



PROFESSIONAL COMMITMENT AND JOB SATISFACTION AMONG SENIOR SECONDARY SCHOOL TEACHERS: A STUDY

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Abstract

The present study is an attempt to study the relationship between professional commitment and job satisfaction among senior secondary school students. Sample for the study consisted of 100 teachers from 10 senior secondary schools of Prayagraj district. Professional commitment scale for teachers developed by R. Kaur, S.K. Ranu and S.K. Barar and Teachers Job Satisfaction Scale developed by S.P. Gupta were used as tools for the study. Product moment coefficients of correlation were computed for the analysis of the data. The finding of the study revealed that professional commitment is positively related to job satisfaction among male as well as female senior secondary school teachers; professional commitment is positively related to job satisfaction among urban as well as rural senior secondary school teachers.

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

Introduction

Education is a powerful tool for social, economic as well as political changes. Education is the sum total of all the processes, by which a person develops his attitudes, abilities and some other forms of behaviour, which help to obtain social competence and maximum development individually; whatever may be the educational system of a country, the terminal outcome depends very much on the teacher in the classroom. The teacher is the aristocratic symbol of the culture of the country and he/she has to be a living role model to the pupils who will shape the luck of the country in the future. The teacher plays a prominent role in framing the learners in the parameters of habit, taste and character. It is he who turns the children from brutal to a socialized and civilized human form. It is his teaching skill his influence, his characters and, his life style, which turn the learners to become a true human being. The teachers contribute their best to humanity. In other words, the teacher grab in interactive behaviour with one or more learners to catch a change in learners consciousness. Teaching is one of the most important professions in society. Good teachers are always cheerful about what their pupils can achieve. 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 prospective for learning is boundless. Teaching involves more than care, mutual respect and well-placed confidence. It demands practical skills and knowledge, the ability to make informed judgement and to balance pressures and challenges, practice and

creativity, interest and effort, as well as a sympathetic of how children learn and develop. Professional commitment may be described as a person's belief in and acceptance of the values of his or her selected the occupation, and a readiness to maintain oneself in that occupation. It is the extent to which one is committed to one's profession including feelings of an adherence and social accountability. Job satisfaction could be described as the level of gratification employees feel about their work, which can affect achievement. It involves one's feelings or state of mind regarding the nature of their work. Job satisfaction is more of a journey, not a target since it is a perception about the workplace and its fundamental factor. A number of previous researches have reported antagonistic finding upon the relationship between professional commitment and job satisfaction. Numerous researches like Feinstein and Vondraek (2006), Freund (2005), Chin – Kuch (2000), Busch et al. (1998) 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 and 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. 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 senior secondary school teachers with reference to gender and locality. Lack of job satisfaction and professional commitment can usually lead to stress, burnout, migration from profession, less devotion 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. Thus, the present study is aimed an investigating the relationship between professional commitment and job satisfaction of senior second school teachers.

Objectives of the Study

The present study has been conducted to achieve the following objectives:

- To study the relationship between professional commitment and job satisfaction among male senior secondary school teachers.
- To study the relationship between professional commitment and job satisfaction among female senior secondary school teachers.
- To study the relationship between professional commitment and job satisfaction among urban senior secondary school teachers.
- To study the relationship between professional commitment and job satisfaction among rural senior secondary school teachers.

Hypotheses of the study: To achieve the above-mentioned objectives, the following hypotheses were formulated and tested.

- There is no significant relationship between professional commitment and job satisfaction among male senior secondary school teachers.
- There is no significant relationship between professional commitment and job satisfaction among female senior secondary school teachers.
- There is no significant relationship between professional commitment and job satisfaction among urban senior secondary school teachers.
- There is no significant relationship between professional commitment and job satisfaction among rural senior secondary school teachers.

Methodology: Descriptive method of survey research has been employed in the present study. Sample for the study consisted of 100 teachers from 10 senior secondary schools of Prayagraj district. Professional Commitment Scale for Teachers developed by R. Kaur, S.K. Ranu and S.K. Barar and Teachers' Job

Satisfaction Scale developed by S.P. Gupta were used as tools for the study. Product moment coefficients of correlation have been computed for the analysis of the data.

Result and Discussion

Table -1

Value of coefficient of correlation between professional commitment and job satisfaction among male senior secondary school teachers.

Variable	N	r
Professional Commitment and Job Satisfaction	50	0.442*

*Significant at .01 level

Observation of table 1 reveals that the value of coefficient of correlation between professional commitment and job satisfaction is ($=0.442$), which is significant at 0.01 level, so, the corresponding null hypothesis 'There is no significant relationship between professional commitment and job satisfaction among male senior secondary school teachers' is rejected and it can be inferred that professional commitment is positively related to job satisfaction among male senior secondary school teachers. It is also supported by the findings of Shanti, 2015, Alam, 2005 and Panda, 2001. However, the finding of Curry et al. (1986) is contradictory to the present finding.

Table-2

Value of coefficient of correlation between professional commitment and job satisfaction among female senior secondary school teachers.

Variable	N	R
Professional Commitment and Job Satisfaction	50	0.543*

*Significant at .01 level

Observation of table 2 reveals that the value of coefficient of correlation between professional commitment and job satisfaction is ($=0.543$), which is significant at 0.01 level, so, the corresponding null hypothesis 'There is no significant relationship between professional commitment and job satisfaction among female senior secondary school teachers' is rejected and is can be inferred that professional commitment is positively related to job satisfaction among female senior secondary school teachers. The finding draws direct support from the findings of Shanti, 2015, Alam, 2005 and Panda, 2001.

Table – 3

Value of coefficient of correlation between professional commitment and job satisfaction among urban senior secondary school teachers.

Variable	N	R
Professional Commitment and Job Satisfaction	50	0.401*

*Significant at .01 level

Observation of table 3 reveals that the value of coefficient of correlation between professional commitment and job satisfaction is ($=0.401$), which is significant at .01 level, so the corresponding null

hypothesis 'There is no significant relationship between professional commitment and job satisfaction among urban senior secondary school teachers is rejected and it can be concluded that professional commitment is positively related to job satisfaction among urban senior secondary school teachers. Findings of Shanti (2015), Alam(2005) and Panda (2001) lends direct support to this finding.

Table-4

Value of coefficient of correlation between professional commitment and job satisfaction among rural senior secondary school teachers.

Variable	N	R
Professional Commitment and Job Satisfaction	50	0.481*

*Significant at .01 level

Observation of table 4 reveals that the value of coefficient of correlation between professional commitment and job satisfaction is ($=0.481$), which significant at .01 level, so the corresponding null hypothesis 'There is no significant relationship between professional commitment and job satisfaction among rural senior secondary school teachers' is rejected and it can be concluded that professional commitment is positively related to job satisfaction among rural secondary school teachers. The findings of Basu (2016), Shanti (2015), Alam (2005) and Panda (2001) lends direct support to our finding.

Conclusion: The findings of the present investigation revealed that professional commitment is positively related to job satisfaction among male as well as female senior secondary teachers; professional commitment is positively related to job satisfaction among urban as well as rural senior secondary school teachers. This may be due to the reason that when teachers are satisfied with job then they are highly committed to their profession.

Educational Implications: The finding of the present investigation implies that job satisfaction of a teachers makes him committed to his profession so at the part of administrator, it is highly significant that they should provide all necessary amenities to the teachers to make them satisfied with their job. The findings also implies that during the teacher training courses, teacher educators should try to inculcate professional commitment among future teachers, so, that they could grow into a responsible teacher.

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