitment and job satisfaction are widely studied factors in management literature (Bodla & Danish, 2009; Parker et al., 2005; Allen & Meyer, 1990) which are the precursors of employees' performance. These factors are even more important to study in academic institutions, especially universities which are the sources of human resources and sole responsible for educating the intellect of nations. Teacher is the central element in educational system holding various important responsibilities. The overall performance of universities depends upon their teachers and ultimately their level of commitment and job satisfaction. Thus understanding their behaviors and attitudes needs more attention in organizations. (Tsui & Cheng, 1999).

This study was another effort which aimed at investigating the relationship of job satisfaction and organizational commitment among faculty members of secondary level teacher training programme in India (Mysore) and Iran (Tehran). Faculty members generally feel a sense of calling and responsibility to their work. The impact of the profession on work/non-work interactions, along with increased pressures of student affairs work, may be negatively influencing commitment to the profession. In an era of rapid change, knowledge capital must be retained in order for the organization to remain productive and responsive to the needs of its stakeholders (Bloch, 2001). The literatures suggest that individuals become committed to organizations for a variety of reasons, including an affective attachment to the values of the organization, a realization of the costs involved with leaving the organization, and a sense of obligation to the organization (Meyer & Allen, 1997). Understanding of how teachers become satisfied and committed to their universities, and to what degree various factors contribute to their level of commitment, is really important to boosting up their performance.

2. LITERATURE REVIEW

2.1 Organizational Commitment

The concept of organizational commitment refers to the nature of the linking of a member to the organization. Definitions of commitment can vary a great deal. Organizational commitment can be categorized into attitudinal and behavioural approaches (Mowday, Steers, & Porter, 1979; Reichers, 1985). Attitudinal commitment reflects the individual's mindset process in determining his or her relationship with the organization. Through the mindset process, an individual develops one's willingness to work with the organization and one's level of affective attachment to an organization. The behavioural approach involves the process of an individual becoming bound by his or her actions in the organization. Through these actions, an individual develops the belief that he or she must sustain the activities and be involved in the organization (Salancik, 1977). Behavioural commitment is the measurement of an individual's intention to stay in an organization (Mowday et al., 1982). Becker's (1960) side-bet theory about behavioural commitment indicates that individuals attach themselves to organizations through investments, such as time and efforts that make it too costly to leave. In research on behavioural commitment, the studies focus on identification of conditions under which a behaviour that, once exhibited, tends to be repeated, as well as on the effects of such behaviour on attitudinal change (O'Reilly & Caldwell, 1980).

2.2 Job Satisfaction

Oshagbemi (2000) defines job satisfaction as “an emotional response that occurs as a result of the interaction between the worker's values concerning his/her job and the profits he/she gained from his/her job”.

Robbins (2000) explains the concept of job satisfaction as the overall feelings towards or attitudes about the job they perform.

Job satisfaction (JS) is a multi-dimensional concept which includes the employees' understanding of the job as well as the job conditions, benefits of work and the emotional response they show to this understanding (Luthans, 1995). Several motivation theories of job satisfaction such as Malow's hierarchy of needs, Herzberg's two-factor theory, Wroom's expectancy theory, and Lawler and Porter's distributive justice theory have profound impact on employees (Eren, 2001). Employee job satisfaction is critical to the success of the organization since low job satisfaction leads to high attrition rate (Clegg 1983; Drago & Wooden, 1992).

There are three main arguments as to what causes job satisfaction – (i) satisfaction enhances performance; (ii) performance enhances satisfaction; and (iii) incentives cause both performance and

satisfaction (Schermerhorn et al., 2000). Studies have shown that employees at higher positions have greater job satisfaction than those in lower positions and employees who receive higher incentives show high satisfaction (Schermerhorn et al., 2003).

Job satisfaction is linked mainly to two factors: situational (extrinsic) and personal (intrinsic) factors (Qingwen, 2006). Situational factors include pay, opportunities for promotion and working conditions and job characteristics such as task identity, task significance, skill variety, autonomy and feedback (Heller et al., 2002). On the other hand, personal factors include personality disposition, traits, self-esteem, motivation and emotion (Dorman & Zapf, 2001). Employees with high job satisfaction exhibit high energy, pleasurable engagement and enthusiasm and employees with dissatisfaction show distress, unpleasant engagement and nervousness (Heller et al., 2002).

Job satisfaction can be measured in two ways - overall and facet. Overall job satisfaction is based on the combined mathematical scores of work satisfaction or the overall evaluation rating of the job (Landy et al., 2004). Facet satisfaction is “information related to specific facets or elements of job satisfaction” (Landy et al., 2004).

3. RESEARCH METHODOLOGY

1.3 Hypotheses of the Study

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

There is no significant relationship among job satisfaction and organizational commitment in

- A. Teachers of both India and Iran
- B. Teachers of India only
- C. Teachers of Iran only

2.3 Sample

Statistical range of population for this research is all faculty members in colleges of education in Mysore University and all faculty members in teacher training colleges in Tehran. Number of faculty members is 343 persons from 36 colleges of education in Mysore sample and number of faculty members is 850 persons from 17 teacher training colleges in Tehran sample.

In this research Random Sampling Method was used. Sample size was calculated according to the table provided by Morgan and Corgis. Regarding the statistical range which is 343 number of sample is 186 in Mysore sample and also regarding the statistical range which is 850 number of sample is 285 in Tehran sample.

3.3 Data Collection

The questionnaires were administrated individually. The data required for the present study were collected from the education colleges in Mysore and teacher training colleges in Tehran. In the questionnaires stipulated, the responders were explained, each individually about the researcher's aim and were requested to read each question carefully and then encircle the choice which best described their opinion regarding each item. The researcher distributed 165 questionnaires among the education colleges' faculty members in Mysore and 285 questionnaires among teacher training colleges in Tehran. Each participant received questionnaire related to organizational commitment and job satisfaction. Finally, the investigator collected 134 questionnaires from Mysore sample and 245 questionnaires from Tehran sample.

4.3 Tools Used for Data Collection

In this research the following two questionnaires were used:

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

reliability worked out to be 0.978.
B. Questionnaire of organizational commitment: In this research the researcher used a standard test to measure the organizational commitment that developed by (Mowday, Stirez, & Porter, 1979). Organizational commitment questionnaire (OCQ) has 15 items.

4.RESULTS

H01: There is no significant relationship among job satisfaction and organizational commitment in

- A-Teachers of both India and Iran
- B-Teachers of India only
- C-Teachers of Iran only

Table 1:
Correlation Coefficients between Job Satisfaction and Organizational Commitment for both Countries (India and Iran)

Country	Variable 1	Variable 2	Correlation coefficient	df	Significanc e
Overall (India+Iran)					
	Job Satisfaction	Organizational Commitment	.294**	377	.000
India only					
	Job Satisfaction	Organizational Commitment	.388**	132	.000
Iran only					
	Job Satisfaction	Organizational Commitment	.246**	243	.000

Note: **Correlation is significant at the 0.01 level/ * Correlation is significant at the 0.05 level.

From the above table it is clearly that in overall job satisfaction and organizational commitment are significantly and positively related (r=.294; P=.000).
When correlation coefficients were calculated for Indian teachers it was found that job satisfaction was significantly and positively correlated with organizational commitment (r=.388; P=.000).
In the case of Iranian teachers it was found that job satisfaction was significantly and positively correlated with organizational commitment (r=.246; P=.000).

5.DISCUSSIONS

The purpose of this study was to investigate the relationship between job satisfaction and organizational commitment of faculty members of secondary level teacher training programme in India (Mysore) and Iran (Tehran).
Test statistics revealed that in overall job satisfaction and organizational commitment are significantly and positively related.
In case of Mysore sample, when correlation coefficients were calculated for teachers it was found that job satisfaction was significantly and positively correlated with organizational commitment.

In the case of Iranian teachers it was also found that job satisfaction was significantly and positively correlated with organizational commitment

The relationship between job satisfaction and organizational commitment is very crucial now-a-days, because people now often do not prefer to stay with the same organization for long. It has become hard for the organizations to exercise influence on the employees for retaining them. If employees exhibits different levels of job satisfaction and if this satisfaction leads to the organization commitment, obviously organizations would want to hire employees with the higher levels of organizational commitment.

Employers normally expect that people with higher levels of job satisfaction will have higher levels of organizational commitment. The reason why satisfaction will lead to the commitment is that a higher level of job satisfaction may lead to good work life and reduction in stress. Similarly, if employees are highly satisfied with their work, co-workers, pay, and supervision and derive high level of overall job satisfaction with their jobs they are more likely to be committed to the organization than if they are not satisfied. The focus on these two key concepts cannot be over stated because job satisfaction and commitment are primary determinants of employee turnover, performance, and productivity (Okpara, 2004). Committed and satisfied employees are normally high performers that contribute towards organizational productivity (Samad, 2007).

Kalleberg and Mastekaasa (2001) found that previous research on the relationship between job satisfaction and organizational commitment has not shown any consistent and easily reconcilable findings, the majority of research investigating this relationship indicates that there is a significant relationship between job satisfaction and organizational commitment (Aranya, Lachman & Amernic, 1982; Boshoff & Mels, 1995; Knoop, 1995; Kreitner & Kinicki, 1992; Morrison, 1997; Norris & Niebuhr, 1984; Ting, 1997).

The findings of the research are consistent with prior research indicating that employees perceiving a high degree of organizational commitment experienced a high level of overall job satisfaction (Meyer & Allen, 1997). The result of this study support the finding of researcher mentioned above.

6. CONCLUSIONS

The main objective of this paper was to investigate the relationship between job satisfaction and organizational commitment of faculty members of secondary level teacher training programme in India (Mysore) and Iran (Tehran).

From the above results we can conclude that both for teachers from Mysore (India) and teachers from Tehran (Iran), job satisfaction and organizational commitment were mutually related.

7. IMPLICATIONS FOR ACADEMIC ADMINISTRATORS AND RESEARCHERS

The study findings present valuable understanding for policy makers regarding how to make faculty committed to organization to enhance their teaching and learning effectiveness, improved professional practices, and reduced turnover. Academic administrators could make their core workforce highly satisfied and committed by optimal provision of intrinsic and extrinsic job rewards. Future researchers should conduct longitudinal studies to establish causal relationship between study variables. It is advisable that representative sample of the faculty in education colleges to be taken to ensuring external validity of the study findings. Findings of the study should be consulted while taking into consideration few limitations. Standard measures were used to measure job satisfaction and organizational commitment. Since respondents were from education colleges in Mysore university and teacher training colleges in Tehran city only so the findings cannot be generalized to faculty members of education colleges in both countries.

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