



Are Professional Commitment and Job Satisfaction Correlated?

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ABSTRACT:

The aim of this study was to study the Correlation between Professional Commitment and Job Satisfaction of Secondary School Teachers in relation to certain selected variables. The sample of this study consisted of 713 Teachers selected from 70 Secondary Schools of Lucknow. The data were collected by using the tool 'Professional Commitment Scale by Ravinder Kaur, Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar (2011) and Job Satisfaction Scale by Dr. (Mrs.) Meera Dixit (2013). It's a co- relational study so Pearson Coefficient of Correlation 'r' was computed to find out the relationship between two variables with other selected variables. The study revealed positive and significant relationship between Professional Commitment and Job Satisfaction. It also showed a positive and significant relationship of Professional Commitment and Job Satisfaction with regard to certain selected variables like gender, marital status, type of school, teaching experience and boards.

Key Words: Professional Commitment, Job Satisfaction, Correlation, Secondary Schools, Teachers.

INTRODUCTION:

Teaching as a profession is not considered as rewarding either financially or socially as other professions like – medical or engineering are. Job satisfaction among teachers is very important as the decision of teachers to be effective and committed to their job is greatly influenced by job security, economic benefits and social status they enjoy. The society which values money and power, does not give the status that is due to the teacher who deals with knowledge and life of the individual. Due to the poor prospects and service conditions in non-aided/private institutions, bright and talented individuals do not opt for the teaching profession and those who chose it are hardly satisfied. Thus, the will of the teachers to perform is greatly affected. This is one of the reasons that is not helping in the realisation of improved educational standard. Teachers' role in shaping up the lives of individuals cannot be ignored so care should be taken so that they will derive satisfaction from their job. If they are satisfied with the working conditions, authorities, status and other factors influencing their day to day working then they will also perform their duties in the best possible manner and will remain dedicated to whatever they do. Rani, S. (2019), Jones et al. (2013), Collie et al. (2011), Lamastro (2010), mentioned that quality of college environment, colleague support, positive school climate & support, organizational support etc. influenced commitment positively.



OBJECTIVES:

1. Professional Commitment and Job Satisfaction of Secondary School Teachers are positively correlated.
2. Professional Commitment and Job Satisfaction are positively correlated in male and female Secondary School Teachers.
3. Professional Commitment and Job Satisfaction are positively correlated in married and unmarried Secondary School Teachers.
4. Professional Commitment and Job Satisfaction of Secondary School Teachers are positively correlated with regard to type of school.
5. Professional Commitment and Job Satisfaction of Secondary School Teachers are positively correlated with regard to teaching experience.
6. Professional Commitment and Job Satisfaction of Secondary School Teachers are positively correlated with regard to different boards.

HYPOTHESES:

1. Professional Commitment and Job Satisfaction of Secondary School Teachers are not correlated.
2. Professional Commitment and Job Satisfaction are not correlated in male and female Secondary School Teachers.
3. Professional Commitment and Job Satisfaction are not correlated in married and unmarried Secondary School Teachers.
4. Professional Commitment and Job Satisfaction of Secondary School Teachers are not correlated with regard to type of school.
5. Professional Commitment and Job Satisfaction of Secondary School Teachers are not correlated with regard to teaching experience.
6. Professional Commitment and Job Satisfaction of Secondary School Teachers are not correlated with regard to different boards.



METHOD:

It's a co- relational study. Pearson Coefficient of Correlation 'r' was computed to find out the relationship between two variables. The sample of this study consisted of 713 teachers randomly selected from 70 Secondary Schools of Lucknow. 262 male and 451 female teachers, 546 married and 167 unmarried teachers were selected for the study. Professional Commitment Scale by Ravinder Kaur, Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar (2011) and Job Satisfaction Scale by Dr. (Mrs.) Meera Dixit (2013) were administered to collect the data.

ANALYSIS:

Discussion and Result:

Objective 1: Professional Commitment and Job Satisfaction of Secondary School Teachers are positively correlated.

Hypothesis 1: Professional Commitment and Job Satisfaction of Secondary School Teachers are not correlated.

Table 1: Correlation between Job Satisfaction and Professional Commitment

Correlations between	Number	r-value	p-value
Job Satisfaction and Professional Commitment	713	0.334**	0.000

** Correlation is significant at the 0.01 level (2-tailed).

Observation of the above table 1.1 indicates that the value of coefficient of correlation between Job Satisfaction and Professional Commitment of secondary school teachers is ($r = .334, p < .01$) and it is statistically significant at 0.01 level of significance. This shows that there is positive and significant relationship between Professional Commitment and Job Satisfaction of secondary school teachers of Lucknow. So, it can be said that Professional Commitment and Job Satisfaction are positively correlated.

This finding is supported by the research studies of Bashir, L. (2017) 'Job Satisfaction of Teachers in relation to Professional Commitment', A. Hedayat et al. (2018) "Relationship between Organizational Commitment and Job Satisfaction" and Sharma, D. (2019) "Job Satisfaction and Professional Commitment of Teacher Educators: an Empirical Study" and these studies indicated a positive correlation between professional commitment and job satisfaction of secondary school teachers.

Objective 2: Professional Commitment and Job Satisfaction are positively correlated in male and female Secondary School Teachers.

Hypothesis 2: Professional Commitment and Job Satisfaction are not correlated in male and female Secondary School Teachers.



Table 2: Correlation between Job Satisfaction and Professional Commitment by Gender

Correlations between	Gender	Number	r-value	p-value
Job Satisfaction and Professional Commitment	Male	262	0.253**	0.000
	Female	451	0.373**	0.000

** Correlation is significant at the 0.01 level (2-tailed).

Perusal of the above table shows that coefficient of correlation between Job Satisfaction and professional commitment of secondary school teachers ('male' & 'female' teachers) of Lucknow are ($r = .253$ & $r = .373$ and it is statistically significant at 0.01 level of significance. The observation shows that there is significant and positive relationship between Professional Commitment and Job Satisfaction of Secondary School Teachers (male & female teachers) of Lucknow.

Objective 3: Professional Commitment and Job Satisfaction are positively correlated in married and unmarried Secondary School Teachers.

Hypothesis 3: Professional Commitment and Job Satisfaction are not correlated in married and unmarried Secondary School Teachers.

Table 3: Correlation between Job Satisfaction and Professional Commitment by Marital Status

Correlations between	Marital Status	Number	r-value	p-value
Job Satisfaction and Professional Commitment	Married	546	0.358**	0.000
	Unmarried	167	0.236**	0.000

** Correlation is significant at the 0.01 level (2-tailed).

A careful glance at the above table shows that the value of coefficient of correlation between Job Satisfaction and professional commitment of secondary school teachers ('married' & 'unmarried' teachers) of Lucknow are ($r = .358$, $p < .01$ & $r = .236$, $p < .01$) and it is statistically significant at 0.01 level of significance. This shows that there is significant and positive relationship between Professional Commitment and Job Satisfaction of Secondary School Teachers (married & unmarried teachers) of Lucknow.

Objective 4: Professional Commitment and Job Satisfaction of Secondary School Teachers are positively correlated with regard to type of school.

Hypothesis 4: Professional Commitment and Job Satisfaction of Secondary School Teachers are not correlated with regard to type of school.

Table 4: Correlation between Job Satisfaction and Professional Commitment by Type of School

Correlations between	Types of School	Number	r-value	p-value
Job Satisfaction and Professional Commitment	Aided	149	0.244**	0.000
	Non-Aided	564	0.372**	0.000

** Correlation is significant at the 0.01 level (2-tailed).

A quick glance at the above table indicates that coefficient of correlation between Job Satisfaction and professional commitment of secondary school teachers ('aided' & 'non-aided' school teachers) of Lucknow are ($r = .244$ & $r = .372$) and it is statistically significant at 0.01 level of significance. Thus, it can be inferred that there is significant relationship between professional commitment and Job Satisfaction of secondary school teachers (aided & non-aided school teachers) of Lucknow.

Objective 5: Professional Commitment and Job Satisfaction of Secondary School Teachers are positively correlated with regard to teaching experience.

Hypothesis 5: Professional Commitment and Job Satisfaction of Secondary School Teachers are not correlated with regard to teaching experience.

Table 5: Correlation between Job Satisfaction and Professional Commitment by Teaching Experience

Correlations between	Teaching Experience	Number	r-value	p-value
Job Satisfaction and Professional Commitment	Up to 5 years	202	0.329**	0.000
	>5 to 10 years	187	0.483**	0.000
	>10 to 20 years	204	0.265**	0.000
	Above 20 years	120	0.273**	0.000

** Correlation is significant at the 0.01 level (2-tailed).

A careful look at the above table indicates that coefficient of correlation between job satisfaction and professional commitment of secondary school teachers (having up to '5 years', '>5 to 10 years', '>10 to 20 years' & 'above 20 years' teaching experience) of Lucknow are ($r = .329$, $r = .483$, $r = .265$, & $r = .273$) respectively. This shows that there is significant and positive relationship between Job Satisfaction and Professional Commitment of Secondary School Teachers (having up to '5 years', '>5 to 10 years', '>10 to 20 years' & 'above 20 years' teaching experience) of Lucknow at 0.01 level of significance.



Objective 6: Professional Commitment and Job Satisfaction of Secondary School Teachers are positively correlated with regard to different boards.

Hypothesis 6: Professional Commitment and Job Satisfaction of Secondary School Teachers are not correlated with regard to different boards.

Table 6: Correlation between Job Satisfaction and Professional Commitment by Board

Correlations between	Board	Number	r-value	p-value
Job Satisfaction and Professional Commitment	ICSE	105	0.219*	0.016
	CBSE	139	0.294**	0.004
	UP	469	0.350**	0.000

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Careful observation of the above table indicates that the value of coefficient of correlation between job satisfaction and professional commitment of secondary school teachers ('ICSE', 'CBSE' & 'UP' board school teachers) of Lucknow are ($r = .219, p < 0.05$), ($r = .294, p < 0.01$) & ($r = .350, p < 0.01$) and it is statistically significant at 0.05 & 0.01 level of significance. This shows that there is significant and positive relationship between Job Satisfaction and Professional Commitment of Secondary School Teachers (ICSE, CBSE & UP board school teachers) of Lucknow.

Conclusion:

The result of the study shows that Professional Commitment and Job Satisfaction of secondary school teachers are positively correlated. It also shows that Professional Commitment and Job Satisfaction are positively correlated with respect to gender, marital status, type of school (Aided and non-aided), board (ICSE, CBSE & U.P board) and teaching experience.

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