

## Notice for the PhD Viva Voce Examination

Mr Jomon K Joseph (Reg. No. 1520070), PhD scholar at CHRIST (Deemed to be University), will defend his PhD thesis at the public viva-voce examination on Thursday, 29 October 2020 at 3.00 pm. The defense will be conducted online on the Webex Meeting platform.

- Title of the Thesis** : **Effect of Personality, Psychological Capital, Institutional Support on Job Satisfaction and Affective Commitment among Private School Teachers in South Karnataka**
- Discipline** : **Management**
- External Examiner**  
(Outside Karnataka) : **Dr R Amudha**  
Associate Professor  
School of Sciences, Arts, Media & Management  
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- External Examiner**  
(Within Karnataka) : **Dr S Baskaran**  
Associate Professor & HOD  
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- Supervisor** : **Dr S Kumar Chandar**  
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The faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva.

**Place:** Bengaluru  
**Date:** 24 October 2020



**Registrar**

## ABSTRACT

A teacher's personality traits are important to create and maintain a classroom learning environment. The behaviour of Teachers depends on the characteristics of the personality. There have been many pieces of research based on the positive aspects of teachers' behaviour through enhancing some psychological states which are based on the positive institutional behaviour. This particular research has its focus on the positive strengths of the teachers, and this construct has an essential influence on job satisfaction. Hence, a satisfied and engaged teacher is very much necessary to strengthen the competitive student base of every School. To explore the fact, the researcher has chosen the constructs such as Personality, Positive psychological capital, Institutional factors (Perceived Institutional support, Work-life policies, Work autonomy), Job satisfaction factors, and Affective commitment to study the impact of the Big five dimensions of personality on job satisfaction and affective commitment of private school teachers in South Karnataka and to investigate the impact of psychological capital on job satisfaction and affective commitment of teachers. The study also attempts to understand the influence of Institutional factors (perceived Institutional support, work-life policies, and work autonomy) on job satisfaction and affective commitment. Also, the study explores the influence of job satisfaction on the outcome factors namely affective commitment among private school teachers. The study used a descriptive research design, and it is observed that the total number of districts in south Karnataka is fifteen. The researcher selected four private schools from each district randomly with the help of the private school list used as a sampling frame. The total sample size for the study estimated were 477 teachers working in private schools. The study has analysed the data using appropriate statistical tools such as (i) frequency analysis, (ii) Factor analysis, (iii) ANOVA with post hoc (v) Regression analysis.

The study concludes that when the private school teachers' personalities such as extraversion, agreeableness, conscientiousness, and openness to experience which will tend to significantly influence Job satisfaction among teachers working in the private schools of South Karnataka. Similarly, private school teachers' Psychological capital like resilience, self-efficacy, optimism, and hope which tend to influence job satisfaction at their work significantly.

This study also concludes that private school teachers to be given proper work-life balance and work autonomy by the school management, which will significantly influence job satisfaction among the teachers at work. Also, private school teachers who possess personalities such as extraversion, agreeableness, conscientiousness, and openness to experience significantly influence the teacher's affective commitment.

The study also reveals that the private school teachers have Psychological capital like resilience, Self-efficacy, Hope, and Optimism, which tend to significantly influence their affective commitment which will reflect towards their respective institution. If the private institution gave the school teachers proper work-life balance and work autonomy, then they tend to influence their affective commitment significantly. Also, it is concluded that the affective commitment of teachers significantly influences the job satisfaction level of school teachers. This implies that the school management can enhance the level of teachers' commitment to their schools by creating a more conducive and more satisfying environment in the workplace. Accordingly, schools can decide on pay and other monetary incentives. However, they can enhance teachers' job satisfaction by creating better training and development opportunities, improving leadership and management support, promoting accountability, and involving teachers in decision-making made at the school level. Another important finding of this study is the observed positive relationships between scores of job satisfaction and organizational commitment. Some of these findings contradict the existing literature in these fields; others are inconsistent with the prevailing literature.

*Keywords: Personality Traits, Psychological Capital, School Factors, Job Satisfaction, Affective commitment.*