

Professional Commitment and Job Satisfaction among Secondary School Teachers

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ABSTRACT

The teachers engaged in teaching at the secondary level play a very important role in the entire education process. Teachers deeply committed to their profession and content with their work tend to play a more constructive role in the lives of their students. The present study was aimed at investigating the professional commitment and job satisfaction of secondary school teachers and the relationship between them. The study was conducted on 98 secondary school teachers from Bareilly district. The Professional Commitment Scale for Teachers (PCST) developed by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar and Job Satisfaction Questionnaire (JSQ) developed by Dr. Pramod Kumar and D. N. Mutha were employed to collect data for the present investigation. Statistical measures of mean, S.D., t-test and Pearson's product moment correlation were employed to analyze the raw scores so obtained and draw inferences. The findings of the present investigation reveal that while gender and length of teaching experience influenced the professional commitment of secondary school teachers, the type of school did not have any significant effect. Also gender, type of school and length of teaching experience were found to be significant factors which influence the job satisfaction of the secondary school teachers. The professional commitment and job satisfaction of the secondary school teachers was also found to be having a strong positive correlation.

Keywords: Professional commitment, job satisfaction, secondary school teachers

"Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant."

— Indian Education Commission (1964-66)

Teachers play a pivotal role in the education system of any country. It is ultimately the teachers who decide the direction of progress of a country and hence are often referred to as nation builders. Teacher is the central element in educational system fulfilling various important responsibilities. The secondary school system is critical to the future of the students. It not only lays the foundation for their career but also decides the direction of their study. The teachers engaged in teaching at the secondary level play a very important role in the entire education process. Dealing with secondary school students is a very taxing and strenuous activity since the students at this stage experience adolescence with

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its 'stresses and strains'. If the teachers are deeply committed to their profession and content with their work, they tend to play a more constructive role in the lives of their students. To sustain their energy and enthusiasm for the work, teachers need to maintain their personal as well as professional commitment to their job. This concept of 'commitment' maybe described as the investment of personal resources associated with the professional characteristics of an effective teacher. We may in fact say that the overall performance of an educational institution rests upon the shoulders of their teachers and ultimately their level of commitment to their job.

Professional commitment may be described as a person's belief in and acceptance of the values of his or her chosen occupation, and a willingness to maintain oneself in that occupation. It is the extent to which one is committed to one's profession, including feelings of dedication and social obligation. *Job satisfaction* could be described as the level of contentment employees feel about their work, which can affect performance. It involves one's feelings or state of mind regarding the nature of their work. *Job satisfaction* is more of a journey, not a destination since it is a perception about the workplace and its inherent factors.

A number of previous researchers have reported conflicting findings upon the relationship between job satisfaction and professional commitment. Numerous researches like Busch *et al.* (1998), Chiu-Yueh (2000), Feinstein & Vondraek (2006), Freund (2005) and Mannheim *et al.* (1997) in their studies found that job satisfaction was a significant predictor of professional commitment 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, Getahun, Tefera and Burichew (2016) in their study on teacher job satisfaction and its relationship with organizational commitment in primary schools of Ethiopia found evidence of positive correlation between their job satisfaction and organizational commitment.

Today there seems to be a dearth of deeply committed teachers who are completely devoted to their profession and at the same time satisfied with their profession. Lack of job satisfaction and professional commitment can often lead to stress, burnout, migration from profession, less enthusiasm for their work and in general less motivation to perform well in their teaching. Dissatisfied and less committed teachers cannot exert their whole hearted effort towards moulding the future national citizens of this country. In a developing country like India, with burgeoning class size, work overload and job insecurity, professional commitment and job satisfaction are in danger of going for a nose dive. This in turn could have serious ramifications for the entire nation's educational aspirations. The present study is aimed at investigating the professional commitment and job satisfaction of secondary school teachers and the relationship between them.

Objectives of the Study

- ❑ To compare the level of professional commitment among male and female secondary school teachers.
- ❑ To compare the level of professional commitment among secondary school teachers working in government aided and private schools.
- ❑ To compare the level of professional commitment among highly experienced and less experienced secondary school teachers.
- ❑ To compare the level of job satisfaction among male and female secondary school teachers.
- ❑ To compare level of job satisfaction among secondary school teachers working in government aided and private schools.
- ❑ To compare level of job satisfaction among highly experienced and less experienced secondary school teachers.

- ❑ To study the relationship between the professional commitment and job satisfaction of secondary school teachers.

Hypotheses of the Study

- ❑ There exists no significant difference between the level of professional commitment among male and female secondary school teachers.
- ❑ There exists no significant difference between the level of professional commitment among secondary school teachers working in government aided and private schools.
- ❑ There exists no significant difference between the level of professional commitment among highly experienced and less experienced secondary school teachers.
- ❑ There exists no significant difference between the level of job satisfaction among male and female secondary school teachers.
- ❑ There exists no significant difference between the level of job satisfaction among secondary school teachers working in government aided and private schools.
- ❑ There exists no significant difference between the level of job satisfaction among highly experienced and less experienced secondary school teachers.
- ❑ There exists no relationship between the professional commitment and job satisfaction of secondary school teachers.

Research Methodology

The descriptive survey method has been applied for the present study.

Population

In the present study the population consisted of male and female secondary school teachers of Bareilly district teaching classes VI to VIII in secondary schools affiliated to C.B.S.E. or U.P. board.

Sample

The researcher employed stratified random sampling

technique to select a sample of 98 secondary school teachers (48 Male, 50 Female) from government aided (31) and private colleges (67). While 33 secondary school teachers had more than 10 years teaching experience, 65 secondary school teachers had less than 10 years teaching experience.

Tools Used

The researcher employed the following tools:

1. Professional Commitment Scale for Teachers (PCST) developed by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar. It consists 45 items in five areas—commitment to learner, commitment to society, commitment to profession, commitment to attain excellence and commitment to basic human values with each dimension possessing nine items each. It is based on a five point scale with maximum score being 225. High scores on the PCST are indicative of high levels professional commitment.
2. Job Satisfaction Questionnaire (JSQ) developed by Dr. Pramod Kumar and D.N. Mutha. It consists of 29 items pertaining to various aspects of job satisfaction spread over four areas—profession, working condition, authority and institution. While 27 items are positively worded, 02 items are negatively worded. It has a maximum possible score of 29 while the minimum is 0. High scores on the JSQ are indicative of high levels of job satisfaction.

Statistical Treatment

Once the data collection and scoring of the tool was done, the statistical measures of mean, S.D., t-test and Pearson's product moment correlation were employed to analyze the raw scores so obtained and draw inferences.

Results and Discussion

A perusal of the data presented in Table 1 reveals that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts. Hence the first null hypothesis is rejected. The contents of Table 1 also show that the secondary school teachers working in government aided and private schools do not have statistically significant

differences in their levels of professional commitment. Thus, the second null hypothesis is accepted. On comparing levels of professional commitment of secondary school teachers based on their length teaching experience, less experienced teachers were found to exhibit significantly higher levels of professional commitment as compared to their more experienced colleagues. Hence the third null hypothesis is rejected.

Table 1: Professional commitment among secondary school teachers

Demographic variable	N	Mean	S.D.	t-value	Level of significance
Gender					
Male	48	163.38	20.64	3.18	0.01
Female	50	177.22	22.45		
Type of school					
Govt. aided	31	164.23	21.39	1.92	NS
Private	67	173.31	22.68		
Teaching experience					
More experienced	33	162.30	21.98	3.01	0.01
Less experienced	65	174.57	21.89		

The data given in Table 1 has been graphically represented in Fig. 1.

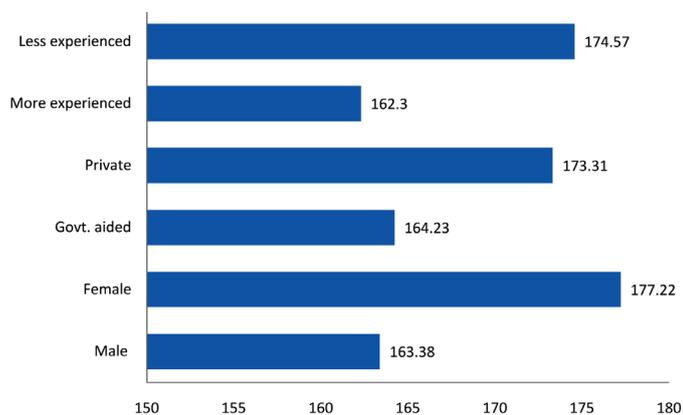


Fig. 1: Professional commitment among secondary school teachers
An examination of the contents of Table 2 reveals that male secondary school teachers possess significantly lower

levels of job satisfaction as compared to their female colleagues.

Table 2: Job satisfaction among secondary school teachers

Demographic variable	N	Mean	S.D.	t-value	Level of significance
Gender					
Male	48	17.54	4.86	4.05	0.01
Female	50	21.48	4.78		
Type of school					
Govt. aided	31	17.29	4.60	3.18	0.01
Private	67	20.59	5.13		
Teaching experience					
More experienced	33	17.49	4.61	3.03	0.01
Less experienced	65	20.60	5.18		

Hence the fourth null hypothesis is rejected. The data presented in Table 2 also shows that the secondary school teachers working in government aided and private schools have statistically significant differences in their levels of job satisfaction with teachers employed in private schools exhibiting considerably higher levels of job satisfaction as compared those employed in government aided schools.

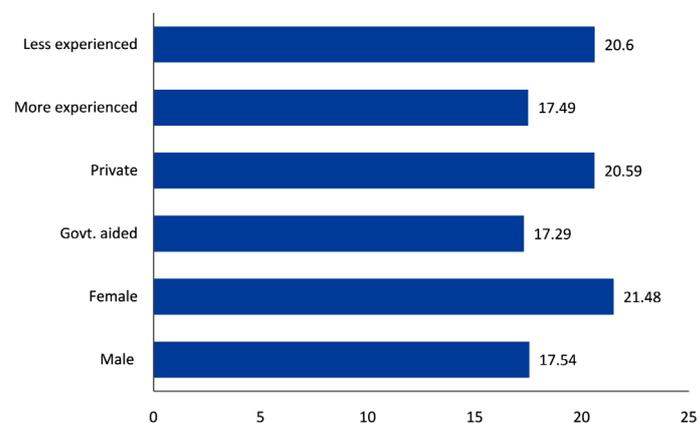


Fig. 2: Job satisfaction among secondary school teachers

Thus, the fifth null hypothesis is also rejected. On comparing levels of job satisfaction of secondary school teachers based on their length teaching experience, less experienced teachers were found to exhibit significantly higher levels of job satisfaction as compared to their more experienced colleagues. Hence the sixth null hypothesis is rejected.

The data given in Table 2 has been graphically represented in Fig. 2.

Table 3: Correlation between Professional commitment and Job satisfaction of Secondary School Teachers

Variable	Value of Coefficient of Correlation (r)	Coefficient of Determination (r^2)	Level of significance
Professional commitment Job satisfaction	0.845	0.714	0.01

The data presented in Table 3 indicates a high positive correlation ($r = 0.845$, $p < .01$) between the professional commitment and job satisfaction of secondary school teachers. Hence the seventh null hypothesis is rejected. This shows that professional commitment and job satisfaction are closely interlinked; an increase in one variable will resultantly increase the other. The coefficient of determination ($r^2 = 0.714$) indicates that in more than 71% of the cases of variability in job satisfaction scores can be explained by the variation in professional commitment scores.

Conclusion

The findings of the present investigation reveal that gender and length of teaching experience are important factors which influence the professional commitment of secondary school teachers while the type of school they are employed in is insignificant in defining their professional commitment. In the case of job satisfaction, gender, type of school and length of teaching experience are found to be significant factors which influence the job satisfaction of the secondary school teachers. The professional commitment and job satisfaction of the secondary school teachers is also found to be having a strong positive correlation.

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