

## **Job Satisfaction, Commitment and Performance of Teachers at the Secondary and Higher Secondary Levels**

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### **Abstract**

The present study investigates the relationship between job satisfaction, commitment and performance of teachers at the secondary and higher secondary levels. Survey method is used to select a sample of 773 teachers. The research tools used are Minnesota Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967), Occupational Commitment Scale (Blau, Paul and John, 1993), Organizational Commitment Questionnaire (Mowday and Steers, 1979) and Maddux Employee Performance Appraisal Model (Maddux, 2004). The results of the statistical analyses show a significant correlation of job satisfaction, commitment and performance of teachers at the secondary and higher secondary levels. No significant difference was observed among teachers at the secondary and higher secondary level pertaining to their job satisfaction, commitment and performance of teachers..

**Keywords:** Job satisfaction, Commitment, Performance of Teachers, Secondary and Higher Secondary Levels

### **1. Introduction**

Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. Despite general agreement about the importance of high-quality teachers, researchers, practitioners, policy makers, and the public have been unable to reach a consensus about what specific qualities and characteristics make a good teacher.

Schools and teachers are being asked to be more accountable for student outcomes (Naugle et al., 2000). Shymansky (1978) once argued that there are numerous factors contributing in effective classroom instruction, but it is the teacher that is recognized as having the greatest influence on the program success. Assessing the performance of teachers then seems to be as important as assessing the students or learners. Though the assessment of teacher performance is a routine, mandatory practice in most schools and universities, its relevance in the context of school accountability on the learning of students cannot be underestimated.

### **2. Need for the Current Research**

The research area chosen is of immense importance for the present society, especially for the adolescents in schools. The world scenario depicts academics as important only at the school level. Higher education becomes optional. In the Indian context it varies due to the importance attached to higher education and career orientation. Any formal career or job in India requires education at the college level, especially for technical professions. The Indian population therefore, places high value for education in general.

The future of a young person greatly depends on the level and the nature of education he has had at the college level. Therefore, every Indian citizen is tuned to educating the children beyond school level. As education at school level especially in schools maintained by the government is totally free, the value for school education is much less compared to college education. Every home, every parent desires to educate their children beyond school level. The importance of such education at the college level emphasizes high scores in school examinations, especially, in core subjects. The school itself takes care of employing the best possible teachers for teaching. But it is not possible to have excellent teachers at all levels, basically for two reasons. One, the ratio between the teacher and the pupil is always disproportionate in India and two, this disproportion leads to the school appointing mediocre people for teaching any subject. Hence, the parents are anxious to send their children to the most popular private coach, who is a good teacher but will be overflowing with students. This will mean that even these coaches will not be doing full justice to the responsibilities they undertake.

The school and the students are left in the lurch due to this overcrowding, both in the class and the coaching centre. This has therefore become a very significant problem requiring the attention of the education researchers, with the question of whether it is possible to improve the quality of teaching in order to improve the quality of

learning. The answer to this question will require an investigation into the significant factors contributing to the performance of teachers.

### **3. Review of Related Literature**

Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

#### **3.1 Studies Related to Job satisfaction and Performance of teachers**

Rasku and Kinnunen (2003) compared the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. Job demands and control had only main effects on well-being: high demands explained low job satisfaction and burnout and high control explained high job satisfaction and high personal accomplishment.

The research conducted by Chamundeswari (2007) on a sample of 620 secondary and higher secondary level school teachers in different categories of schools, investigated job satisfaction as a moderating factor to stress and burnout experienced by teachers, and thereby influencing teacher performance. The investigation concluded that job satisfaction significantly contributed to the performance of school teachers both at the secondary and higher secondary levels. Corroborative studies were conducted by Kalyana Sundaram (2007), Venkatesa Chetty (2007) and Amudha (2008).

The study conducted by Suryanarayana and Goteti (2010) concluded that the teaching competency variable is related with the teacher's job satisfaction. Further, the results of the study reveal that the teaching competency in terms of all demographic variables like sex, locality, qualification, experience, type of management and type of institution do differ significantly, whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories also do differ significantly. A similar study was conducted by Thahir et al. (2020).

#### **Evaluation**

The study of the relationship between job satisfaction and job performance is one of the most venerable research traditions in industrial-organizational psychology. This relationship has been described as the "Holy Grail" of industrial psychologists (Landy, 1989). Indeed, interest in the link between workplace attitudes and productivity goes back at least as far as the Hawthorne studies (Roethlisberger and Dickson, 1939), and the topic continues to be written about to this day. Although the area has not lacked for qualitative (Brayfield and Crockett, 1955; Herzberg, Mausner, Peterson, and Capwell, 1957; Locke, 1970; Schwab and Cummings, 1970) or quantitative (Petty, Mc-Gee, and Cavender, 1984; Iaffaldano and Muchinsky, 1985) reviews, these reviews deserve some scrutiny. Moreover, there have been many developments in the past several years that merit renewed discussion and integration of this literature.

The argument that satisfaction and performance are related and the confusion over the appropriate level of analysis appear to have a long history. Schneider and Schmitt (1986) argued that researchers and managers casually observed that the morale of the workers seemed to be higher in organizations that were efficient and effective than in ineffective and inefficient organizations, Researchers then concluded (perhaps erroneously) that this relationship held for individual measures of job satisfaction and job performance. Writers in the areas of organizational theory and organizational effectiveness have also argued for satisfaction-performance relationships. It has been proposed that satisfaction and the happiness of personnel heighten organizational effectiveness. Organizations that alienate workers through their practices will be less effective and efficient. Satisfied employees usually work harder and better than frustrated ones (Etzioni, 1964; Gross and Etzioni, 1985). This is applicable to all teachers who are focused in the present study. Thus investigation of the influence of job satisfaction on the performance of teachers becomes important in the present study.

#### **3.2 Studies Related to Occupational and Organizational Commitment and Performance of Teachers**

Lee and his colleagues (2000) studied the relation between occupational commitment of several persons and work related variables meta-analytically. Major findings were (i) occupational commitment was positively related to job-focused constructs such as job involvement and satisfaction, suggesting that attitudes toward the job itself may be a central concern in committing to one's occupation (ii) consistent with previous work, occupational commitment and organizational commitment were positively related. This relation was found to be moderated by the compatibility of the profession and the employing organization (iii) occupational commitment was positively related to job performance and had an indirect effect on organizational turnover intention through occupational turnover intention.

Janssen (2004) proposed the idea that conflict with superiors has a barrier effect in the positive relationship between employee empowerment and organizational commitment. Superiors with higher authority rankings set and pursue organizational goals and values to which employees with lower authority rankings are expected to become committed. Conflicts with those superiors may hinder empowered employees to develop or maintain high levels of organizational commitment. The moderator effect of conflict with superiors suggests that psychological empowerment in the workplace interacts with other employee experiences and influences employee's commitment to the organization.

Indian researchers were concerned more on the aftermath of stress more than factors that initiated effective teacher performance. Teachers and educational researchers were concerned with job involvement and job commitment of teachers without attempting to relate it with performance. The study conducted by Chamundeswari (2007) investigated the factors affecting the performance of 620 secondary and higher secondary level school teachers has recognized organizational and occupational commitment contributing significantly to the performance of teachers at the secondary and higher secondary levels in different systems of education. Similar study has also been conducted by Shanthi (2007) and Nellitawati (2020).

### **Evaluation**

The study of commitment in the workplace dates back to the 1960s, and focused at first on the idea of organizational commitment (Cohen, 2003). Teacher commitment has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes toward school (Nias, 1981; Firestone, 1996; Graham, 1996; Louis, 1998; Tsui and Cheng, 1999). The traditional view of teacher commitment considers it to refer to external referents. However, there is a growing body of literature that draws a strong connection between teacher commitment and the very intimate element of passion for the work of teaching (Fried, 1995; Elliott and Crosswell, 2001; Day, 2004).

Today, scholars recognize that employees are exposed simultaneously to more than one object of commitment. Practitioners and researchers turn a great deal of attention to factors including organizational commitment and occupational commitment (Turner and Chelladurai, 2005). Results of Becker et al. (1996) study indicates that commitment based on internalization of supervisory and organizational values was related to performance. Meyer and others (2002) found correlations between performance and commitment, in their meta-analysis of studies, though the relationship is not very strong. The multiple-commitments approach recognizes a number of commitment foci other than the organization, both broader (the occupation, the union, work in general) and more specific (the work group and one's particular job) (Morrow, 1993; Cohen, 1993, 1999, 2003, 2007). There are several reasons for the interest in multiple commitments. First, as the current workforce has become more educated, sophisticated, and flexible, one can no longer assume that organizational commitment is the sole or leading commitment in the workplace. Other commitments, particularly occupational commitment and commitment to work in general, have become increasingly important (Cohen, 2003).

However, the impact of commitment on teaching job has not received adequate attention, in terms of both academic research and managerial effort. The Indian scenario, over a period of almost twenty years shows that teacher perception with regard to climate promotional avenues has been repeatedly tested, whereas the perception of organizational commitment have not been reported. Even job involvement a synonym to commitment could not be traced from the Indian educational literature. It also directs the researchers' attention on the non availability of information on the multiple areas of social pressures on a teacher viewing an educational institution on par with a business organization with a service motive is a recent strategy which could explain a dearth of research in the Indian context.

Even in the western literature, the results have been bidirectional and do not permit the investigator to derive a conclusion on the effectiveness of such commitment in controlling and reducing the severity of the stressors in bringing about the burnout experience. The lacunae that is observed in the Indian context further has directed the present research to test and ascertain the contribution of organizational and occupational commitment to teacher performance. The present study focusing on the performance of teachers necessitated the investigation of the contribution of the variable organizational and occupational commitment to performance of teachers

### **4. Statement of the Problem**

The review done from the available relevant literature, relating to the present research area, led the investigators to conceptualize the problem in an attempt to fill in the lacunae found.

Thus the problem is stated as here under:

### **Job Satisfaction, Commitment and Performance of Teachers at the Secondary and Higher Secondary Levels**

#### **5. Objectives of the Study**

- To study the nature of job satisfaction, occupational and organizational commitment and performance of teachers; and
- To compare teachers on the select variables of study using classifications of categories of schools and gender.

#### **6. Hypotheses**

- (i) There will be a significant and positive relationship between job satisfaction and performance of teachers at the secondary and higher secondary levels in different categories of schools, government, government-aided and private schools.

- (ii) There will be a significant and positive relationship between commitment and performance of teachers at the secondary and higher secondary levels in different categories of schools, government, government-aided and private schools.
- (iii) There will be no significant difference in performance of teachers at the secondary and higher secondary levels in different categories of schools, namely, government, government-aided and private schools.
- (iv) There will be no significant difference in job satisfaction of teachers at the secondary and higher secondary levels in different categories of schools, namely, government, government-aided and private schools.
- (v) There will be no significant difference in commitment of teachers at the secondary and higher secondary levels in different categories of schools, namely government, government-aided and private schools.

**7. Method of Investigation**

The study involved multiple variables necessitating multiple permutations and combinations. The investigator took utmost care to establish a sound research methodology, designing the psychometric properties and executing the same to the sample. The present section has provided a detailed description of the variables studied and controlled, the sample selected, tools constructed and chosen and description of the main study with the briefing of the analyses proposed.

**7.1 Population and Sample Characteristics**

The target population for the present study will be the teachers at the secondary and higher secondary levels. From the target population a sample of 773 teachers were chosen from the secondary and higher secondary levels. The chosen sample comprised of 214 male teachers from secondary level, 215 female teachers secondary level and 182 male teachers from higher secondary level and 162 female from higher secondary level. Further the sample comprised of 259 teachers in government, 259 in government-aided and 255 from private schools.

**7.2 Tools used for the Study**

The research tools used for the present study to analyze the job satisfaction, commitment and performance of teachers at the secondary and higher secondary levels are as follows:

The tools selected to be used for assessment of the variables are as follow:

- Performance of Teachers-Maddux Employee Performance Appraisal Model (Maddux, 2004)
- Job Satisfaction -Minnesota Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967),
- Occupational-(Blau, Paul and John, 1993) and Organizational Commitment- (Mowday and Steers, 1979)

The tools chosen were found to be suitable, workable, reliable and valid.

**8. Analyses of Data**

The results of the analyses of data collected are compiled and presented in tables below:

**Table-1a: Simple Correlation Matrix between the Select Independent Variables and Performance of Male Teachers in Government Schools (N= 127)**

Variables	Job Satisfaction	Occupational and Organizational Commitment	Performance of Teachers
Job Satisfaction	1	0.24**	0.38**
Occupational and Organizational Commitment	X	1	0.75**
Performance of Teachers	X	X	1

\*significant at 0.05 level

\*\*significant at 0.01 level

In the above table, it is seen that there is significant correlation between all select variables, namely, independent variables, job satisfaction, occupational and organizational commitment and the dependent variable, performance of male teachers in government schools.

**Table-1b: Simple Correlation Matrix between the Select Independent Variables and Performance of Female Teachers in Government Schools (N=132)**

Variables	Job Satisfaction	Occupational and Organizational Commitment	Performance of Teachers
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		Commitment	
Job Satisfaction	1	0.70**	0.81**
Occupational and Organizational Commitment	X	1	0.89**
Performance of Teachers	X	X	1

\*\*Significant at 0.01 level

It is interesting to note that the performance of female teachers in government schools is being influenced significantly by all independent variables, job satisfaction, occupational and organizational commitment

**Table-2a: Simple Correlation Matrix between the Select Independent Variables and Performance of Male Teachers in Government-aided Schools (N= 137)**

Variables	Job Satisfaction	Occupational and Organizational Commitment	Performance of Teachers
Job Satisfaction	1	0.60**	0.79**
Occupational and Organizational Commitment	X	1	0.78**
Performance of Teachers	X	X	1

\*\*significant at 0.01 level

The table has evidenced a picture of the contribution of the independent variables to performance of male teachers manifesting a clear relationship. It could be observed that the variables, job satisfaction, occupational and organizational commitment have a significant relation to performance of male teachers in government-aided schools.

**Table-2b: Simple Correlation Matrix between the Select Independent Variables and Performance of Female Teachers in Government-aided Schools (N= 122)**

Variables	Job Satisfaction	Occupational and Organizational Commitment	Performance of Teachers
Job Satisfaction	1	0.59**	0.87**
Occupational and Organizational Commitment	X	1	0.71**
Performance of Teachers	X	X	1

\*\*significant at 0.01 level

The table above has indicated a significant relation between the independent variables of job satisfaction, occupational and organizational commitment and performance of female teachers in government-aided schools.

**Table-3a: Simple Correlation Matrix between the Select Independent Variables and Performance of Male Teachers in Private Schools (N= 132)**

Variables	Job Satisfaction	Occupational and Organizational Commitment	Performance of Teachers
Job Satisfaction	1	0.34**	0.80**
Occupational and Organizational Commitment	X	1	0.45**
Performance of Teachers	X	X	1

**\*\*significant at 0.01 level**

By and large the table shows that all the independent variables, job satisfaction, occupational and organizational commitment are significantly correlated positively with the dependent variable, performance of male teachers in private schools. Usually, the teachers in private schools are selected after stringent scrutiny of their subject knowledge, application skills, teaching attitude and aptitude.

**Table-3b: Simple Correlation Matrix between the Select Independent Variables and Performance of Female Teachers in Private Schools (N= 123)**

Variables	Job Satisfaction	Occupational and Organizational Commitment	Performance of Teachers
Job Satisfaction	1	0.65**	0.90**
Occupational and Organizational Commitment	X	1	0.65**
Performance of Teachers	X	X	1

**\*\*significant at 0.01 level**

The table of product moment correlation has indicated that all the independent variables, job satisfaction, occupational and organizational commitment have a significant relationship with the performance of female teachers in private schools.

**Table-4: Summary of the Significance of Mean Difference between Teachers at the Secondary and Higher Secondary Levels**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level Significance of
Job Satisfaction	Secondary Level	429	58.67	18.63	0.90	1.33	0.08	NS
	Higher Secondary Level	344	58.78	18.15	0.98			
Occupational and Organizational Commitment	Secondary Level	429	73.68	23.07	1.11	1.68	0.67	NS
	Higher Secondary Level	344	72.56	23.38	1.26			
Performance of Teachers	Secondary Level	429	14.78	4.68	0.23	0.34	0.20	NS
	Higher Secondary Level	344	14.71	4.75	0.26			

**NS-Not Significant**

The table above has presented the basic differences between the two class levels of teachers on the variables selected for the study. The significant information obtained from the table is that the two groups, namely, the secondary and higher secondary school teachers are basically similar in all areas of study. The teachers are similar in their job satisfaction, commitment. It could also be observed from the table, that even performance wise the teachers are similar at the secondary and higher secondary levels.

This investigation has brought forth a crucial information fundamental to the study. It has given a clear picture showing the status of school teachers teaching at the two important class levels, namely, the secondary level and the higher secondary level. These two levels are highly significant, for, the future career of the student is decided at these two levels. This fact generates a greater anxiety in the teachers from three sides, (i) the school authority, (ii) the pupil and (iii) the parent. This anxiety, once again is more for the teacher teaching the secondary level students, because the pupil at the secondary level is not familiar with the public examination system and this unfamiliar situation also creates more anxiety from the part of the student, unable to cope and cooperate with the teachers.

**Table-5a: Summary of Significance of Mean Difference between Male and Female Teachers in Government Schools**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Job Satisfaction	Male Teachers	127	33.60	6.79	0.60	0.78	13.29	0.001
	Female Teachers	132	44.02	5.76	0.50			
Occupational and Organizational Commitment	Male Teachers	127	40.07	5.13	0.46	0.73	19.80	0.001
	Female Teachers	132	54.55	6.58	0.57			
Performance of Teachers	Male Teachers	127	7.82	0.74	0.07	0.13	23.62	0.001
	Female Teachers	132	10.94	1.32	0.12			

From the table above, it could be interpreted that male and female teachers in government schools differ significantly with regard to all select variables, namely, job satisfaction, occupational and organizational commitment and their performance. Pertaining to all variables, female teachers are significantly better than male teachers in government schools.

The table below has presented the results of analysis of variance for the male and female teachers belonging to government-aided schools.

**Table-5b: Summary of Significance of Mean Difference between Male and Female Teachers in Government-aided Schools**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Job Satisfaction	Male Teachers	137	54.09	5.01	0.43	0.71	15.14	0.001
	Female Teachers	122	64.80	6.35	0.58			
Occupational and Organizational Commitment	Male Teachers	137	68.41	6.78	0.58	0.93	14.84	0.001
	Female Teachers	122	82.15	8.12	0.74			
Performance of Teachers	Male Teachers	137	13.69	1.07	0.09	0.16	17.31	0.001
	Female Teachers	122	16.42	1.46	0.13			

In the above table it is seen that female teachers in government-aided schools are significantly better in their job satisfaction, occupational and organizational commitment and their performance, when compared to male teachers in the same schools. These results are similar to the results of male and female teachers in government schools

**Table-5c: Summary of Significance of Mean Difference between Male and Female Teachers in Private Schools**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Job Satisfaction	Male Teachers	132	75.19	4.78	0.92	1.00	7.58	0.001
	Female Teachers	123	82.73	10.31	0.93			
Occupational and Organizational Commitment	Male Teachers	132	94.16	7.74	0.67	1.56	4.58	0.001
	Female Teachers	123	101.29	16.01	1.44			

<b>Performance of Teachers</b>	Male Teachers	132	18.99	0.95	0.08	0.22	9.06	0.001
	Female Teachers	123	20.96	2.30	0.21			

In the above table, it is evident that male and female teachers in private schools differ significantly pertaining to all independent variables, job satisfaction, occupational and organizational commitment and dependent variable, namely, performance of teachers. The female teachers are found to be significantly better with regard to all select variables when compared to male teachers in private schools.

**Table-6: One-way Analysis of Variance for the Three Groups of Male Teachers belonging to Government, Government-Aided and Private Schools N= 127 (Government) + 137 (Government-Aided) + 132 (Private) = 396**

Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F value	Level of Significance
<b>Job Satisfaction</b>	Between Groups	2	112007.34	56003.67	1802.20	0.001
	Within Groups	393	12212.55	31.08		
	Total	395	124219.89	-		
<b>Occupational and Organizational Commitment</b>	Between Groups	2	189411.22	94705.61	2138.16	0.001
	Within Groups	393	17407.13	44.29		
	Total	395	206818.35	-		
<b>Performance of Teachers</b>	Between Groups	2	8083.55	4041.77	4653.60	0.001
	Within Groups	393	34.33	0.87		
	Total	395	8424.88	-		

The table showing the F ratios manifest that the male teachers in different categories of schools, namely, government, government-aided and private schools do differ significantly with regard to the select variables, job satisfaction, occupational and organizational commitment, and performance of teachers. The significant differences found could be ascertained by calculating the critical ratios for the significant F values.

The following tables, 6a, b and c have clearly given the nature and direction of difference for explanation of the difference.

**Table- 6a: Summary of Significance of Mean Difference between Male Teachers in Government and Government-aided Schools**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
<b>Job Satisfaction</b>	Government Schools	127	33.60	6.80	0.60	0.73	28.04	0.001
	Government-aided Schools	137	54.09	5.01	0.43			
<b>Occupational and Organizational Commitment</b>	Government Schools	127	40.07	5.13	0.45	0.74	38.07	0.001
	Government-aided Schools	137	68.41	6.78	0.58			
<b>Performance of Teachers</b>	Government Schools	127	7.82	0.74	0.07	0.11	51.46	0.001
	Government-aided Schools	137	13.69	1.07	0.09			



The significant F ratios found for all variables, job satisfaction, occupational and organizational commitment, social support at work, home environment and performance of teachers further yielded critical ratio values. It could be observed from the table of critical ratios that male teachers of government-aided schools are significantly better in job satisfaction, occupational and organizational commitment, social support at work and home environment and thus, in their teaching performances also when compared to the male teachers in government schools.

A similar comparison was made with male teachers belonging to government and private schools and the results have been presented below.

**Table-6b: Summary of Significance of Mean Difference between Male Teachers in Government and Private Schools**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Job Satisfaction	Government Schools	127	33.60	6.79	0.60	0.73	57.19	0.001
	Private Schools	132	75.19	4.78	0.42			
Occupational and Organizational Commitment	Government Schools	127	40.01	5.13	0.46	0.82	66.03	0.001
	Private Schools	132	94.16	7.74	0.67			
Performance of Teachers	Government Schools	127	7.82	0.74	0.07	0.11	105.72	0.001
	Private Schools	132	18.99	0.95	0.08			

The critical ratio values found in the table above have shown significant differences between male teachers belonging to government and private schools. It is found that the male teachers of private schools are significantly better in job satisfaction, occupational and organizational commitment and their performance also, when compared to their counterparts in government schools.

A third comparison has been made with the male teachers in government-aided and private schools and the results are presented below.

**Table-6c: Summary of Significance of Mean Difference between Male Teachers in Government-aided and Private Schools**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Job Satisfaction	Government-aided Schools	137	54.09	5.01	0.43	0.60	35.32	0.001
	Private Schools	132	75.19	4.78	0.42			
Occupational and Organizational Commitment	Government-aided Schools	137	68.41	6.78	0.58	0.89	29.07	0.001
	Private Schools	132	94.16	7.74	0.67			
Performance of Teachers	Government-aided Schools	137	13.69	1.07	0.09	0.12	43.07	0.001
	Private Schools	132	18.99	0.95	0.08			

The table presented above has manifested significant differences among male teachers belonging to government-aided and private schools on variables, namely, job satisfaction, occupational and organizational commitment, and performance of teachers. The male teachers in private schools are found to be significantly better with regard to all select variables.

The following analysis of variance was computed with a comparison of the three groups of female teachers belonging to government, government-aided and private schools at the secondary and higher secondary levels.

**Table-7: One-way Analysis of Variance for the Three Groups of Female Teachers belonging to Government, Government-Aided and Private Schools N = 132 (Government) + 122 (Government-Aided) + 123 (Private) = 377**

Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F value	Level of Significance
Job Satisfaction	Between Groups	2	95770.16	47885.08	806.48	0.001
	Within Groups	374	22206.36	59.38		
	Total	376	117976.52	-		
Occupational and Organizational Commitment	Between Groups	2	141198.51	70599.25	588.26	0.001
	Within Groups	374	44885.44	120.02		
	Total	376	186083.94	-		
Performance of Teachers	Between Groups	2	6426.88	3213.44	1065.46	0.001
	Within Groups	374	1127.99	3.02		
	Total	376	7554.87	-		

The table showing the F ratios manifest that the female teachers in different categories of schools, namely, government, government-aided and private schools do differ significantly with regard to the select variables, job satisfaction, occupational and organizational commitment, and performance of teachers. The significant differences found could be ascertained by calculating the critical ratios for the significant F values.

The following tables, 7a, b and c have clearly given the nature and direction of difference for explanation of the difference.

**Table-7a: Summary of Significance of Mean Difference between Female Teachers in Government and Government-aided Schools**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Job Satisfaction	Male Teachers	132	44.02	5.76	0.50	0.76	27.32	0.001
	Female Teachers	122	64.80	6.35	0.58			
Occupational and Organizational Commitment	Male Teachers	132	54.55	6.58	0.57	0.92	29.87	0.001
	Female Teachers	122	82.15	8.12	0.74			
Performance of Teachers	Male Teachers	132	10.94	1.32	0.12	0.17	31.44	0.001
	Female Teachers	122	16.42	1.46	0.13			

The critical ratio values indicate that the female teachers in government-aided schools have shown differences with their counterparts in government schools with regard to all select variables. This could be interpreted that the female teachers in government-aided schools are more motivated and satisfied and as a result committed than those in government schools. Further, the government-aided schools provide better facilities, thereby by fostering a positive school environment and teachers appointed there are provided with adequate infrastructure facilities to perform effectively in classrooms when compared to their counterparts in government schools.

Table-7b has presented the comparison between the female teachers of Government and Private schools.

**Table-7b: Summary of Significance of Mean Difference between Female Teachers in Government and Private Schools**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Job Satisfaction	Male Teachers	132	44.02	5.76	0.50	1.04	37.30	0.001
	Female Teachers	123	82.73	10.31	0.93			
Occupational and Organizational Commitment	Male Teachers	132	54.55	6.58	0.57	1.51	30.88	0.001
	Female Teachers	123	101.29	16.01	1.44			

<b>Performance of Teachers</b>	Male Teachers	132	10.94	1.32	0.12	0.23	43.11	0.001
	Female Teachers	123	20.96	2.30	0.21			

The critical ratios presented in the above table have all been significant at 0.001 levels. This has led to the inference that teacher motivation, job satisfaction, occupational and organizational commitment, social support at work, home environment and performance of female teachers of private schools are notably superior when compared to their counterparts in the government schools. The private schools are governed by the private management, thereby, providing good infrastructure facilities and employing teachers with high profile, competent to deal with the challenging curriculum. These factors enable the female teachers in Private schools to perform significantly better than those in government schools.

The final comparison has been with the two groups of female teachers belonging to government-aided and Private schools.

**Table-7c: Summary of Significance of Mean Difference between Female Teachers in Government-aided and Private Schools**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
<b>Job Satisfaction</b>	Male Teachers	122	64.80	6.35	0.58	1.10	16.37	0.001
	Female Teachers	123	82.73	10.31	0.93			
<b>Occupational and Organizational Commitment</b>	Male Teachers	122	82.15	8.12	0.74	1.62	11.79	0.001
	Female Teachers	123	101.29	16.01	1.44			
<b>Performance of Teachers</b>	Male Teachers	122	16.42	1.46	0.13	0.25	18.46	0.001
	Female Teachers	123	20.96	2.30	0.21			

The critical ratio values manifest significant differences between the female teachers of government-aided and private schools. These two groups differ significantly in connection with all select variables. In other words, female teachers being appointed after severe scrutiny enter the private schools being aware of the challenges that they have to face there. Thus only highly motivated and committed teachers take up teaching jobs in these schools and as a result perform better than their counterparts in government-aided schools.

### 9. Discussion

Performance can be regarded as almost any behavior which is directed toward task or goal accomplishment. Despite extensive research, discussion and debate on how to predict employees' performance, teachers' performance is complex and remains difficult to predict and evaluate. Teachers are still uncertain whether they can rely on some specific characteristics of performance. In view of this practice and in evaluating teachers' performance at the work place, it is therefore the interest of the researcher to conduct a study on secondary and higher secondary school teachers.

Employers are hesitant to hire women with children because they assume that these women are more likely than men to suffer from the negative consequences of the stress inherent in balancing the dual roles of work and family. In the lives of most people, the two central institutions are the family and the employing organization (Farber, O' Farrell and Allen, 1991). However, their role expectations are not always compatible. Theorists such as Karasek (1979) have proposed that men fulfill their family roles by being good providers and spending more time at work; therefore, work expectations do not conflict with their family role expectations. The same model proposed that women experience greater conflict when they work because the family expectations that society places on them conflict with expectations placed on them at work. Although many women are employed, societal expectations for them to be good homemakers and spend more time at home, nevertheless, persist.

Economic and social pressures are compelling women all over the world to increase their involvement in the workforce, thereby limiting the time they have available to perform their family roles. At the same time, men are beginning to share responsibilities for child care and household chores. In fact, some experts suggest that men's roles are changing in ways that are causing them to realign their priorities away from work (Pleck, 1985). The balancing of work and family roles may increase the level of interrole conflict for both men and women. This conflict is recognized as bidirectional, that is, work role expectations may interfere with family role expectations (work-to family conflict) and family role expectations may interfere with work role expectations (family-to-work conflict; Frone, Russell, and Cooper, 1992a; Greenhaus and Beutell, 1985).

The conflicts between family and work can result in negative outcomes for the family as well as for the employer. Studies have shown that work-family conflict is correlated with lower productivity, increased tardiness and absenteeism, increased turnover, and greater job dissatisfaction (Greenhaus and Beutell, 1985; Pleck, 1985). If businesses are to attract and retain adequate numbers of employees, they must develop human resource practices that reduce work-to-family conflict and family-to-work conflict for their employees.

Innovative practices developed to reduce such interrole conflicts may help attract and retain knowledgeable, skilled, and motivated workers.

The expectation on teachers to respond to current reform initiatives influences their professional lives in a number of ways. At the same time, Dinham (1997) reports that this increase in workload, for many teachers, has spilled over into their personal lives. To make the required personal investments to adapt to these increased expectations, teachers' need to divert scarce personal resources away from areas of life, such as family to professional priorities. Dinham (1997) reports that around 40% of teachers' partners felt that teaching-related issues impact on the personal lives of their families. These issues include the general over work, the unrealistic demands of school and disruptions to personal lives by work expectations (Dinham, 1997). It is apparent, therefore, that many teachers are currently walking a fine line in the way that they are attempting to manage the balance between personal commitments at home and their commitment to teaching.

In the present investigation, in spite of the challenging situation faced by women teachers, who shoulder major responsibilities at home, it is they who perform significantly better than their counterparts, the male teachers in the same schools. On comparison of teachers in different categories of schools, government, government-aided and Private schools, it is seen that the teachers in private schools are significantly better with regard to all select variables, namely, job satisfaction, occupational and organizational commitment, social support at work, home environment and performance of teachers when compared to their counterparts in government and government-aided schools. The teachers in private schools are highly motivated and committed, aware of the challenging syllabus and children hailing from a better socio-economic status, with highly educated parents. These schools governed by the private management, provides adequate infrastructure facilities and support to teachers, thus creating a very conducive teaching atmosphere. These conditions clubbed with the accommodating home environment enables teachers in private schools to perform better than their counterparts in other two boards of education.

The results of the present investigation are in line with the researchers, who opined that facilities in most schools are dilapidated and inadequate, (Adelabu 2003). Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

Kazeem (1999) and Akinwumi (2000) found that private school teachers appear more motivated than teachers in public schools. Regular payment of salaries and much lower pupil-teacher ratios are key reasons for this. Muheeb (2004) found that the conditions or teaching are more conducive in private secondary schools in Lagos State especially because the maximum class size is only 30 in private schools compared to well over 80 public schools.

## 10. Conclusion

Higher performance, a key variable for progress of an industry, organization, service or business, evinces a priority for assessment, research and improvement. The construct has gained momentum, in India in the recent years. The media reports on the disproportions between demand and supply of human resources, evidences of shortages in required skills for the developing country, especially in the global environment.

The focus has now turned towards education and the educators. Educators being the pillars of producing skills utilizing the human capital, the students, need to involve committed effort. The source of education and learning being the teachers then become the core rudiments of proper education. Therefore, the quality of educators, in the present context the teachers' job has been given appropriate concern by education researchers. On similar lines, the present research has also focused on finding personal and institutional contributors of enhancing and hindering teaching performance. In the present scenario, we all realize the crucial role teachers can play in improving the quality of education.

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