

Job Satisfaction of Teacher Educators in Relation to Professional Commitment

Dr. Tasneem Khan¹, Jaspreet Kaur^{2*}

ABSTRACT

Teaching is a highly patrician profession and teachers are always a boon to the society. The ultimate process of education could be facilitated as a consequential interactivity between the teacher and the taught. The teacher thus plays a direct and pivotal role in shaping a pupil towards education. Since a teacher is paragon for the students, job satisfaction and professional commitment of teacher educators become very essential in the fields of education. Thus, the researcher felt the need to scrutinize the job satisfaction in relation to professional commitment of teacher educators. The sample of the study composed of 300 teacher educators selected from the B.Ed. colleges of 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 stipulates that there exists a significant difference between male and female teacher educators in their job satisfaction and there exists no significant difference between male and female teacher educators in their professional commitment. Additionally, result shows that there exists positive significant relationship between job satisfaction and professional commitment. This demonstrates that job satisfaction and professional commitment are significantly related to each other.

Keywords: *Job Satisfaction, Professional Commitment, Teacher Educators*

Education is the mainstay of all the vital elements and run-ups of affable societies. The edifice of every human society rests upon education. It is education that makes sure effective transmission of knowledge, culture, values, capabilities and skills to new generations. Education shapes the behavioural and personality attributes of children and prepares them to become well adjusted, productive and meaningful members of their social orders. Thus, education paves the way for enlightenment and empowerment. Education is as mandatory 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 teacher educators. 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

¹Assistant Professor, Department of Distance Education, Punjabi University Patiala, India

²Research Scholar, Department of Education and Community Service, Punjabi University Patiala, India

*Corresponding Author

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but also to retain committed teacher educators. Provision of facilitating working conditions for teachers will help in the magnification 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 thus they will perform their jobs with the best they can afford. Job satisfaction influences 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 is not only a foremost source of income but also an important constituent of life and takes away a large part of each worker's day. Because of work's central role in many peoples' life, satisfaction with one's job is an important part in overall well being (Smith, 2007). Therefore, employee job satisfaction is exceedingly important in any organization. If employees are satisfied they would manufacture superior quality performance in superlative time and lead to growing profits. Satisfied employees are also more likely to be creative and innovative and come up with breakthroughs that allow an institution to develop and change positively with time and changing conditions. Thus, Job satisfaction is defined as an enjoyable positive emotional state resulting in the appraisal on one's job or job experiences. In the field of teaching profession, teachers have massive responsibility in shaping the life of an individual and society. So, a teacher, who is happy with her/ his job, plays a crucial role in the enrichment of the students' life in particular and society as a whole. Well satisfied teacher can contribute a lot to the well being of their pupils. Whereas, a dissatisfied or unsatisfied teacher on the other hand can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth as well as the all round development of the students. Dissatisfaction among them is undesirable and dangerous. Bishey (1996) has defined teacher job satisfaction as "how teachers feel while doing their daily tasks." Page & Thomson (1979), defined job satisfaction in their International dictionary of Education as: "Job satisfaction is the extent to which a person is pleased or satisfied by the content and environment of his/her work or is displeased or frustrated by inadequate working conditions and tedious job content. Locke (1976) defined it as "the pleasurable emotional state resulting from the perceptions of one's job as fulfilling or as allowing the fulfillment of one's important job values, provided these are compatible with ones needs."

Professional Commitment

In the context of the teaching profession, the importance of teacher commitment has been highlighted by Dave (1998). "Teacher effectiveness is not automatically insured by professional competencies and practical skills only. One of the reasons of the phenomenon is that the actual performance of trained teacher in the classroom or school in a consistence manner is equally dependent, if not more, on their commitment to perform well. It is this commitment component that plays a decisive role." Commitment is an indispensable component of all professions, and more so, of the teaching profession. Skidmore (2007) defined professionally committed teachers as those teachers who are: a) dedicated to developing themselves professionally by seeking advanced degrees and standards- based professional growth opportunities; b) critically reflective in their practice by seeking meaningful feedback and discourse, and engagement in action research; c) advancing the training profession through the creation of professional learning communities and teachers' contributions to leadership positions. Commitment is a condition of attachment that expounds the association between an actor (an individual, a group or organization) and an entity (commitment target). Commitment can result from decisions. Commitment is a

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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.

REVIEW OF RELATED LITERATURE

A number of antecedent researchers have described conflicting findings upon the relationship between job satisfaction and professional commitment. Job satisfaction was a significant predictor of professional commitment Sharma (2019) reported that positive and significant relationship was found between job satisfaction and professional commitment of teacher educators. Basu (2016) examined that the professional commitment and job satisfaction of the teacher educators was also found to be having a strong positive correlation. 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) found that teacher commitment is the best predictor of job satisfaction among teacher educators. Shamina (2014) reported a significant correlation between the job satisfaction and professional commitment of college teachers of Coimbatore. Shukla (2014) explored 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 kumar (2007) investigated the teacher's 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 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 results of the study showed very high positive correlation between job satisfaction and professional commitment of primary school teachers.

Objectives Of the Study

- To find out the difference among teacher educators in their job satisfaction and professional commitment on the basis of gender.
- To examine the relationship of job satisfaction with professional commitment of teacher educators.

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Hypotheses Of the Study

- There exists significant difference between male and female secondary school
- There exists significant difference between male and female teacher educators in their job satisfaction.
- There exists significant difference between male and female teacher educators in their professional commitment.

Sample Of the Study

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

Tool Used for The Study

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 Treatment of The Data

- In order to analyze the data with suitable statistical techniques, the follow in statistical procedure was adopted in present study.
- In order to find out the difference among secondary school teachers in their job satisfaction and professional commitment, 't' test was used.
- In order to explore 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 teacher educators	150	105.81	17.11	298	2.88	Significant**
Female teacher educators	150	100.83	12.52			

***Significant at 0.01 level of significance*

The pursuing table 1.1 clearly indicates that the mean score of male and female teachers is found to be 105.81 and 100.83 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 is 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.

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

Category	N	Mean	SD	df	t-value	Remarks
Male teacher educators	150	114.04	12.55	298	0.59	Not Significant
Female teacher educators	150	113.28	9.66			

The table 2 indicates that the mean score of male and female teachers found to be 114.04 and 113.28 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 concluded 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 (114.04) regarding professional commitment as compared to mean value (113.28) of female teachers.

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		

The pursuing table 3 shows that the 'r' value regarding job satisfaction and professional commitment of teacher educators 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 pivotal 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 teacher educators in their job satisfaction was accepted thus it can be concluded that there exists a significant difference between male and female teacher educators in their job satisfaction.
2. The hypothesis there exists significant difference between male and female teacher educators in their professional commitment was rejected thus it can be concluded that there exists no significant difference between male and female teacher educators in their professional commitment.

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3. The hypothesis there exists significant relationship of job satisfaction with professional commitment of teacher educators is accepted. This proves that job satisfaction and professional commitment are significantly related to each other.

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Conflict of Interest

The author(s) declared no conflict of interest.

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