Self Esteem, Job Satisfaction and Organizational Commitment of Faculty Members of Secondary Level Teacher Training Programme in Mysore (India)

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Abstract: The purpose of this investigation was to examine the demographic variables of length of teaching experience and age, affects self esteem, job satisfaction and organizational commitment of faculty members of educational colleges in Mysore (India). In addition, the study aimed to find out the relationship between the three variables i.e. self esteem, job satisfaction and organizational commitment of faculty members of educational colleges in Mysore. This research has been designed with a descriptive model. The study was carried out on all the faculty members who are working in educational colleges, affiliated to the University of Mysore in Mysore. The sample for the present study was drawn using stratified random sampling technique. About 165 survey questionnaires were distributed in 2012.Multiple follow ups yielded 134 statistically usable questionnaires. For collecting data, three standard measures of Rosenberg self esteem scale (1965), a job satisfaction scale developed by Singh and Sharma (1999) and organizational commitment questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979) were used to confirming the research hypotheses; and for analyzing the obtained data, the statistical methods of one way ANOVA, Pearson's Correlation Coefficient and DMRT (Duncan's Multiple Range Test). The findings of the study indicated a significant difference between length of teaching experience and age of faculty members with reference to their self esteem. But with regard to job satisfaction and organizational commitment there was no significant differences. Test statistics revealed that teacher's self esteem, job satisfaction and organizational commitment were mutually related. Based on the results of this study, self esteem was found to be negatively related to job satisfaction and organizational commitment. These findings are important since previous research has not tested these variables together.

Keywords: Self esteem; job satisfaction; organizational commitment; educational college; faculty member

1. Introduction

Universities are the most important centers of research and educational activities in every country and faculty members at Universities are among the most significant players in the educational system and the most principled elements of development in all countries. Also, training expert human resources is achievable through reinforcement of academic education. Therefore, we must try to identify different motivating and stimulating factors and also variants that form these factors and their effects, and study and analyze them.

This research studies the self esteem, job satisfaction and organizational commitment among faculty members of secondary level teacher training program in Mysore.

One of the elements that are considered for the survival of organizations by managers or organizational heads is Human Resource. In a general view, success in any organization depends on efforts and job satisfaction of organization at staff. The 20th century has been called the century of anxiety and psychological disorders and one of the duties of managers; is considering their staff/employees' mental health. Managers should always consider self-esteem and job satisfaction as two important elements in the mental hygiene of the staff.

The relationship between job satisfaction and self-esteem and job satisfaction and organizational commitment has been pondered over for decades by many different professionals. These groups of professionals include Psychologists, Sociologists, academic professors, and people from the business community. Organizational commitment and job satisfaction are widely studied factors in management literature which are the precursors of employee's

performance. These factors are even more important to study in academic institutions, especially universities and colleges which are the sources of human resources and solely responsible for educating the intellect of nations. Teacher is the central element in educational systems holding various important responsibilities. The overall performance of universities depends upon the teachers and ultimately their level of commitment and job satisfaction. Thus understanding their behavior and attitudes needs more attention in organizations (Tsui & Cheng, 1999).

Faculty members are the main structure of every university. Colleges and Universities need experienced teachers as one of the principles for education in order to the raise of scientific level of students. Job dissatisfaction and low self esteem among faculty members could threaten their physical and mental health and life quality and could prevent achieving individual and social development. Faculty member's self esteem, job satisfaction and organizational commitment in higher education have been given little attention by researchers. The study presented here aims to be an incentive to the development of more studies in this thematic area.

2. Literature Review

2.1 Self Esteem

Self-esteem has long been considered an essential component of good mental health and has drawn many researchers' attention in recent years. In the field of psychology, a positive attitude toward the self has been accepted historically as a marker of healthy psychological functioning (Neff, 2003). Self-esteem is composed of person's self assessment and a combination of his/her self- concept of characteristics and abilities (Flouri, 2006; Osborn, 1997; Pope & McHale, 1988).The concept of self-esteem is one that is difficult to clearly define. To some it is confidence in our ability to think; confidence in our ability to cope with basic challenges of life; confidence in our right to be successful and happy; feelings of being worthy, deserving, entitled to assert our needs and wants, achieve our values, and enjoy the benefits of our efforts (Hooks, 2003). Self-esteem is generally defined as "a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself" (Coopersmith, 1967).

In basic terms, self-esteem is an internal belief system that an individual possesses about one's self. The concept of self-esteem has been researched by several social scientists. Self-esteem means truly loving and valuing oneself and is a personal assessment of worthiness. People with high self-esteem appear poised and confident and are less influenced by others. This is different from being self-centered, conceited, or obnoxious. Building

self-esteem is an ongoing process. It reaffirms that you have accepted yourself as you are, but continue to work on capitalizing on your strengths (Robins, Gosling, & Trzesniewski, 2002).

An individual with high self-esteem feels good about him/her and can face the challenges of life more effectively. High self-esteem provides the basis for success and coping with daily life in a rapidly changing environment. Self-esteem affects the way we relate to ourselves, to others, and to life in general. It affects the way we learn, work, and build relationships. Our personal success or failure lies in our self-esteem. If we believe we can, we do. If we believe we can't, we don't even try. If you have high self-esteem, you are willing to try new things, develop closer relationships, maintain self-confidence, and remain flexible (Potter, Gosling, & Trezesniewski, 2001). Orth, Meier, and Robins (2009) show that individuals with low self-esteem are prone to depression because they lack sufficient coping resources, whereas those with high self-esteem are able to cope effectively and consequently avoid spiraling downward into depression.

Self-esteem is often divided into "global" self-esteem and "specific" self-esteem; global self-esteem refers to the degree to which people like themselves as a whole, while specific self-esteem refers to the degree to which people like a specific part of themselves (Sanford & Donovan, 1984).College effectiveness is largely determined by the teachers in a particular college. Even in this era of technological progress, computers, televisions and videos have not replaced the teacher. Teachers who have a high level of self-esteem manifest themselves in the classroom as confident, relaxed and have a respectful attitude towards students. Teachers who have a high level of self-esteem are more likely to be flexible and exploratory in their approach to teaching.

2.2 Job Satisfaction

Job satisfaction does not have only one description. It has been defined in several ways by many authors and researchers. According to Spector (1986) job satisfaction is an attitude that illustrates the quality of people's feelings in connection with their job, generally or in connection with its different aspects. Weiss (2002) defined job satisfaction as the emotional reactions concerning the duties of employees. According to Ivancevich and Matteson (2005), job satisfaction stems from various aspect of the job such as pay, promotion opportunities, supervisors, and co-workers. Other dimensions such as policies and procedures, work group affiliation, working conditions and fringe benefits were found to be part of the five core dimension.

Lester (1982) defined teacher job satisfaction as the extent to which a teacher perceives and values

various factors such as evaluation, collegiality, responsibility and recognition. Teacher job satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Zembylas & Papanastasiou, 2004).

Woods and Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves. When teachers perceive a lack of support for their work, they are not motivated to do their best in the classroom, and that when teachers are not satisfied with their working conditions; they are more likely to change schools or to leave the profession together. Some other variables have significant interactions with teacher's job satisfaction, namely; gender, age, experience and position.

2.3 Organizational Commitment

There is a relationship between the perceptions and behavior of individuals. Individuals are influenced by their qualities, by the features of the people, the events which are perceived and by the atmosphere by which the processes are realized.

The study of commitment to the organization is important, because organizational commitment can influence employee's creativity, innovativeness, adaptation, and reduces withdrawal behaviors, such as delay and turnover (Clugston, 2000; Riketta, 2002).Organizations can achieve a competitive advantage through committed employees. Communication plays an influential role in the degree to which an employee is committed to organizational goals and values. Research indicates that employees who accurately receive information from their supervisors about their work environment, are better informed, feel an integral part of the organization, therefore the higher their commitment to the organization (Sias, 2005).

For enhancing quality of education, organizational commitment provides a suitable background and is a vital factor in educational environments. Organizational commitment has been a difficult multidimensional phenomenon to define (Meyer & Herscovitch, 2001) and it relates to constructs of productivity, organizational performance and service quality (Oshagbemi, 2000). Organizational commitment is a strong desire to maintain membership in the organization (Hackett & Lapierre, 2001; Mowday, Porter, & Steers, 1982).Organizational commitment is a psychological stabilizing or obliging force that binds an individual to courses of action relevant to the target of the organization (Bentein, Vandenberghe, & Florence, 2005; Meyer & Herscovitch, 2001) and it is a form of loyalty to the organization (Lambert, 2004).

One of the key factors that affect organizational commitment is human resources management practices. Herrbach (2009) states that training opportunities, assignment to new roles and provision of flexible working conditions are associated with organizational commitment and more specifically, these practices are strongly associated with the willingness to remain in the organization.

3. Research Methodology

3.1 Purpose of the study

The purpose of this investigation is to examine how certain demographic variables of length of teaching experience and age, affect self esteem, job satisfaction and organizational commitment of faculty members of educational colleges in Mysore. In addition, the study aimed to find out the relationship between self esteem, job satisfaction and organizational commitment of faculty members of educational colleges in Mysore.

3.2 Hypotheses

For the purpose of the study, the following research hypotheses were directed:
1. There is significant difference between the following categories of teachers with reference to their self esteem (A) Teachers of different length of teaching experience (B) Teachers of different age groups.
2. There is significant difference between the following categories of teachers with reference to their job satisfaction (A) Teachers of different length of teaching experience (B) Teachers of different age groups.
3. There is significant difference between the following categories of teachers with reference to their organizational commitment (A) Teachers of different length of teaching experience (B) Teachers of different age groups.
4. There is significant relationship among job satisfaction, self esteem and organizational commitment of teachers.

3.3 Sample and sampling design

Statistical range of population for this research consists of all 343 faculty members from 36 colleges of education, affiliated to the University of Mysore, Mysore.

In this research, Stratified 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. Among 186 faculty members 73 were male and 61 were female teachers.

3.4 Measures used

In this research the following three tools were used:
3.4.1 Self Esteem Scale

Rosenberg Self-Esteem Scale (RSES) was used to measure self-esteem. The RSES is a 10-item

self report measure of self-esteem based upon satisfaction of one's self and life. The instrument consists of five positive items and five negative items and need to be scored accordingly by reversing the value of either the positive or negative item responses. Typically, each item is answered on a four point Likert scale ranging from "strongly disagree" to "strongly agree". In this study the Cronbach's alpha was found to be 0.81.

3.4.2 Job Satisfaction Scale

This scale developed by Singh and Sharma (1999) has been used for measuring job satisfaction. The scale incorporating 30 items of 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). The scale has both positive and negative statements. The positive statements carry a weightage of 4, 3, 2, 1, and 0 and the negative one a weightage of 0,1, 2, 3 and 4.The total score gives a quick measure of satisfaction/dissatisfaction of a worker towards his/her job. In this study the Cronbach's alpha was found to be 0.84.

3.4.3 Questionnaire of Organizational Commitment

In this research organizational commitment was measured using the organizational commitment questionnaire, developed by Mowday, Steers, and Porter (1979).According to Mowday, Steers, and Porter (1979), the OCQ provides a fairly consistent indicator of employee commitment levels for most working populations. It is the most frequently used instrument for the measurement of organizational commitment. Responses to the 15-item OCQ are measured on a 7-point Likert-like scale which ranged between 1="strongly disagree" and 7="strongly agree". In this study the Cronbach's alpha was found to be 0.86.

3.5 Procedure

The researcher selected the required number of education colleges as per the sample, to collect the necessary data. The researcher visited and administered the questionnaires personally to faculty members. Further classifications were given for the question and doubts raised by them. The responses of the faculty members on all the three tools were scored as specified in the tools.

3.6 Data Analysis

The data was analyzed with the help of computer software SPSS (Statistical Package for Social Sciences). The data analysis here presented in different tables. In analysis of data one way ANOVA, Pearson's Correlation Coefficient and DMRT (Duncan's Multiple Range Test) were used.

4. Results

The following results have been observed regarding each hypothesis of the study:

Hypothesis 1: There is significant difference between the following categories of teachers with reference to their self esteem

H1a: Teachers of different length of teaching experience

Table 4.1 Mean scores and standard deviation with respect to self esteem of teachers with different length of teaching experience

Experience in years	N	Mean	S.D	F Valve	P Value
1-10 years	51	21.16	2.61		
11-20 years	58	21.10	3.01		
21-30 years	18	23.17	2.50	2.830	.041 (S)
above 30 years	7	21.86	2.54		
Total	134	21.44	2.84		

Note: S-Significant at 0.05 level.

One way ANOVA revealed a significant difference in the mean self esteem scores of teachers with different lengths of teaching experience. F value of 2.830 was found to be significant at .041 level. The mean values obtained for teachers with 1-10, 11-20, 21-30 and above 30 years are 21.16, 21.10, 23.17 and 21.86 respectively. Further, DMRT (Duncan's Multiple Range Test) indicated that teachers with experience of 21-30 years had maximum self esteem than teachers with experience of 1-10, 11-20 and above 30 years. In this context, the hypothesis that there is significant difference between teachers of different length of teaching experience with reference to their self esteem is accepted.
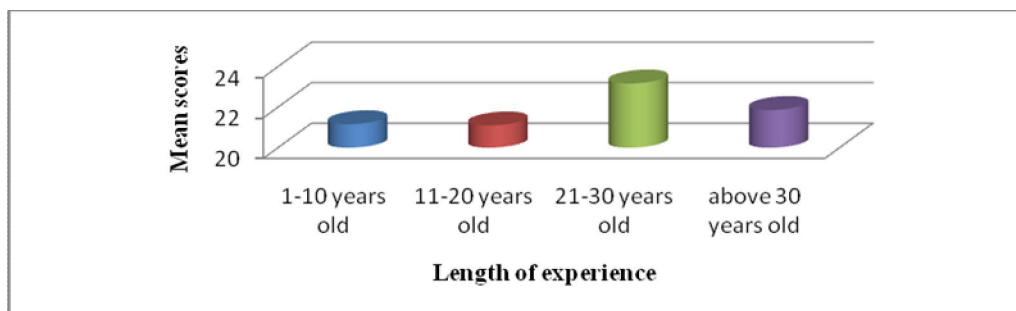
Figure 4.1 Mean scores with respect to self esteem of teachers with different length of teaching experience

H1b: Teachers of different age groups

Table 4.2 Mean scores and standard deviation with respect to self esteem of teachers of different age groups

Age group (in years)	N	Mean	S.D	F valve	P value
less than 30 years	19	21.42	2.12		
31-44 years	72	20.63	2.93		
45-54 years	34	22.53	2.33	6.646	.000
above 55 years	9	23.89	2.71		
Total	134	21.44	2.84		

Note: S-Significant at 0.05 level.

One way ANOVA revealed a significant difference in the mean self esteem scores of teachers with different age groups. F value of 6.646 was found to be significant at .000 level. The mean self esteem scores obtained for teachers with <30, 31-44, 45-54 and above 55 years are 21.42, 20.63, 22.53 and 23.89 respectively. Further, DMRT (Duncan's Multiple Range Test) indicated that teachers with above 55 years had maximum self esteem than teachers in the age groups of 30, 31-44, and 45-54 years. In this context, the hypothesis that there is significant difference between teachers of different age groups with reference to their self esteem is accepted.
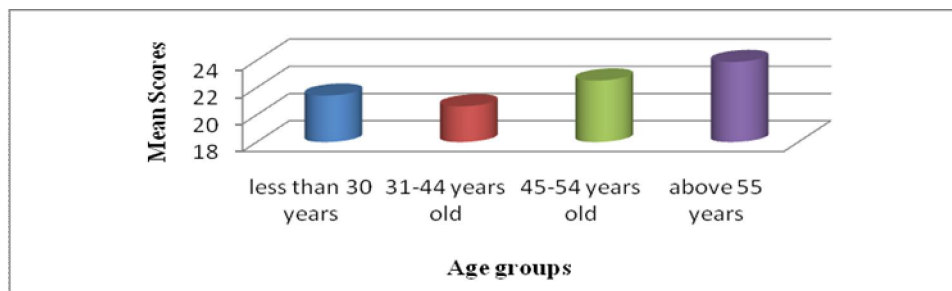

Figure 4.2 Mean scores with respect to self esteem of teachers of different age group

Hypothesis 2: There is significant difference between the following categories of teachers with reference to their job satisfaction

H2a: Teachers of different length of teaching experience

Table 4.3 Mean scores and standard deviation with respect to job satisfaction of teachers with different length o f teaching experience

Length of teaching experience (in years)	N	Mean	S.D	F Valve	P Value
1-10 years	51	76.20	8.47		
11-20 years	58	75.28	11.27		
21-30 years	18	79.00	13.60	1.450	.231 (NS)
above 30 years	7	83.14	14.99		
Total	134	76.54	10.91		

Note: NS-Not significant at 0.05 level.

Length of teaching experience of teachers did not have significant influence over their job satisfaction as the

ANOVA revealed a non-significant difference among teachers with different length of teaching experience in their mean job satisfaction scores (F=1.450; =.231). The mean job satisfaction scores of teachers with 1-10, 11-20, 21-30 and above 30 years are 76.20, 75.28. 79.00, and 83.14 respectively, which were statistically same, contributed for the non-significant differences. In this context, the hypothesis that there is significant difference between teachers of different length of teaching experience with reference to their job satisfaction is rejected.
H2b: Teachers of different age groups

Table 4.4 Mean scores and standard deviation with respect to job satisfaction of teachers with reference to age groups

Age groups (in years)	N	Mean	S.D	F	Sig.
less than 30 years	19	76.21	10.53		
31-44 years	72	75.96	8.60		
45-54 years	34	77.65	11.67	.219	.883 (NS)
above 55 years	9	77.67	22.39		
Total	134	76.54	10.91		

Note: NS-Not significant at 0.05 level.

One-way ANOVA revealed a non-significant difference among teachers belonging to different age groups (F=0.219; P=.883). The mean job satisfaction scores of teachers belonging to <30 years, 31-44, 45-54 and above 55 years are 76.21, 75.96, 77.65 and 77.67 respectively, which were statistically same, contributed to the non-significant difference. In this context, the hypothesis that there is significant difference between teachers of different age groups with reference to their job satisfaction is rejected.
Hypothesis 3: There is significant difference between the following categories of teachers with reference to their organizational commitment
H3a: Teachers of different length of teaching experience

Table 4.5 Mean scores and standard deviation with respect to organizational commitment of teachers with different length of teaching experience

Experience (in years)	N	Mean	S.D	F Valve	P Value
1-10 years	51	78.80	16.40		
11-20 years	58	78.76	13.68		
21-30 years	18	76.89	16.95	.416	.742
above 30 years	7	84.43	12.82		
Total	134	78.82	15.09		

Note: NS-Non-significant at 0.05 level.

Length of teaching experience of teachers did not have significant influence over their organizational commitment scores as the ANOVA revealed a non-significant difference between teachers with different length of teaching experience in their mean job satisfaction scores (F=0.416; =.742). The mean organizational commitment scores of teachers with 1-10, 11-20, and 21-30 and above 30 years are 78.80, 78.76, 76.89 and 84.43 respectively, which were statistically same, contributed for the non-significant difference.   In this context, the hypothesis that there is significant difference between teachers of different length of teaching experience with reference to their organizational commitment is rejected.
H3b*:* Teachers of different age groups

Table 4.6 Mean scores and standard deviation with respect to organizational commitment of teachers with different age group

Age group (in years)	N	Mean	S.D	F valve	P value
less than 30 years	19	80.16	22.94		
31-44 years old	72	78.58	11.84		
45-54 years old	34	77.91	14.65	.177	.912 (NS)
above 55 years	9	81.33	21.33		
Total	134	78.82	15.09		

Note: NS-Non-significant at 0.05 level.

One-way ANOVA revealed a non-significant difference among teachers belonging to different age groups (F=0.177; P=.912) in their organizational commitment scores. The mean job satisfaction scores of teachers belonging to <30 years, 31-44, 45-54 and above 55 years are 80.16, 78.58, 77.91 and 81.33 respectively, which were statistically same contributed for the non-significant difference. In this context, the hypothesis that there is significant difference between teachers of different age groups with reference to their organizational commitment is rejected.

Hypothesis 4: There is significant relationship among job satisfaction, self esteem and organizational commitment of teachers

Table 4.7 Correlation coefficients between job satisfaction, self esteem and organizational commitment

Variable 1	Variable 2	Correlation coefficient	df	Significance
Job Satisfaction	Self Esteem	.083	132	.341
Job Satisfaction	Organizational Commitment	.388	132	**.000
Self Esteem	Organizational Commitment	-.127	132	.143

Note: **Correlation is significant at the 0.01 level

When correlation coefficients were calculated for teachers, it was found that only job satisfaction was significantly and positively correlated with organizational commitment (r=.388; P=.000), however, self esteem was found to be independent of both job satisfaction and organizational commitment.

5. Discussion

The purpose of this investigation was to examine how certain demographic variables (teachers of different length of teaching experience and teachers of different age groups) affect self esteem, job satisfaction and organizational commitment of faculty members of educational colleges in Mysore. In addition, the study aimed to find out the relationship between self esteem, job satisfaction and organizational commitment of faculty members of educational colleges in Mysore.

This study revealed that there is significant difference between teachers of different length of teaching experience and self esteem. The finding of this study is consistent with the findings of (Lee, 1992). Results of this study also showed that there is significant difference between ages of faculty members with reference to their self esteem. As age increased, self esteem of the teachers increased enhanced. This finding is consistent with previous studies (Alasker & Olweus, 1992).However; the

findings of the current study do not support the previous researches done by (Erdwins, Mellinger, & Tyer, 1981; Trimakas & Nicolay, 1974).

Test statistics revealed that teachers of different length of teaching experience did not influence job satisfaction. Bishay (1996) indicates that in many professions, increased length of teaching experience may lead to boredom and dissatisfaction with an occupation. About differences between length of teaching experience and job satisfaction, according to Cetin (2006) and Mathew (2007), non significant difference has been found in job satisfaction based on the experience variable. However, the findings of this study contradicts the findings of (Bishay, 1996; Blood et al., 2002; Crossman & Harris, 2006; Lambert et al., 2001; Poppleton & Risborough, 1991; Reyes, 2001).

One-way ANOVA revealed a non-significant difference among teachers belonging to different age groups (F=0.219; P=.883). The mean job satisfaction scores of teachers belonging to 30 years, 31-44, 45-54 and above 55 years are 76.21, 75.96, 77.65 and 77.67 respectively, which statistically contributed for the non-significant difference. The result of this study supports the findings of (Leafy et al., 2005; Steers, 1977). Contradicting these findings are several of researches. Some studies such as (Angle & Perry, 1981; Ross & Reskin, 1992) revealed that increasing

in age have been found to increase job satisfaction.

One way ANOVA testing revealed that there is no significant difference between teachers of different length of teaching experience with reference to their organizational commitment. About differences between work experience and organizational commitment, the findings of this study is in agreement with the findings of some studies like (Cetin, 2006; Singh & Shifflette, 1996; Sharma, 1994) which revealed teachers with varied experience were not different in their organizational commitment. However findings of the study contracts with the findings of a study by (Bashir et al., 2011; Kumar & Pathaik, 2004; Reyes, 2001) which revealed that there are significant difference between organizational commitment and length of teaching experiences.

From the data collected we found that there is no significant difference between ages of faculty members with reference to their organizational commitment. These findings are in agreement with previous studies (Cohen, 1992; Demiray, Curabay, & Curabay, 2008) who reported that there are no significant differences between age and organizational commitment. Findings of the study contrasts with the findings of (Cramer, 1993; Dunham, Grube, & Castaneda, 1994; Harrison & Hubbard, 1998; Hellman, 1997; Kacmar, Carlson, & Brymer, 1999; Lok & Crawford, 1999; Loscocco, 1990; Mathieu & Zajac, 1990; Meyer & Allen, 1997; Mowday et al., 1982; Sekaran, 2000).

Test statistics revealed that teachers self esteem, job satisfaction and organizational commitment were mutually related. The relationship between job satisfaction and organizational commitment is very crucial now-a-days, because people these days do not prefer to stay with the same organization for long. 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). 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; Harrison & Hubbard, 1998; Johnston et al., 1990; Knoop, 1995; Kreitner & Kinicki, 1992; Morrison, 1997; Norris & Niebuhr, 1984; Ting, 1997).The results of this study support the findings of researchers mentioned above.

Based on the results of this study, self esteem was found to be a negatively related with job satisfaction and organizational commitment. The findings of this study are consistent with the findings of (Lerner et al., 2011).Findings of the study contrasts with the findings of (Alavi & Askaripur, 2003; Lopez & Greenhaus, 1978). Alavi and Askaripur (2003) state that a decrease in job satisfaction may be due to a decrease in self-esteem, and thus, organizations should increase their employees' self-esteem, which, in turn, will increase their job satisfaction (Alavi & Askaripur, 2003). According to this study, one of the best methods for increasing self-esteem in personnel is to increase their job satisfaction in all its dimensions.

6. Conclusion

The purpose of this investigation was to examine how the demographic variables of length of teaching experience and age, affect self esteem, job satisfaction and organizational commitment of faculty members of educational colleges in Mysore (India). In addition, the study aimed to find out the relationship between self esteem, job satisfaction and organizational commitment of faculty members of educational colleges in Mysore.

From the above results we can conclude that there were significant differences between age and length of teaching experience of faculty members with reference to their self esteem.

From the above results we can conclude that non significant differences were found between length of teaching experience and age of faculty members with reference to their job satisfaction. It was also found out that there were no significant differences between length of teaching experience and age of faculty members with reference to their organizational commitment.

7. Educational Implications

1. Findings can improve organizational performance, quality of education and development of human resources.
2. Finding of this study can play an illuminating role in opening the eyes of policy as well as decision makers on possible disadvantages of their system, i.e. regarding facilities, quality, etc., and on how they could be minimized.
3. The findings of the present research could be employed as a trigger by heads of Universities and colleges to pay more attention to the nature of interaction they have with the faculty.

4. The findings in the present dissertation could also give the faculty a better idea of themselves, etc., and they could be encouraged to take measures that would diminish their weakness.

5. Theoretically, the findings will motivate theoreticians to pay more attention to variations among different countries when introducing theories, as well as instruments regarding the variables analyzed in this research.

8. Recommendations

The following recommendations were made on the basis of the results of the study:

1. The differences between faculties job satisfaction, self esteem and organizational commitment in urban, suburban and rural colleges should be explored.

2. Since the data of this study were collected from one city in Mysore, the generalization of the findings is limited. Therefore, it is necessary to expand the data sources to include the larger populations, specially a national sample, in India. It would be interesting to see whether the same variables will have an impact on faculty member's self esteem, job satisfaction and organizational commitment of other cities and other levels of the educational system.

3. Because there wasn't more research about faculty members self esteem job satisfaction and organizational commitment, this research revealed that job satisfaction and organizational commitment are significantly and positively related. So, another research is needed for study about relationship between faculty member's job satisfaction, self esteem and organizational commitment.

4. Research as well as scientific cooperation and collaboration with different countries, particularly those which are labeled as developed, as a means of identifying weaknesses in each country, should be conducted.

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