

Job Satisfaction of Teachers In Relation to Professional Commitment

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ABSTRACT

Teaching is a highly noble profession and teachers are always a boon to the society. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher thus plays a direct and crucial role in molding a pupil towards education. Since a teacher is a role model for the students, job satisfaction and professional commitment of teachers become very vital in the fields of education. Thus the researcher felt the need to investigate the job satisfaction in relation to professional commitment of secondary school teachers. The sample of this study consisted of 300 teachers selected from Punjab in India. Job Satisfaction Scale standardized by Dr. (Mrs.) Meera Dixit (1993) and Professional Commitment scale developed by Dr. Ravinder Kaur and Sarabjit Kaur (2011) was administered to collect the data. The result indicates that there exists a significant difference between male and female secondary school teachers in their job satisfaction and there exists no significant difference between male and female secondary school teachers in their professional commitment. Further result shows that there exists positive significant relationship between job satisfaction and professional commitment. This proves that job satisfaction and professional commitment are significantly related to each other.

Keywords: *Job Satisfaction, Professional Commitment, Secondary School Teachers*

Education is the key which helps to eradicate all kinds of social evils. Education is as necessary for the development of the country as much is the requirement of competent and committed teachers and this is possible only when society and state makes an effort to provide conducive working environment for teachers. A committed employee is an asset of any organization and occupies the most important place in an educational institution because they are in charge of the future of the nation. Need of the nation is not only to attract but also to retain committed teachers. Provision of facilitating working conditions for teachers will help in the enhancement of their commitment to the profession. To prove the strength of our educational system we require teachers who are trained, and who are aware of their duties

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thus they will perform their jobs with the best they can afford. Job satisfaction affects various components of a job and is influenced by many other components as well. In the present study, efforts have been made to study the job satisfaction in relation to professional commitment of secondary school teachers.

Job Satisfaction

Job satisfaction has been defined in a variety of ways. The most widely used definitions in the literature being those of Locke (1976), Dawis and Lofquist (1984), and Porter et al. (1975). Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Dawis and Lofquist (1984) defined job satisfaction as the result of the worker's appraisal of the degree to which the work environment fulfils the individual's needs, and Porter et al. (1975) defined job satisfaction as one's reaction against his/her occupation or organization. In general, it can be said that job satisfaction is an affective reaction to a job that results from the person's comparison of actual outcomes with those that are desired, anticipated, or deserved (Oshagbemi, 2000).

Job satisfaction may be defined as an attitude, which results from balancing and summation of many specific likes and dislikes, experienced in connection with the job. Job satisfaction in the result of various attitudes possessed by an employee towards his job. These attitudes are related with specific factors such as salary, service condition, opportunity, working condition and colleague. The term job satisfaction was brought to limelight by Hoppock (1935), according to him job satisfaction is any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say, I am satisfied with my job.

Professional Commitment

Teaching is classified as profession. Teaching is no simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. Those who have chosen teaching as profession, acquire necessary knowledge and skills with no personal likes and dislikes. Professional commitment refers the feeling of dedication among the individuals of a group towards their profession. This commitment area involves two essential components namely pride in one's being in the teaching profession and a strong desire for professional development. In fact after joining the profession they should fully understand as long as they are there they have to develop pride knowing that this is a Nobel profession charged with great responsibilities as the society hands over its children to this system for their wholesome education. Teacher's total involvement and devotion is must for empowering the students. During and even after school hours, a committed teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance. Committed teachers not only seek all round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. They observe professional ethics befitting the nobility of the profession. Teacher's tolerance, humility and modesty could endear them to their pupils, to the community and the

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parents alike, thus enhancing their confidence in the total process of education. These qualities when considered along with the professional competencies of teachers would ensure their commitment and dedication to the profession at their very best. It would provide equality of opportunity and equality of success for all the learners. Rogers(1969), described commitment as total organismic direction involving not only the conscious mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices.‘ Commitment is a state of attachment that defines the relationship between an actor (an individual, a group or organization) and an entity (commitment target). Commitment can result from decisions. Commitment is a process. In this process, one decides among the alternatives of which he or she is aware, or has alternatives selected by others. After the decisions or selection is made, the commitment is pursued with some degree of commitment strength, through pertinent situations, and until that commitment is dropped.

LITERATURE REVIEW

A number of previous researchers have reported conflicting findings upon the relationship between job satisfaction and professional commitment. Job satisfaction was a significant predictor of professional commitment Busch *et al.* (1998), Chiu-Yueh (2000), Feinstein & Vondraek (2006), Freund (2005) and Mannheim *et al.* (1997), while Curry *et al.* (1986) found no significant relationship between job satisfaction and professional commitment. Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Shamina (2014) reported a significant correlation between the job satisfaction and professional commitment of college teachers of Coimbatore. Shukla (2014) found a high positive correlation between commitment to profession and job satisfaction of primary school teachers of Lucknow. Akram *et al.* (2015) also reported a significant positive relationship between professional commitment and job satisfaction of secondary school teachers of Punjab. Similarly Shamina (2014) job satisfaction and job satisfaction was significantly and positively correlated with professional commitment of teachers.

A study has been carried out by Saif, et al. (2012) on job satisfaction and dissatisfaction among the academics of universities in Pakistan. Job satisfaction comes from the pay, job itself, supervisory behavior, promotion opportunity, and job context (environment) and they have meaningful relation with the positive outcomes such as, involvement and commitment. Astrauskaite et.al. (2011) found that job satisfaction can be effectively found only through a three facet model including promotion, supervision and nature of work. Chimanikar et al. (2007), study also confirmed that there is a significant relationship between job satisfaction and work commitment. Shann (1998) insisted that, teacher job satisfaction is critical to the success of teachers, students, communities and school systems. His study revealed that teachers’ job satisfaction is believed to be a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness. Usha and Shashikumar (2007) investigated the teachers commitment and teachers’ self concept as predictors of job satisfaction among school teachers. The study aimed to find out significant difference in the commitment of teachers with respect to age, gender and teaching experience. Findings of the

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study showed that there was no significant difference in the commitment factors of teachers on the basis of gender, age and teaching experience. Shukla (2009) worked on professional commitment, job satisfaction and teaching competency of primary school teachers. The study aimed to find out relationship between professional commitment and job satisfaction. The survey results showed very high positive correlation between job satisfaction and professional commitment of primary school teachers. Apart from this, there exists very low positive correlation between professional commitment and teaching competency.

Objectives

- To find out the difference among secondary school teachers in their job satisfaction and professional commitment on the basis of gender.
- To analyze the relationship of job satisfaction with professional commitment of secondary school teachers.

Hypothesis

- There exists significant difference between male and female secondary school teachers in their job satisfaction.
- There exists significant difference between male and female secondary school teachers in their professional commitment.
- There exists significant relationship of job satisfaction with professional commitment of secondary school teachers.

METHODS

Subjects

Descriptive survey method of research was used. The present study was conducted on 300 secondary school teachers, out of which 150 male and 150 female secondary school teachers of Punjab in India were included in the sample. The data for the present study was collected by using stratified random sampling technique.

Data Collecting Tools

The following standardized tools were employed: Job Satisfaction Scale developed by Dr. (Mrs.) Meera Dixit (1993), and Professional Commitment Scale developed by Dr. Ravinder Kaur and Sarabjit Kaur (2011).

Statistical Analysis

In order to analyze the data with suitable statistical techniques, the follow in statistical procedure was adopted in present study.

1. In order to find out the difference among secondary school teachers in their job satisfaction and professional commitment, 't' test was used.

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2. In order to analyze the relationship of job satisfaction with professional commitment of secondary school teachers, Pearson's coefficient of correlation was used.

RESULTS AND DISCUSSION

Table 1: Showing Difference between Male and Female Secondary School Teachers in their Job Satisfaction

Category	N	Mean	SD	df	t-value	Remarks
Male Teachers	150	105.82	17.11	298	2.88	Significant**
Female Teachers	150	100.84	12.52			

** Significant at 0.01 level of significance

Table 1 clearly shows that the mean score of male and female teachers is found to be 105.82 and 100.84 respectively whereas Standard deviation (SD) in case of male teachers and female teachers came out to be 17.11 and 12.52 respectively. For 150 male teachers and 150 female teachers, the calculated t-value is found to be 2.88. Table value for t at 0.05 levels is 1.97 and 0.01 levels is 2.59. Hence, the calculated value is found to be significant at both levels of significance. Therefore, the hypothesis which states that there exists significant difference between male and female secondary school teachers in their job satisfaction stands accepted. It means that there lies a significant difference in job satisfaction among male and female teachers. It is quite evident from the table 3.2.1 that the mean value of male teacher regarding job satisfaction is quite higher in comparison to female teachers.

Table 2: Showing Difference between Male and Female Secondary School Teachers in their Professional Commitment

Category	N	Mean	SD	Df	t-value	Remarks
Male Teachers	150	114.05	12.55	298	0.59	Not Significant
Female Teachers	150	113.29	9.66			

Table 2 shows that the mean score of male and female teachers found to be 114.05 and 113.29 respectively whereas Standard deviation (SD) in case of male teachers and female teachers came out to be 12.55 and 9.66 respectively. For 150 male teachers and 150 female teachers, the calculated t-value came out to be 0.59. Table value for t at 0.05 levels is 1.97 and 0.01 levels is 2.59. Hence, the calculated value is found to be insignificant at both levels of significance. Therefore, the hypothesis which states that there exists significant difference between male and female secondary school teachers in their professional commitment is rejected. Hence it can be interpreted that there exists no significant difference in the professional commitment of male and female teachers. Although the mean difference shows that there exists a difference but this may be due to chance factor as it shows that male teacher scored high mean value (114.05) regarding professional commitment as compared to mean value (113.29) of female teachers.

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Table 3: Showing Relationship of Job Satisfaction with Professional Commitment of Secondary School Teachers

Variable	N	Coefficient of Correlation
Job Satisfaction	300	0.438**
Professional Commitment		

Table 4 shows that the 'r' value regarding job satisfaction and professional commitment of teachers is found out to be 0.438 whereas table value for the same at 298 df is found out to be 0.113 and 0.118 at 0.05 and 0.01 levels of significance respectively. Hence the hypothesis i.e. there exists significant relationship of job satisfaction with professional commitment of secondary school teachers is accepted. This proves that professional commitment has a role to play in deciding the job satisfaction of teachers. Also the result of the relationship indicated that job satisfaction and professional commitment are positively correlated. Professional commitment plays a crucial role in job satisfaction because those who are committed they should create friendly environment and give proper importance to student's problem. Usha & Sasikumar (2007) also supports to the result of present study, he explored that teacher commitment is the best predictor of job satisfaction among school teachers.

CONCLUSIONS

1. The hypothesis there exists significant difference between male and female secondary school teachers in their job satisfaction was accepted thus it can be concluded that there exists a significant difference between male and female secondary school teachers in their job satisfaction.
2. The hypothesis there exists significant difference between male and female secondary school teachers in their professional commitment was rejected thus it can be concluded that there exists no significant difference between male and female secondary school teachers in their professional commitment.
3. The hypothesis there exists significant relationship of job satisfaction with professional commitment of secondary school teachers is accepted. This proves that job satisfaction and professional commitment are significantly related to each other.

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