

Relationship between Professional Commitment and Job Satisfaction of Higher Secondary Teachers

Dr. C. Ashok Kumar¹, Mrs. R. Kayalvizhi²

¹Principal, Sakthi Institute for Teacher Education and Research, Palakkanuthu, Oddanchathram, Dindigul Tamilnadu, India

²Assistant Professor in Pedagogy of English, Sakthi College of Education for Women, Sakthi Nagar, Palakkanuthu, Oddanchathram Dindigul, Tamilnadu, India

ABSTRACT

Analyzing the relationship between job satisfaction and professional commitment is particularly crucial nowadays, as people often do not work at the same organization or job throughout their lifetime. It is also sometimes hard to find suitable people for certain positions. So once an ideal candidate is chosen, organizations will like to make a great effort to retain those employees. If two employee's exhibit different levels of job satisfaction and that job satisfaction can be proven to lead to organizational commitment, the employer will likely hire the employee with the higher level of job satisfaction.

The present study aimed to study the professional commitment and job satisfaction of higher secondary teachers and the existing relationship between them. The sample consists of 419 higher secondary teachers. On the whole, the findings of the present study revealed that there was significant and positive relationship between professional commitment and job satisfaction of higher secondary teachers.

1. INTRODUCTION

Education is a powerful instrument for social, economic and political changes. Education is the aggregate of all the processes, by which a person develops his abilities, attitudes and other forms of behavior, which help him to attain social competence and optimum development individually. Whatever may be the educational system of a country, the ultimate outcome depends very much on the teacher in the classroom. The teacher is the noblest symbol of the culture of the country and he/she has to be a living role-model to the pupils who will shape the destiny of the country in the future. The teacher plays a predominant role in molding the learners in the parameters of habit, taste and, character. It is he who turns the children from animalistic to a socialized and civilized human form. It is his teaching skill, his influence, his character and, his lifestyle, which turn the learners to become a true human being. The teachers contribute their best to humanity. In other words, the teacher engages in interactive behavior with one or more learners to ignite a change in learners' cognizance.

Teaching is one of the most influential professions in society. Good teachers are always optimistic about what their pupils can achieve, whatever their background or circumstances. They know from experience how pupils respond to success by succeeding further. They understand that all their pupils are capable of significant progress and that their potential for learning is unlimited. And teaching involves more than care, mutual respect and well placed optimism. It demands knowledge and practical skills, the ability to make informed judgments and to balance pressures and challenges, practice and creativity, interest and effort, as well as an understanding of how children learn and develop. It recognizes the important part other people play in pupils' learning in the classroom, the home and the local community. Just as teachers must have high expectations of their pupils, so pupils, parents and careers are entitled to have high expectations of teachers. The teacher should be keen enough to be able to smell out minute changes that occur in society. It is this important quality of the teacher that makes him a crucial supporter of the rising generation. He must be mature enough to have a philosophy of life on his own. Being a kingpin of the whole educational structure, he is an authorized agent for the transmission of the good culture in the minds of the students. The future of our nation depends on the quality of the younger generation and the quality of the teachers who handle them. The teachers' role in a secular democracy is thus a matter of greater importance and extent of the quality of teachers.

2. REVIEW OF RELATED LITERATURE

Plasilda. D and Muthupandi (2015) in the research study on “Professional commitment among higher Secondary school Teachers”. The sample consists of 665 male and female teachers working in rural and urban areas of five districts in Tamil Nadu. The investigator used the Professional commitment tool developed by A. Punitha Mary and A. Amal Raj. The findings revealed that more than 50% of higher secondary teachers have a moderate level of professional commitment. There is no significant difference among the higher secondary teachers with reference to their professional commitment.

Stan Maria Magdalena (2016) in a research “Professional commitment in teachers: Comparative study”. The researcher used Professional commitment scale by J. Meyer & Allen (1999) on Forty five teachers in primary and preschool education of urban and rural areas. The sample was categorized in three groups Teachers with work experience upto 5 years, between 10-20 years and over 25 years. There were significant differences between group 1 and 3 regarding teachers affective commitment. There were no significant difference between the average values of groups 2 and 3 regarding the affective professional commitment. No significant difference was noticed between the three analyzed groups regarding the normative commitment.

Anuradha.K and Kalapriya.C (2015) conducted research on “Job Satisfaction of Secondary school Teachers” among 64 secondary school teachers in Tirupati town using Job Satisfaction Inventory (Mishra, 1993). The Findings indicate the job satisfaction of secondary school teachers differed significantly according to their age, gender, income and length of service as a teacher. There was positive correlation of these variables with the teacher’s Job Satisfaction score. However, teacher’s educational qualification, family background and family size were found to have no significant relationship with their Job Satisfaction score.

Edwin Sam. R and Mini Kumari V. S (2015) conducted research on “Job Satisfaction of Teacher Educators” among 300 teacher educators working in Kanyakumari, Tirunelveli and Thoothukudi districts of TamilNadu. Job Satisfaction scale prepared and validated by the investigator was used. Results indicated that the teacher educators have high job satisfaction. It was also found that sex, marital status, subject and type of college have no influence on job satisfaction while age, teaching experience, locality of the college and monthly income have influence on the job satisfaction of teacher educators.

3. NEED AND SIGNIFICANCE OF THE STUDY

Teaching is the only profession that nurtures the young minds to take up other professions in the future. A teacher might have to deal with a number of students with different personalities and attitudes. The art of teaching channelizes these different minds into seeing a vision of what they wish to become and what they should contribute to the society. This is why teaching is considered a noble profession. Teaching is not only a profession with rigorous standards but it is also a calling to serve others. If a teacher enjoys working with children and believe that education has the power to change lives, then he may understood what it needs to become an exemplary teacher. A teacher is a person who gives not only the knowledge but also inspiration to live. The teacher is the top most academic and professional person in the educational pyramid under whose charge the destiny of our children is placed by the parents and society. The success of any educational system depends much on the qualities of a teacher. Thus, a teacher plays a major role in bringing up great citizens in the nation. Teacher shows unconditional love towards their students, which helps the students to believe the teacher. Becoming a teacher offers endless opportunity to help all students understand and achieve their full potential.

Job satisfaction of teachers is of primary importance for a successful teaching-learning process. Job satisfaction, being a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfil not only the educational objectives but also the motivational goals. In some recent studies, it is established that the teachers are motivated more by intrinsic rewards like self-respect, responsibility and a sense of accomplishment, than by extrinsic rewards like salary and other financial benefits. The findings of the study conducted by **Khalid Al Tayyar (2014)** revealed that teachers were generally satisfied with their jobs and those interpersonal relationships made the greatest contribution to their satisfaction, followed by school administration and the nature of the work. Satisfaction was moderately influenced by marking pupils’ work, the educational system, supervision and social status, workload and conditions, salary and promotion and student progress. Also the teachers were highly motivated, by the intrinsic factor than the extrinsic. The study also found a significant relationship between teachers’ general job satisfaction and their general motivation. There were two other significant correlations - a relatively strong one between satisfaction and extrinsic motivation and a less strong one between satisfaction and intrinsic motivation. Job satisfaction generally indicate the feelings of inner fulfilment derived from being engaged in a work. It is essentially related to human needs and their fulfilment through the work. It is characterized by various attitudes possessed by a teacher.

Robins (2003) defines job satisfaction as an individual's general attitude towards one's job. A person with a high level of job satisfaction holds positive attitude towards the job and a person who is dissatisfied with his job holds negative attitude towards the job. Apart from that, job design aims to enhance job satisfaction and performance and it includes methods like job rotation, job enlargement and job enrichment. Other such influences on job satisfaction include management style, culture, employee involvement, empowerment and autonomous work groups. **Gruneberg (1979)** stated that job satisfaction was determined not only by the nature of job and its context within the organization, but also determined by needs, values and expectations that the individuals have in relation to their jobs. Job satisfaction is thus derived from many interrelated factors which cannot be completely isolated from one another for analytical purposes. However, they can, by the use of statistical techniques, be sufficiently separated so as to give an indication of their relative importance to the job satisfaction. Most important factors among these could be classified into "personal" factors and factors "inherent" in the job. Personal factors relate to sex, age, education, intelligence, personality including intelligence and time on job. Factors inherent in the job are type of work, skill required, occupational status, job security, pay, promotion opportunity, geography, etc. **Pabla (2012)** also found that job satisfaction could be determined intrinsic and by extrinsic factors such as salary, benefits, prestige, opportunities for professional advancement, level of personal/professional challenge, level of professional autonomy/decision making authority, general working conditions and interactions with colleagues and interaction with students. Thus, job satisfaction is found to be closely associated with self and social identity of the teachers.

Traditionally, the teaching job always carried a considerably high level of prestige. Hence, only selected individuals join this profession. The teachers are usually held in very high esteem by different sections of society. Professional commitment is the sum total of all the commitment possessed by the teacher, that are used in teaching situation. **Chardenas (2000)** reported that teachers teaching in open school climate were better in teaching commitment than those employed in schools with closed supervised, classroom climate. Apart from that, professional commitment are the ability of a teacher manifested through a set of overt teacher classroom behaviours.

Professional commitment also include self-control process, and metacognitive skills processing. The findings of the study conducted by **Singh(2003)** explained that teaching commitment included the acquisition and demonstration of composite skills required for teaching like introducing a lesson, fluency in questioning, probing questioning, explaining, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignment. Further, professional commitment can be considered as highly valued quality, which will stand for the efficient use of knowledge, skills, intellect, strength and capacity, that are required to carry out one's functions and duties as teachers. **Arthey and Orth (1999)** stated that teaching competence is a set of observable performance dimensions including individual knowledge, skills, attitudes and behaviour as well as collective team process and organizational capabilities that are linked to high performance and provide the organization with sustainable competitive advantage.

In other words, professional commitment refer to knowledge, attitude, skills and self-perception or the products that come from by mixing these behaviours and resulting in consistent pattern of behavior leading to the attainment of expected outcomes. **Necla Koksai (2013)** studied about pre-service teachers' perception regarding commitment and their attitudes and concluded that there was positive and meaningful relationship between teaching commitment perceptions and attitudes towards the profession.

Thus, commitment of a teacher is a factor predetermining one's job satisfaction. Teacher, with poor commitment will remain insecure even though his job is secure. Professional commitment like adaptation, domain knowledge, classroom and time management and evaluation complimentarily influence individual's feelings of job security. This is because the teacher with high professional commitment is able to help the students not only to get the excellent result in the academics, but also to teach students how to learn in the appropriate way to become holistic students.

Based on the above discussion, with regard to the two interrelated research variables namely, professional commitment and job satisfaction and by examining a few selected demographic characteristics of higher secondary teachers, the Investigator proposes to gain valuable insight into the relationship that exists among the above mentioned variables and to find out the influence of professional commitment of higher secondary teachers on their job satisfaction.

4. STATEMENT OF THE PROBLEM

Job or work is an important aspect of an individual's life and it occupies a lot of personal and professional time compared to any other activity. Satisfaction is the pleasure felt after a need is fulfilled. **Ali, W. (2016)**. Thus work or job related satisfaction came into their committing behaviour. The behaviour of commitment based on their personal and social factors. Those who engage systematically to their personal and social factors they could commit themselves without any

disappointment. Against this background, the Researcher proposes to find out the relationship of professional commitment of higher secondary teachers on their job satisfaction.

5. OPERATIONAL DEFINITIONS OF THE TERMS

The Investigator adopted the following definitions for the terms used in this study.

Professional Commitment

In this study commitment refers to the “socio-psychological bonding of an individual to his group or organization, its goals, and values or his occupation and profession.

Job Satisfaction: In this study ‘job satisfaction’ refers to the inner fulfillment of one’s profession.

Higher Secondary Teachers

‘Higher secondary teachers’ refers to the teachers in the senior secondary schools could taught subjects in XI and XII classes.

6. HYPOTHESES OF THE STUDY

1. There is no statistical variation on men and women teachers’ professional commitment and job satisfaction.
2. There is no statistical variation on arts and science subject handler’s professional commitment and job satisfaction.
3. There is no statistical variation on rural and urban school teacher’s professional commitment and job satisfaction.
4. There is no statistical variation on government, government aided and self-financed school teacher’s professional commitment and job satisfaction.
5. There is no statistical connection on professional commitment and job satisfaction of teachers at higher secondary level.

7. METHODOLOGY

The area of the present study was Dindigul District of Tamil Nadu State, India. The population of the present study consists of the higher secondary education teachers who are working in 13 higher secondary schools. The Researcher has taken on the survey method of research to study the “Relationship between Professional Commitment and Job Satisfaction of Higher Secondary Teachers”. The Investigator used stratified random sampling technique for collecting the data from the population. The sample consists of 419 higher secondary school teachers.

8. TOOLS USED IN THE PRESENT STUDY

The following tools were used for data collection

1. Professional Commitment Scale Developed and Validated by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar (2011).
2. Job Satisfaction Questionnaire developed and validated by Afshan Anees and Nasrin (2013).

9. VARIANCE EXAMINATION

Null Hypothesis - 1

There is no statistical variation on men and women teachers’ professional commitment and job satisfaction.

Table – 1: Mean Score Difference between Men and Women Teachers Professional Commitment and Job Satisfaction

Variables	Gender	Mean	Standard Deviation	Calculated ‘t’ Value	Remarks
Professional Commitment	Men	156.24	6.57	3.66	S
	Women	154.06	8.65		
Job Satisfaction	Men	154.48	6.34	3.15	S
	Women	152.22	7.41		

(At 5% level of significance, the table value of ‘t’ is 1.96)

It is inferred from the Table 1 that there was significant difference between men and women higher secondary teachers in their professional commitment, as the calculated ‘t’ value of 3.66 was greater than the table value of 1.96, at 5% level of significance. Further, it is learnt from the above table that there was significant difference between men and women higher secondary teachers in their job satisfaction, as the calculated ‘t’ value of 3.15 was greater than the table value of 1.96 at 5% level of confidence. Hence the null hypothesis 1 was rejected.

Null Hypothesis - 2

There is no statistical variation on arts and science subject handler’s professional commitment and job satisfaction.

Table – 2: Mean Score Difference between Arts and Science Subject Handling Teachers Professional Commitment and Job Satisfaction

Variables	Subject Handling	Mean	Standard Deviation	Calculated ‘t’ Value	Remarks
Professional Commitment	Arts	150.76	7.30	3.98	S
	Science	154.68	9.70		
Job Satisfaction	Arts	141.69	8.27	2.29	S
	Science	151.33	9.32		

(At 5% level of significance, the table value of ‘t’ is 1.96)

It was learnt from the Table 2 that there was significant difference between arts and science subject handling higher secondary teachers in their professional commitment, as the calculated ‘t’ value of 3.98 was higher than the table value of 1.96 at 5% level of confidence. Further, it is inferred from the abovetable that there was significant difference between arts and science subject handling higher secondary teachers in their job satisfaction, as the calculated ‘t’ value of 2.29 was greater than the table value of 1.96, at 5% level of significance. Hence the null hypothesis 2 was rejected.

Null Hypothesis - 3

There is no statistical variation on rural and urban school teacher’s professional commitment and job satisfaction.

Table – 3: Mean Score Difference between Rural and Urban School Teachers Professional Commitment and Job Satisfaction

Variables	Locality	Mean	Standard Deviation	Calculated ‘t’ Value	Remarks
Professional Commitment	Rural	138.35	7.99	2.15	S
	Urban	146.24	9.71		
Job Satisfaction	Rural	154.76	8.15	2.79	S
	Urban	154.68	9.10		

(At 5% level of significance, the table value of ‘t’ is 1.96)

It is learnt from the table 3 that there was significant difference between rural and urban schools higher secondary teachers in their professional commitment, as the calculated ‘t’ value of 2.15 was greater than the table value of 1.96 at 5% level of confidence. Further, it was learnt from the above table that there was significant difference between rural and urban schools higher secondary teachers in their job satisfaction, as the calculated ‘t’ value of 2.79 was higher than the table value of 1.96 at 5% level of confidence. Hence the null hypothesis 3 was rejected.

Null Hypothesis - 4

There is no statistical variation on government, government aided and self-financed school teacher’s professional commitment and job satisfaction.

Table – 4: Mean Score Difference among Government, Government Aided and Self-Financed School Teachers Professional Commitment and Job Satisfaction

Variables		Sum of Squares	Mean Square	Calculated 'F' Value	Remarks
Professional Commitment	Between Groups	174.766	87.383	0.59	NS
	Within Groups	126426.65	147.52		
Job Satisfaction	Between Groups	78.488	39.244	0.80	NS
	Within Groups	141726.464	148.689		

(At 5% level of significance, the table value of 'F' is 3.00)

It is learnt from the Table 4 there was no significant difference among the government, government aided and self-financing higher secondary teachers in their professional commitment, as the calculated 'F' value of 0.59 was less than the table value of 3.00, at 5% level of significance. Further, it is learnt from the above table that there was no significant difference among the government, government aided and self-financing higher secondary teachers in their job satisfaction, as the calculated 'f' value of 0.80 was less than the table value of 3.00, at 5% level of significance. Hence the null hypothesis 4 was accepted.

Null Hypothesis - 5

There is no statistical connection on professional commitment and job satisfaction of teachers at higher secondary level.

Table – 5: Relationship between Professional Commitment and Job Satisfaction of Higher Secondary Teachers

Professional Commitment	'r' value	Nature of Correlation
Job Satisfaction	0.630	Substantial

(At 1% level of significance the table value of 'γ' is 0.162)

From the above Table 5 it was concluded that there was significant positive relationship between the professional commitment and job satisfaction of higher secondary teachers as the calculated 'γ' value 0.630 were greater than the table value 0.162 at 1% level of significance.

MAJOR FINDINGS

1. There is statistical variation on men and women higher secondary teachers' professional commitment and job satisfaction.
2. There is statistical variation on arts and science subject handler's professional commitment and job satisfaction.
3. There is statistical variation on rural and urban school higher secondary teacher's professional commitment and job satisfaction.
4. There is no statistical variation on government, government aided and self-financed school higher secondary teacher's professional commitment and job satisfaction.
5. There is no statistical connection on professional commitment and job satisfaction of teachers at higher secondary level.

RECOMMENDATION

1. It is recommended that the teachers will be oriented at the institution level to improve their capacity building.
2. This study also recommends to improve the dedication of less committed teachers towards their profession.
3. This study also recommends that the management of the organization/institution will pay attention on organizational commitment and job satisfaction to the teachers for maintaining the quality of education.

CONCLUSION

Education is the key which helps to eradicate all kinds of social evils. Senior secondary education is as necessary for the development of the country as much is the requirement of bread, cloth and home. To make an education system strong there is a requirement of competent and committed teachers and this is possible only when society and state makes an effort to provide conducive working environment for upper primary school 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. Need of strong and empowered education system is well defined for a developing nation like ours. 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.

REFERENCES

- [1] Aggarwal, J.C. (2003). *Teacher and Education in the developing society*, New Delhi: Vikas publishing house Pvt, Ltd.
- [2] Aggarwal, J.C. (2005). *Essentials of Educational Psychology*, New Delhi: Vikas Publishing house Pvt. Ltd.
- [3] Al Tayyar, Khalid (2014) Job satisfaction and motivation amongst secondary school teachers in Saudi Arabia. PhD thesis, University of York.
- [4] Ali, W. (2016). Understanding the Concept of Job Satisfaction, Measurements, Theories and its Significance in the Recent Organizational Environment: A Theoretical Framework. *Archives of Business Research*, 4(1). <https://doi.org/10.14738/abr.41.1735>.
- [5] Andrew Pollard (2006). 2nd Edition, *Reflective Teaching*, London: Continuum International Publishing Group.
- [6] AngellaCooze. (2007). *100 Ideas for Trainee Teachers*, London: Continuum International Publishing Group.
- [7] Anuradha, K., & Kalapriya, C., Job Satisfaction of Secondary school teachers, *Edutracks*, Vol.14, No-8, April 2015, pp.36-39.
- [8] Arjunan, M., & Balamurugan, M., Professional commitment of teachers working in Tribal area schools, *International journal of current Research and Development*, July 2013, Vol.2 (1), pp.65-74.
- [9] Arthey, T. R. & Orth, M. S. (1999). Emerging competency methods for the future. In: *Human Resource Management*, Fall, 38(3): pp. 215-226.
- [10] Arunima Borah, Job Satisfaction of the College Teachers: A Comparative Study, *Edutracks*, Vol.14, No-8, April 2015, pp.40-42.
- [11] Balvirsingh & Pawankumar, Professional commitment: Study of more and less experienced teachers, *Online International Interdisciplinary Research Journal*, Vol.5, Issue-1, Jan-Feb 2015, pp. 251-255.
- [12] Bharat Singh (2006). *Modern Special Education*, New Delhi: Anmol Publications Pvt, Ltd.
- [13] Edwin Sam & Mini kumari, Job Satisfaction of Teacher Educators, *Edutracks*, Vol.14, No-7, March 2015, pp.41-43.
- [14] Hasnain Quareshi. (2005). *Educational Counselling*, New Delhi: Anmol Publications Ltd.
- [15] Irudhaya Mary & M., Annaraja, Professional commitment among matriculation school teachers, *Research and Reflections on Education*, Vol.14, No.02, Apr-June 2016, pp.18- 21.
- [16] Kaila, H. L., Ravishankar, S., Mishra, R. K. (2003). *Human Factors in Organizational commitment*, Himalaya Publishing House, Mumbai, pp.75-78.
- [17] Köksal, Necla. (2013). Competencies in teacher education: preservice teachers' perceptions about competencies and their attitudes. *Educational Research and Reviews*. 8. 270-276.
- [18] M. M. Gruneberg, "Understanding job satisfaction," Mac-millan Press, London, 1979.
- [19] Pabla, D. M. (2012) A study of job satisfaction among teachers of professional colleges in Punjab, *Indian Journal of Research*, 1(10), pp: 112-113.
- [20] Parameswaran. E. G. (2003). *Perspectives on HRD*, Hyderabad: Neelkamal Publications Pvt. Ltd.
- [21] Plasilda, D., & Muthupandi, Professional commitment among Higher Secondary School Teachers, *Research and Reflections on Education*, Vol.13, No.03, July-Sep 2015, pp.18- 22.
- [22] Robins, A., et al. (2003). Learning and teaching programming: A review and discussion. *Computer Science Education*. 13, 137-172. <http://dx.doi.org/10.1076/csed.13.2.137.14200>.
- [23] S. K. Mangal, (2012) *advanced of educational psychology*, New Delhi. P H I Learning private limited.
- [24] Santhosh Gupta, (1999). *Research Methodology and Statistical Techniques*, New Delhi: Deep and Deep Publications.
- [25] Seenivasan, C., Job satisfaction of higher secondary school teachers, *Journal of Community Guidance and Research*, 24(2), 2007, 163-172.



- [26] Singh & Singh, (2003). A study of teaching competency of primary school teachers. Unpublished PhD thesis, University of Lucknow.
- [27] Stan Maria Magdalena, Professional commitment in teachers: Comparative study, 2009.<http://conf.uni-ruse.bg/bg/docs/cp09/6.2/6.2-27-n.pdf> retrieved on Feb.1, 2016, pp.148-150.
- [28] VishaliCariappa, &GnanadeepamSudhkar, A study of Job Satisfaction and Motivation of Higher Secondary school teachers in Chennai city, Research and Reflections on Education, Vol.11, No 3, July-Sep 2013, pp.20-24.
- [29] Wu, L., Norman, I. J., An investigation of Job satisfaction, Organizational commitment and Role conflict and ambiguity in a sample of Chinese undergraduate nursing students, Nurse Educ today, 2006, May 26(4), pp.304-14.