

## Professional Commitment of Teachers in Relation to Their Work Motivation and Job Stress

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### ABSTRACT

The study aims to find out the relationship between professional commitment and role stress among secondary school teachers. The sample of study consist of 354 Higher secondary Teachers. The data was collected using professional commitment scale, Work Motivation and Job stress scale. The results of study indicated inverse relationship between professional commitment and Job stress. The investigator used normative survey method for collecting the data. The study aims to investigate the interplay between professional commitment among higher secondary teachers and key factors such as work motivation and job stress. Professional commitment reflects the teacher's dedication and loyalty to their profession. It influences their willingness to invest time and effort into their role, fostering a positive learning environment. Higher levels of professional commitment correlate with improved teaching quality, student engagement, and overall educational outcomes. Motivated teachers are more likely to be proactive, innovative, and enthusiastic in their teaching approach. Motivation plays a key role in sustaining high-quality teaching practices. Increased work motivation contributes to a positive work environment, enhances teacher performance, and fosters a passion for continuous professional development.

**Keywords:** *Professional Commitment, Work Motivation, Job stress, Teachers*

According to **Shah (1994)** "The teacher has an important, vital role to play in efforts to relate education to national development and social change." It is the accountability of the teacher to direct and motivate students, to develop his discipline and to instill social values, which are in conformity with our social legacy and the community intensions.

Professional commitment is the dedication and loyalty an individual exhibits towards their chosen profession, encompassing a sense of responsibility, ethical conduct, and continuous improvement. It involves a steadfast adherence to the values and standards of one's field. Various authors have highlighted this concept:

**Michael T. Hall:** "Professional commitment is the unwavering dedication to the pursuit of excellence in one's chosen field, driven by a sense of duty and accountability."

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## **WORK MOTIVATION**

Motivation for Work happens to be a human stipulation wherein competency for a work and will power for that work blend collectively. It is the final analysis of efficiency of more or less each organization since it is straightforwardly associated with the outcome attained. According to Pinder (2008), “Work motivation is a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work- related behavior, to determine its behavior, and to determine its form, direction, intensity, and duration.” Every employer desire to appoint optimistically motivated persons who yearn for work and will persist to endeavor hardball through the entire phase of employment. Motivated workforce is enthusiastic to put forth a meticulous intensity of effort, for a definite amount of time, towards a scrupulous target.

## **JOB STRESS**

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is your body's reaction to a challenge or demand. In short bursts, stress can be positive, such as when it helps you avoid danger or meet a deadline. But when stress lasts for a long time, it may harm your health. The term ‘stress’ means many things to many different people. A layperson may define stress in terms of pressure, tension, unpleasant external forces or an emotional response. Psychologists have defined stress in a variety of different ways. Contemporary definitions of stress regard the external environmental stress as a stressor (e.g. problems at work), the response to the stressor as stress or distress (e.g. the feeling of tension), and the concept of stress as something that involves biochemical, physiological, behavioural and psychological changes. Researchers have also differentiated between stress that is harmful and damaging (distress) and stress that is positive and beneficial (eustress). In addition, researchers differentiate between acute stress, such as an exam or having to give a public talk, and chronic stress, such as job stress and poverty. The most commonly used definition of stress was developed by Lazarus and Launier (1978), who regarded stress as a transaction between people and the environment and described stress in terms of ‘person–environment fit’. If a person is faced with a potentially difficult stressor such as an exam or having to give a public talk, the degree of stress they experience is determined first by their appraisal of the event (‘is it stressful?’) and second by their appraisal of their own personal resources (‘will I cope?’). A good person–environment fit results in no or low stress and a poor fit result in higher stress.

### ***Statement of the Problem***

The study aims to investigate the interplay between professional commitment among higher secondary teachers and key factors such as work motivation and job stress. Professional commitment reflects the teacher's dedication and loyalty to their profession. It influences their willingness to invest time and effort into their role, fostering a positive learning environment. Higher levels of professional commitment correlate with improved teaching quality, student engagement, and overall educational outcomes. Motivated teachers are more likely to be proactive, innovative, and enthusiastic in their teaching approach. Motivation plays a key role in sustaining high-quality teaching practices. Increased work motivation contributes to a positive work environment, enhances teacher performance, and fosters a passion for continuous professional development.

Job stress can significantly impact a teacher's well-being, job satisfaction, and overall performance. Identifying and managing stressors is essential for maintaining a healthy work-life balance. Excessive job stress may lead to burnout, decreased job satisfaction, and ultimately impact the quality of teaching. Understanding stress factors is crucial for

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developing effective coping mechanisms. The selection of this research topic is driven by the imperative to understand the intricate dynamics influencing teachers' commitment to their profession, providing valuable insights for enhancing educational environments and teacher well-beings, and contribute to the overall effectiveness of the education system.

Hence the problem conceived for the present study by the investigator is entitled as **“Professional Commitment of Teachers in Relation to Their Work Motivation, and Job Stress”**.

### *Objectives of the Study*

The following objectives are formulated for the present study.

1. To find out the level of the following different dimensions of professional commitment of higher secondary teachers such as:
  - a) Commitment to the Learner
  - b) Commitment to the society
  - c) Commitment to the profession
  - d) Commitment to achieve excellence
  - e) Commitment to the basic human values
2. To find out the level of Professional Commitment of higher secondary teachers for the entire sample and the selected demographic variables.
  - a) Gender (Male/Female)
  - b) Locality of School (Rural/Urban)
  - c) Marital Status (Married/Unmarried)
  - d) Age (Below35 years/35–45 years/Above45 years)
  - e) Type of Management (Government/Aided/Private)
  - f) Teaching Experience (Below 10years/10–15years/Above15 years)
3. To find out the level of Work motivation of higher secondary teachers for the entire sample and selected demographic variables.
4. To find out the level of Job stress of higher secondary teachers for the entire sample and selected demographic variables.
5. To find out whether there is any significant difference in the professional commitment of higher secondary teachers with respect to the selected demographic variables.
6. To find out whether there is any significant difference in the work motivation of higher secondary teachers with respect to the selected demographic variables.
7. To find out whether there is any significant difference in the job stress of higher secondary teachers with respect to the selected demographic variables.
8. To find out whether there is any significant relationship between
  - Professional Commitment and work motivation
  - Professional Commitment and job stress of higher secondary teachers based on their entire sample and demographic variables.
9. To find out the contribution of independent variables namely, work motivation and job stress upon the dependent variable Professional Commitment of higher secondary teachers.

### *Hypotheses of the Study*

Appropriate hypotheses were formulated based on the objectives identified for the study.

## METHOD OF THE STUDY

### Research Design for The Present Study

Variables	Tools Used	Statistical Technique Used
Professional Commitment Scale	PCS - Constructed and Validated by the investigator and research supervisor (2022)	Descriptive Analysis: (Mean and Standard Deviation)
Work Motivation Scale	WMS - Constructed and validated by Vijayalakshmi S and George Stephen (2017)	
Job Stress Scale	TJSS - Constructed and standardized by Meenakshi Sharma and Satvinderpal Kaur (2014)	
Professional Commitment and Demographic variables		Differential Analysis ('t' and 'F' test)
Work Motivation and Demographic variables		
Job Stress and Demographic variables		
Professional Commitment and Work Motivation		Correlation Analysis Pearson Product Moment Correlation (PPMC)
Professional Commitment and Job Stress		
Influence of Independent variables and Demographic variables on Dependent variable Professional Commitment		Regression Analysis (Multiple)
Method of Study		Normative survey
Sample of the study		354 Higher secondary teachers
Sampling technique		Stratified Random Sampling Technique
Area of study		Kanyakumari District, Tamilnadu

## SUMMARY OF FINDINGS

### Descriptive Analysis

1. The professional commitment of higher secondary teachers with regard to entire sample and the selected demographic variables gender, locality of the school, marital status, type of management and teaching experience is average.
  - a) The female higher secondary teachers have more professional commitment as compared to male teachers.
  - b) The urban area teachers have high Professional Commitment as compared to rural area teachers.
  - c) The unmarried teachers have high Professional Commitment as compared to married teachers.
  - d) Teachers aged below 35 years have high Professional Commitment as compared to aged 35-45 years and above 45 years.
  - e) The government school teachers have high Professional Commitment as compared to aided and private school teachers.
  - f) The above 15 years experienced teachers have high Professional Commitment as compared to below 10 years and 10-15 years experienced teachers.

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2. The Work Motivation of higher secondary teachers is high for the entire sample and selected demographic variables, Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience.
  - a) The female higher secondary teachers have high Work Motivation as compared to male teachers.
  - b) The rural area higher secondary teachers have high Work Motivation as compared to urban area teachers.
  - c) The married higher secondary teachers have high Work Motivation as compared to unmarried teachers.
  - d) Teachers aged below 35 years of higher secondary teachers have high Work Motivation as compared to age 35-45 years and above 45 years.
  - e) The government school teachers have high Work Motivation as compared to aided and private school teachers.
  - f) The below 10 years experienced teachers have high Work Motivation as compared to 10-15 years and above 15 years experienced teachers.
3. The Job Stress of higher secondary teachers is high for the entire sample and selected demographic variables, Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience.
  - a) The female higher secondary teachers have high Job Stress as compared to male teachers.
  - b) The urban area higher secondary teachers have high Job Stress as compared to rural area teachers.
  - c) The unmarried higher secondary teachers have high Job Stress as compared to married teachers.
  - d) Teachers aged below 35 years of higher secondary teachers have high Job Stress as compared to age 35-45 years and above 45 years.
  - e) The Private school teachers have high Job Stress as compared to Government and aided school teachers.
  - f) The above 15 years experienced teachers have high Job Stress as compared to below 10 years and 10-15 years experienced teachers.

### ***Differential Analysis***

1. There is a significant difference in Professional Commitment of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience.
2. There is a significant difference in Work Motivation of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, and Teaching Experience.
3. There is no significant difference in Work Motivation of higher secondary teachers with respect to Type of Management.
4. There is a significant difference in Job Stress of higher secondary teachers with respect to Gender, Marital Status, Age and Teaching Experience.
5. There is no significant difference in Job Stress of higher secondary teachers with respect to Locality of the school and Type of Management.

### ***Correlation analysis***

1. There is a significant relationship between Professional Commitment and demographic variables of higher secondary teachers.
2. There is a significant relationship between Work Motivation and demographic variables of higher secondary teachers.

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3. There is a significant relationship between Job Stress and demographic variables of higher secondary teachers.

### Regression Analysis

1. There is a significant contribution of work motivation on the dependent variable professional commitment of higher secondary teachers, i.e., 3.3% of the total variance in professional commitment is attributed by the work motivation of higher secondary teachers.
2. There is significant contribution of job stress on the dependent variable professional commitment of higher secondary teachers, i.e., 3.8% of the total variance in professional commitment is attributed by the job stress of higher secondary teachers.

### Suggestions For Further Research

The following suggestions are offered which may stimulate prospective research work in this area.

1. The study could be extended to other districts of Tamil Nadu.
2. A comparative study may be undertaken between different school systems such as central board of secondary education and Navodaya schools.
3. A similar study may be carried out at various levels of education.
4. A similar study may also be carried out following the case study approach instead of questionnaire, interview and observation methods.
5. A similar study may also be carried out to find the effects of organizational commitment on the student's achievement.

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### Conflict of Interest

The author(s) declared no conflict of interest.

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