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## Professional Commitment And Job Satisfaction Of Higher Secondary Teachers

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### ABSTRACT

Professional commitment refers to the strength of motivation to work in a chosen career role and to the attachment an individual has towards his/her profession. According to **Somech & Bogler (2002)**, "Professional commitment is characterized by client orientation, loyalty, professional autonomy, conformity to professional standards and ethics." Hence it is understood that professional commitment includes feelings of involvement, loyalty and bonding to the profession. Teachers deeply committed to their profession and content tend to play a more constructive role and the teachers engaged in teaching at the higher secondary level play a very significant role in the lives of their students. According to **Rivikin, Hanushek & Kain (2005)**, competencies of teachers have great impact on students' learning outcomes. Similar to the professional commitment of teachers, job satisfaction is of prime importance for almost everybody because of the pleasure and the sense of happiness that brings to them. Job satisfaction indicates the feelings of inner fulfillment derived from being engaged in a work. It is essentially related to human needs and their fulfillment through the work. Job satisfaction plays a very important role in one's everyday life. People who are employed want to gain satisfaction from their work. As the quality of education depends upon the quality of the teachers, it is well known that the teachers' role is one of the most important factors contributing to the national development.

The present study aimed to study the professional commitment and job satisfaction of higher secondary teachers and the existing relationship between them. The **Professional Commitment Scale** for Teachers developed by **Ullah Hamida (2015)** and **Job Satisfaction Questionnaire** developed by **Naseema (1993)** were used to collect data for the present study. 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. The relationship between professional commitment of higher secondary teachers with their job satisfaction makes them to be very successful and prepares them to meet with their professional needs at their work places eminently.

**KEY WORDS** Professional Commitment, Job Satisfaction, Higher Secondary Teachers.

## **1. INTRODUCTION**

Professional commitment refers to the strength of motivation to work in a chosen career role and to the attachment an individual has towards his/her profession. According to **Somech & Bogler** (2002), "Professional commitment is characterized by client orientation, loyalty, professional autonomy, conformity to professional standards and ethics." Hence it is understood that professional commitment includes feelings of involvement, loyalty and bonding to the profession. Teachers at whatever level they may be operating are professionally bound to be clearly aware of how their teaching competency operates as an influencing agent in their performance of teaching and other duties. Generally teachers who show a great deal of enjoyment and satisfaction in their tasks exhibit higher level of commitment to the school. According to **Rivikin, Hanushek & Kain** (2005), competencies of teachers have great impact on students' learning outcomes. Similar to the professional commitment of teachers, job satisfaction is of prime importance for almost everybody because of the pleasure and the sense of happiness that brings to them. Job satisfaction plays a very important role in one's everyday life. As the quality of education depends upon the quality of the teachers, it is well known that the teachers' role is one of the most important factors contributing to the national development. If the teachers are versatile, intellectually enlightened, morally strong, emotionally balanced, socially and culturally advanced, then the nation will have enlightened and excellent citizens.

## **2. NEED AND SIGNIFICANCE OF THE STUDY**

Teaching is classified as a profession. Teaching is not simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. This commitment involves two essential components namely pride in one's being in the teaching profession and a strong desire for professional development as professional commitment refers the feeling of dedication among the individuals of a group towards their profession. Those who have chosen teaching as profession, acquire necessary knowledge and skills with no personal likes and dislikes. The fundamental responsibility of teachers is to maintain the institution in a state of healthy necessary to carry on its work. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers, as described by the Indian Education Commission (1966). It is generally agreed that the goodness of an educational programme to a large extent is dependent on quality of teachers available to implement it. According to **Manning & Patterson** (2005), competent teachers without commitment to their profession may not give strength to quality education.

Now a day, there is, a general feeling that teachers do not realize satisfaction in their job. There seems to be growing discontentment towards their job as a result of which the standard of education is falling. Job satisfaction may be defined as an attitude, which

results from balancing and summation of many specific likes and dislikes and experience in connection with the job. With special reference to teachers, they are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Higher academic and professional qualification of the teachers can raise the standard of education as well as that of nations, but dissatisfied teachers, in spite of having a good and sound academic career and professional training will do much harm than good, because they will neither work whole heartedly nor will they try to contribute anything towards higher education. It is obvious, that dissatisfied and uncommitted teachers cannot make effort to shape the future nation. When such teachers are satisfied and committed with their profession, they will perform well. It was understood that when teachers are satisfied with their jobs, they will be more committed to their heads of institutions and will be more productive and will show higher level commitment towards their profession. It is obvious that job satisfaction impacts teacher productivity, their well-being and consequently impacts job quality. Being very much enlightened by the above discussion, the investigator prepared to conduct a correlation analysis on professional commitment and job satisfaction of teachers at higher secondary level. The findings of the study would be helpful in establishing the importance and the relationship between professional commitment and job satisfaction of teachers at higher secondary level.

### **3. STATEMENT OF THE PROBLEM**

Job satisfaction of teachers is the result of the interaction of various attitudes possessed towards his job. These many attitudes are related with specific factors such as salary, service condition, opportunity, working condition and colleague. Apart from those factors, teachers' professional commitment plays a vital role in deciding the quality of their job satisfaction. Having realised the importance of professional commitment of teachers in deciding the quality of their job satisfaction, the investigators planned to conduct a correlation analysis on professional commitment and job satisfaction of higher secondary teachers with respect to certain background variables.

### **4. TITLE OF THE STUDY**

**“Professional Commitment and Job Satisfaction of Higher Secondary Teachers”**

### **5. OPERATIONAL DEFINITIONS OF KEY TERMS**

The following are the operational definitions of the key terms used,

#### **(i) Professional Commitment**

According to **Hall** (2005), “Professional Commitment is defined as the extent to which one is committed to one’s profession, identified elements including dedication and social obligation”.

#### **(ii) Job Satisfaction**

According to **Afshan Anees & Nasrin** (2013), "Job satisfaction is defined as individual's perception of whether social network is adequately supportive or not". In this sense, social support is individual's self-appraisal.

### **(iii) Higher Secondary Teachers**

In this study, the term 'Higher Secondary Teachers' refers to the teachers who are handling classes for 11<sup>th</sup> and 12<sup>th</sup> standards in Government, Government aided and Private Higher Secondary Teachers.

## **6. OBJECTIVES OF THE STUDY**

1. To find out whether there is any significant difference among higher secondary teachers in their professional commitment and job satisfaction with regard to the background variables, namely; (i) Gender (Men & Women), (ii) Marital Status (Married & Unmarried), (iii) Subject (Arts & Science) of teacher and (iv) Nature of School (Government, Govt. aided & Self-financed) and (v) Locality (Urban & Rural) of School.

2. To find out whether there is any significant relationship between professional commitment and job satisfaction of higher secondary teachers.

## **7. METHOD USED FOR THE PRESENT STUDY**

The investigators adopted survey method of research to study the relationship between professional commitment and job satisfaction of higher secondary teachers.

## **8. POPULATION**

The population of the present study consisted of higher secondary teachers working in Government, Govt. aided and Private higher secondary schools of Karur District, Tamil Nadu State, India,

## **9. SAMPLE**

The higher secondary teachers of Government, Govt. aided and Private Higher Secondary Schools from rural and urban localities of Karur Districts, Tamil Nadu were the population of the present study. From this population, a representative and manageable sample of 200 higher secondary teachers (both men and women) were selected by means of stratified random sampling technique. The stratification was made on the basis of gender, marital status and subject of teacher and nature and locality of school.

## **10. TOOLS USED**

For collecting data for the present study, the investigators used (i) Professional Commitment Scale for Teachers developed by **Ullah Hamida** (2015) and (ii) Job Satisfaction Questionnaire developed by **Naseema** (1993)

## **11. STATISTICAL TECHNIQUES USED**

For analyzing the data, the investigators used Mean, Standard Deviation, 't'- test, ANOVA and Karl Pearson's Product Moment Correlation Test.

## 12. ANALYSIS OF DATA

### NULL HYPOTHESIS - 1

There is no significant difference between men and women higher secondary teachers in their professional commitment.

**TABLE - 1 DIFFERENCE BETWEEN MEN AND WOMEN HIGHER SECONDARY TEACHERS IN THEIR PROFESSIONAL COMMITMENT**

Variable	Gender	N	Mean	SD	't' Value	Remarks at 5% Level
Commitment to learner	Men	116	19.19	5.96	0.46	NS
	Women	84	19.19	5.96		
Commitment to society	Men	116	30.24	7.52	2.37	S
	Women	84	27.83	6.38		
Commitment to profession	Men	116	28.12	5.08	0.34	NS
	Women	84	27.82	7.44		
Commitment to achieve excellence	Men	116	28.14	5.46	0.24	NS
	Women	84	28.33	5.32		
Commitment to basic value	Men	116	29.53	5.60	2.40	S
	Women	84	27.56	5.89		
Professional commitment (on the whole)	Men	116	59.73	16.85	5.32	S
	Women	84	70.48	12.5		

**(At 5% level of significance, the table value is 1.96)**

It is inferred from the above table that there was no significant difference between men and women higher secondary teachers with regard to the dimensions namely, commitment to learner, commitment to profession, commitment to achieve excellence, of professional commitment as the calculated 't' values 0.46,0.34 and 0.24 were less than the table value 1.96 at 5% level of significance. But there was significant difference between men and women higher secondary teachers with regard to the dimensions namely, commitment to society and commitment to basic value of professional commitment as the calculated 't' values 2.37 and 2.40 were greater than the table value 1.96 at 5% level of significance.

On the whole, there was significant difference between men and women higher secondary teachers in their professional commitment as the calculated 't' value 5.32 was greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, women teachers were rated higher than men teachers in their professional commitment. Hence the null hypothesis was rejected.

### NULL HYPOTHESIS - 2

There is no significant difference between married and unmarried higher secondary teachers in their professional commitment.

**TABLE - 2 DIFFERENCE BETWEEN MARRIED AND UNMARRIED HIGHER SECONDARY TEACHERS IN THEIR PROFESSIONAL COMMITMENT**

Variable	Married	N	Mean	SD	't' Value	Remarks at 5% Level
Commitment to learner	Married	151	20.45	5.69	4.45	S
	Unmarried	49	16.30	5.56		
Commitment to society	Married	151	27.99	5.18	4.49	S
	Unmarried	49	33.04	10.41		
Commitment to profession	Married	151	28.98	6.43	4.12	S
	Unmarried	49	24.95	4.00		
Commitment to achieve excellence	Married	151	28.78	5.68	2.63	S
	Unmarried	49	26.49	3.94		
Commitment to basic value	Married	151	29.47	5.84	3.39	S
	Unmarried	49	26.32	4.98		
Professional commitment (on the whole)	Married	151	67.09	9.19	4.88	S
	Unmarried	49	64.84	8.82		

**(At 5% level of significance, the table value is 1.96)**

It is inferred from the above table that there was significant difference between married and unmarried higher secondary teachers with regard to the dimensions namely, commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment of basic value of professional commitment as the calculated 't' values 4.45, 4.49, 4.12, 2.63 and 3.39 were greater than the table value 1.96 at 5% level of significance.

On the whole, there was significant difference between married and unmarried higher secondary teachers in their professional commitment as the calculated 't' value 4.88 was greater than the table value 1.96 at 5% level of significance. While comparing

the mean scores, married teachers were rated higher than unmarried teachers in their professional commitment. Hence the null hypothesis was rejected.

### NULL HYPOTHESIS - 3

There is no significant difference between higher secondary teachers from rural and urban schools in their professional commitment.

**TABLE - 3 DIFFERENCE BETWEEN HIGHER SECONDARY TEACHERS FROM RURAL AND URBAN SCHOOLS IN THEIR PROFESSIONAL COMMITMENT**

Variable	Locality	N	Mean	SD	't' Value	Remarks at 5% Level
Commitment to learner	Rural	145	18.780	5.74	2.38	S
	Urban	55	21.00	6.10		
Commitment to Society	Rural	145	30.14	7.73	2.65	S
	Urban	55	27.16	4.94		
Commitment to Profession	Rural	145	28.10	6.66	0.23	NS
	Urban	55	27.87	4.98		
Commitment to Achieve Excellence	Rural	145	27.90	5.37	1.12	NS
	Urban	55	28.87	5.44		
Commitment to Basic Value	Rural	145	28.58	5.73	0.52	NS
	Urban	55	29.07	6.13		
Professional commitment (on the Whole)	Rural	145	67.08	8.86	5.33	S
	Urban	55	67.46	9.98		

**(At 5% level of significance, the table value is 1.96)**

It is inferred from the above table that there was no significant difference between rural and urban higher secondary teachers with regard to the dimensions namely, commitment to profession, commitment to achieve excellence and commitment to basic value of professional commitment as the calculated 't' values 0.23, 1.12 and 0.52 were less than the table value 1.96 at 5% level of significance. But there was significant difference between men and women higher secondary teachers with regard to the dimensions namely, commitment to society and commitment to learner of professional commitment as the calculated 't' values 2.38 and 2.65 were greater than the table value 1.96 at 5% level of significance.

On the whole, there was significant difference between rural and urban higher secondary teachers of professional commitment as the calculated 't' value 5.33 was greater than the table value 1.96 at 5% level of significance. While comparing the mean

scores, urban teachers were rated higher than rural teachers in their professional commitment. Hence the null hypothesis was rejected.

#### NULL HYPOTHESIS - 4

There is no significant difference between arts and science higher secondary teachers in their professional commitment.

**TABLE - 4 DIFFERENCE BETWEEN ARTS AND SCIENCE HIGHER SECONDARY TEACHERS IN THEIR PROFESSIONAL COMMITMENT**

Variable	Subject	N	Mean	SD	't' Value	Remarks at 5% Level
Commitment to Learner	Arts	188	29.58	7.41	3.37	S
	Science	12	30.16	9.17		
Commitment to Society	Arts	188	29.30	7.17	0.39	NS
	Science	12	28.40	5.87		
Commitment to Profession	Arts	188	27.95	6.31	0.32	NS
	Science	12	28.60	3.62		
Commitment to Achieve Excellence	Arts	188	28.13	5.41	1.18	NS
	Science	12	30.20	4.98		
Commitment to Basic Value	Arts	188	28.70	5.82	0.42	NS
	Science	12	28.50	5.70		
Professional Commitment (on the Whole)	Arts	188	67.07	9.12	2.88	S
	Science	12	69.25	10.99		

**(At 5% level of significance, the table value is 1.96)**

It is inferred from the above table that there was no significant difference between arts and science higher secondary teachers with regard to the dimensions namely, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic value of professional commitment as the calculated 't' values 0.39,0.32, 1.18 and 0.42 were less than the table value 1.96 at 5% level of significance. But there was significant difference between arts and science higher secondary teachers with regard to the dimension namely, commitment to learner of professional commitment as the calculated 't' value 3.37 were greater than the table value 1.96 at 5% level of significance.

On the whole, there was significant difference between arts and science higher secondary teachers of professional commitment as the calculated 't' value 2.88 was greater than the table value 1.96 at 5% level of significance. While comparing the mean



scores, science teachers were rated higher than arts teachers in their professional commitment. Hence the null hypothesis was rejected.

#### NULL HYPOTHESIS - 5

There is no significant difference among higher secondary teachers of government, govt. aided and private schools in their professional competencies.

**TABLE - 5 DIFFERENCE AMONG HIGHER SECONDARY TEACHERS OF GOVERNMENT, GOVT. AIDED AND PRIVATE SCHOOLS IN THEIR PROFESSIONAL COMMITMENT**

Variable	Source of Variation	Sum of Square	Mean Square	'F' Value	Remarks at 5% Level
Commitment to learner	Between Groups	227.60	113.80	3.31	S
	Within Groups	6759.54	34.312		
Commitment to Society	Between Groups	229.65	114.82	2.27	NS
	Within Groups	9947.77	50.496		
Commitment to Profession	Between Groups	11.81	55.90	1.47	NS
	Within Groups	7470.18	37.92		
Commitment to Achieve Excellence	Between Groups	56.90	28.45	0.97	NS
	Within Groups	5731.97	29.09		
Commitment to Basic Value	Between Groups	99.06	49.53	1.48	NS
	Within Groups	6584.53	33.42		
Professional commitment (on the whole)	Between Groups	763.34	381.67	10.44	S
	Within Groups	21578.58	109.58		

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

It is inferred from the above table that there was no significant difference among government, govt. aided and private schools higher secondary teachers with regard to the dimensions namely, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic value of professional commitment as the calculated 'F' values 2.27, 1.47, 0.97 and 1.48 were less than the table value 3.00 at 5% level of significance. But there was significant difference among government, govt. aided and private schools higher secondary teachers with regard to the dimension namely,

commitment to learner of professional commitment as the calculated 'F' value 3.31 were greater than the table value 3.00 at 5% level of significance.

On the whole, there was significant difference among government, govt. aided and private schools higher secondary teachers of professional commitment as the calculated 'F' value 10.44 was greater than the table value 3.00 at 5% level of significance. The teachers from government aided schools were rated higher than government and self financed school teachers in their professional commitment. Hence the null hypothesis was rejected

#### NULL HYPOTHESIS - 6

There is no significant difference between men and women higher secondary teachers in their job satisfaction.

**TABLE - 6 DIFFERENCE BETWEEN MEN AND WOMEN HIGHER SECONDARY TEACHERS IN THEIR JOB SATISFACTION**

Variable	Gender	N	Mean	SD	't' Value	Remarks at 5% Level
Job satisfaction	Men	116	34.60	7.61	4.40	S
	Women	84	37.10	8.33		

(At 5% level of significance, the table value is 1.96)

From the above table it was learnt that there was significant difference between men and women higher secondary teachers in their job satisfaction as the calculated 't' value 4.40 was greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, women teachers were rated higher than men teachers in their job satisfaction. Hence the null hypothesis was rejected.

#### NULL HYPOTHESIS - 7

There is no significant difference between married and unmarried higher secondary teachers in their job satisfaction.

**TABLE - 7 DIFFERENCE BETWEEN MARRIED AND UNMARRIED HIGHER SECONDARY EDUCATION TEACHERS IN THEIR JOB SATISFACTION**

Variable	Married	N	Mean	SD	't' Value	Remarks at 5% Level
Job satisfaction	Married	151	34.44	7.81	7.82	S
	Unmarried	49	39.40	7.44		

(At 5% level of significance, the table value is 1.96)

From the above table it was learnt that there was significant difference between married and unmarried higher secondary teachers in their job satisfaction as the calculated 't' value 7.82 was greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, unmarried teachers were rated higher than married teachers in their job satisfaction. Hence the null hypothesis was rejected.

#### NULL HYPOTHESIS - 8

There is no significant difference between higher secondary teachers from rural and urban higher secondary schools in their job satisfaction.

**TABLE - 8 DIFFERENCE BETWEEN HIGHER SECONDARY TEACHERS FROM RURAL AND URBAN SCHOOLS IN THEIR JOB SATISFACTION**

Variable	Locality	N	Mean	SD	't' Value	Remarks at 5% Level
Job satisfaction	Rural	145	35.36	7.34	2.84	S
	Urban	55	36.28	9.74		

(At 5% level of significance, the table value is 1.96)

From the above table it was learnt that there was significant difference between rural and urban higher secondary teachers in their job satisfaction as the calculated 't' value 2.84 was greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, urban teachers were rated higher than rural teachers in their job satisfaction. Hence the null hypothesis was rejected.

#### NULL HYPOTHESIS - 9

There is no significant difference between arts and science higher secondary teachers in their Job satisfaction.

**TABLE - 9 DIFFERENCE BETWEEN ARTS AND SCIENCE HIGHER SECONDARY TEACHERS IN THEIR JOB SATISFACTION**

Variable	Subject	N	Mean	SD	't' Value	Remarks at 5% Level
Job satisfaction	Arts	188	35.77	8.07	2.90	S
	Science	12	32.05	6.86		

(At 5% level of significance, the table value is 1.96)

From the above table it was learnt that there was significant difference between arts and science higher secondary teachers in their job satisfaction as the calculated 't' value 2.90 was greater than the table value 1.96 at 5% level of significance. While

comparing the mean scores, arts teachers were rated higher than science teachers in their job satisfaction. Hence the null hypothesis was rejected.

**NULL HYPOTHESIS - 10**

There is no significant difference among higher secondary teachers of government, govt. aided and private schools in their job satisfaction.

**TABLE - 10 DIFFERENCE AMONG HIGHER SECONDARY TEACHERS OF GOVERNMENT, GOVT. AIDED AND PRIVATE SCHOOLS IN THEIR JOB SATISFACTION**

Variable	Source of Variation	Sum of Square	df	Mean Square	'F' Value	Remarks at 5% Level
Job Satisfaction	Between Groups	3511.15	3	585.19	3.64	S
	Within Groups	47428.00	196	80.25		

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

It was understood from the table that there was significant difference among higher secondary teachers from government, govt. aided and private schools in their job satisfaction as the calculated 'F' value 3.64 was less than the table value 5.00 at 5% level of significance. Hence the null hypothesis was rejected.

**NULL HYPOTHESIS- 11**

There is no significant relationship between job satisfaction and professional commitment of higher secondary teachers.

**Table -11 RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND JOB SATISFACTION OF HIGHER SECONDARY TEACHERS**

Dimensions of Professional Commitment	N	'γ'	Remarks at 5% level
Commitment to learner	200	0.130	NS
Commitment to society	200	0.023	NS
Commitment to profession	200	0.100	NS
Commitment to achieve excellence	200	0.033	NS
Commitment to basic value	200	0.398	NS
Professional Commitment (on the Whole)	200	0.830	S

(At 1% level of significance the table value of 'γ' is 0.133)

From the above table it was inferred that there was significant positive relationship between the dimensions namely, commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment of basic value of professional commitment and job satisfaction of higher secondary teachers as the calculated ' $\gamma$ ' values 0.130, 0.023, 0.100, 0.033 and 0.398 were greater than the table value 0.133 at 1% level of significance.

On the whole, there was significant positive relationship between professional commitment and job satisfaction of higher secondary teachers as the calculated ' $\gamma$ ' value 0.830 was greater than the table value 0.133 at 1% level of significance. Hence the null hypothesis was rejected.

### **13. MAJOR FINDINGS**

1. There was significant difference between men and women higher secondary teachers in their professional commitment. While comparing the mean scores, women teachers were rated higher than men teachers in their professional commitment.
2. There was significant difference between married and unmarried higher secondary teachers in their professional commitment. While comparing the mean scores, married teachers were rated higher than unmarried teachers in their professional commitment.
3. There was significant difference between rural and urban higher secondary teachers with respect to professional commitment. While comparing the mean scores, urban teachers were rated higher than rural teachers in their professional commitment.
4. There was significant difference between arts and science higher secondary teachers in their professional commitment. While comparing the mean scores, science teachers were rated higher than arts teachers in their professional commitment.
5. There was significant difference among higher secondary teachers of government, govt. aided and private schools in their job satisfaction. The teachers from government aided schools were rated higher than teachers from government and private schools in their professional commitment.
6. There was significant difference between men and women higher secondary teachers in their job satisfaction. While comparing the mean scores, women teachers experienced higher level of job satisfaction than men teachers.
7. There was significant difference between married and unmarried higher secondary teachers in their job satisfaction. While comparing the mean scores, unmarried teachers experienced higher level of job satisfaction than married teachers.
8. There was significant difference between higher secondary teachers from rural and urban schools in their job satisfaction. While comparing the mean scores, urban teachers experienced higher level of job satisfaction than rural teachers.
9. There was significant difference between arts and science higher secondary teachers in their job satisfaction. While comparing the mean scores, arts teachers experienced higher level of job satisfaction than science teachers.

10. There was significant difference among higher secondary teachers of government, govt. aided and private schools in their job satisfaction. The teachers from government aided schools experienced higher level of job satisfaction than teachers from government and private schools.
11. There was significant relationship between professional commitment and job satisfaction of higher secondary teachers.

#### **14. INTERPRETATIONS AND DISCUSSION**

The investigators with their limited observations and field experience have come out with the following interpretations to the findings of the present study.

The findings of the differential analysis (**'t' test**) on **Professional Commitment** revealed that gender (men & women), marital status (married & unmarried), subject (arts & science) of higher secondary teachers and nature (government, govt. aided & self-financed) and locality (urban & rural) of school were seemed to exert significant influence on the professional commitment of higher secondary teachers. And the findings of the present study indicated that, (i) women teachers were rated higher than men teachers in their professional commitment, (ii) married teachers were rated higher than unmarried teachers in their professional commitment, (iii) science teachers were rated higher than arts teachers in their professional commitment, (iv) urban teachers were rated higher than rural teachers in their professional commitment and (v) teachers from government aided schools were rated higher than teachers from government and private schools in their professional commitment. The reason was that professional commitment reflects those outcomes that are concerned with the contributions of a teacher in the attainments of the core objectives of education as a complete system. It is therefore quite apt to mention that professional commitment of teachers is directly influenced by the aptitude, capability, competence and other academic excellence of those committed teachers who play the pivotal role in all educational systems. The findings of the following studies synchronised with the findings of the present study.

The study conducted by **Poonam Mahajan & Amit Kauts** (2022) on higher secondary school teachers revealed that private higher secondary school teachers reported higher level of professional commitment than government school teachers, which was in accordance with the findings of the present research. The study conducted by **Pramod Kumar Naik** (2020) among higher secondary teachers indicated significant difference in the professional commitment among male and female higher secondary teachers. It was also found that there was significant difference in the professional commitment among higher secondary teachers from rural and urban schools, which agreed with the findings of the present research. The study conducted by **Aashiq Ahmad Thoker** (2019) on higher secondary teachers indicted that male and female teachers differed significantly at various levels of professional commitment, which supported the findings of the present study. The findings of the study conducted by **Neena Sawhney** (2015) revealed that the teachers from urban schools were better in their professional

commitment than the teachers from rural schools, which was in accordance with the findings of the present research.

The findings of the differential analysis ('t' test) on **Job Satisfaction** revealed that gender (men & women), marital status (married & unmarried), subject (arts & science) of higher secondary teachers and locality (urban & rural) and nature (government, govt. aided & self-financed) of school were seemed to exert significant influence on the job satisfaction of higher secondary teachers. And the findings indicated that; (i) women teachers experienced higher level of job satisfaction than men teachers, (ii) unmarried teachers experienced higher level of job satisfaction than married teachers, (iii) arts teachers experienced higher level of job satisfaction than science teachers, (iv) urban teachers experienced higher level of job satisfaction than teachers from rural schools and (v) teachers from government aided schools experienced higher level of job satisfaction than teachers from government and private schools. There was significant gender based difference found between men and women higher secondary teachers in their job satisfaction. Women teachers experienced higher level of job satisfaction than men teachers. Women higher secondary teachers could understand their working environment better than their men counterparts. The reason may be that women teachers of higher secondary education could maintain healthy relationships with their colleagues and shared their problems with them and assumed responsibilities of academic activities. They would execute their academic activities assigned to them with more diligence and care. This habit of doing academic activities with sincerity and care might have helped them to gain better satisfaction in their job than their men counterparts. The results based on subject reported that arts teachers experienced higher level of job satisfaction than their science counterparts. The reason may be that arts teachers are generally easy going and generous and their self-composed work orientation would help them to experience better job satisfaction than their science counterparts. The findings of the following studies synchronised with the findings of the present study.

The study conducted by **Radha Rani Roy & Ujjwal Kumar Halder** (2018) indicated significant difference among secondary school teachers in their job satisfaction in terms of their gender, marital status and locality of schools, which were in accordance with the findings of the present study. Likewise, the study conducted by **Ranju Medhi** (2018) showed that female teachers experienced better job satisfaction when compared to their male counterparts, which supported the findings of the present study. The findings of the study conducted by **Liyaqat Bashir** (2017) revealed significant difference between male and female secondary school teachers in their job satisfaction, which agreed with the findings of the present study but there was no significant difference between male and female teachers in their professional commitment, which challenged the findings of the present research. The findings of the study conducted by **Kishor Prakash Bholane & Jaishree Rajesh Suryawanshi** (2016) reported that the job satisfaction of female university teachers was higher than that of male university teachers.

Also the study conducted by **Fatima Tezel Sahin & Ramazan Sak** (2015) revealed that female teachers experienced higher level of job satisfaction than their male counterparts, which was in accordance with the findings of the present research. The study undertaken by **Roshni Bharilya & Vibha Awasthi** (2015) found that there was significant gender based difference among higher secondary teacher in their job satisfaction, which supported the findings of the present research. Similarly, the study conducted by **Beheshta Alemi** (2014) conducted among teacher educators revealed significant gender based difference in their job satisfaction. **Vinita, M. Chaudhary & Shashi Malik** (2014) revealed that gender and job satisfaction were found to be significant and female college teachers were more satisfied than their counterparts, which was in accordance with the findings of the present study. Similarly, the study of **Afshan Anees & Nasrin** (2013) also found that the level of job satisfaction was higher in the case of female teacher educators when compared to male teacher educators, which agreed with the findings of the present research. The findings of the study conducted by **Asif Iqbal & Saeed Akhtar** (2013) revealed that female teachers were more satisfied with work and supervision aspects of job as compared with male teachers, which supported the findings of the present study. The findings of the study conducted by **Seema & Madhu Gupta** (2012) found that there was significant subject based difference among science group and arts group teachers, which concurred with the findings of the present research. The study conducted by **Azhar Mahmood** (2011) reported significant gender based difference among teachers in their job satisfaction and female teachers were found to be more satisfied than their male counterparts, which agreed with the findings of the present study. Similarly, the study conducted by **Manjunath & Jayappa** (2009) reported that female teachers recorded higher level of job satisfaction than male teachers of pre-university colleges, which was in accordance with the findings of the present study.

The findings of the correlation analysis ( $\gamma$ ) revealed that there was significant and positive relationship between the dimensions namely, commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic value of professional commitment and job satisfaction of higher secondary teachers. It is understood that the dynamic and enduring components that are present in the professional commitment of higher secondary teachers and the job satisfaction experienced by them help them to be committed to their teaching profession efficiently and enable them to experience satisfaction profusely. The relationship between professional commitment of higher secondary teachers with their job satisfaction makes them to be very successful and prepares them to meet with their professional needs at their work places eminently.

## **15. RECOMMENDATIONS AND IMPLICATIONS**

With reference to the findings of the present research, it was observed that there was significant positive relationship between professional commitment and job satisfaction of higher secondary teachers. The study suggestively recommends that:



1. Commitments involve dedicating oneself to something. A professionally committed teacher is the most crucial factor in the growth and success of any educational institution. So, it is recommended that the working environment of schools or colleges should be made conducive to retain committed teachers, as the highly committed teachers should be encouraged by their authorities in such a manner and make them feel satisfied with their profession.
2. Quality of any educational institution is determined by the role played by its teachers. Steps should be taken to enhance their level of satisfaction through various career promotion schemes, providing favourable organizational climate, developing friendly relations among teachers, students and management. It is recommended that the authorities concerned should be impartial in recruiting qualified faculties and select only those individuals who are enriched with the components of professional commitments.
3. The teachers should understand the significance of one's satisfaction towards his/her job and the ways and means to acquire job satisfaction in their profession. Guidance and counselling may be given so that the teachers can discuss their problems and find out the causes for their discontentment and dissatisfaction in their profession.
4. The existing training programmes are not adequate to provide adequate opportunities to teachers to enrich professional commitments in them to acquire required job satisfaction in their real teaching life. It seems that the entire teacher education programmes in our country lack professionalization, which is extremely essential for a sound teacher education programme. Well planned in-service training and orientation programmes may be organized to enrich professional commitment in teachers at various levels.
5. An atmosphere of trust, confidence and cooperation should be fostered where teachers can interact with one another from getting disengaged. The government should take more interest in advancement, compensation, supervision human-relation and working conditions than other factors. Also, the government should provide more incentives to teachers, recruit qualified and committed teachers regularly and upgrade schools and colleges to balance with rapidly growing population.
6. Regarding the execution of professional commitment, the institutional authorities are required to frame norms and statutes so that ethical standards among educational stakeholders may be groomed and protected.
7. The growth of any educational institution is determined by the contributions and commitment of its teachers. It is recommended that school or college managements

and concerned authorities may be meticulous enough to select and recruit only those individuals who possess ample professional commitment and passion for teaching.

8. Teachers should be equipped with latest technologies for enhancing their teaching potentialities and reducing their work based stress by organising workshops in order to increase teachers' abilities to deal effectively with the upcoming demands of educational challenges. The Board of Education and the organisational authorities must help teachers to participate in various programmes like seminars, conferences and workshops at national and international levels to make them committed and updated in their profession.
9. Necessary plans may be formulated to enhance the level of job satisfaction in teachers through various schemes of career promotions by creating favourable organizational climate and friendly relations. The Board of Education and the managements should provide teachers with necessary equipment's, teaching aids and resources for the various subjects so that they can keep themselves updated and committed.

## **16. CONCLUSION**

The results of the present study revealed that there was significant and positive relationship between professional commitment and job satisfaction of higher secondary teachers. The results of the present study may help school administrators to review practices with a hope that they can enhance work performance and job satisfaction among teachers. This will be the basis to plan programmes for teacher development that will lead to the teacher's professional commitment. It will also help them identify specific and suitable demographic characteristics among teachers, which would influence job involvement among teachers and enable them to experience more job satisfaction. But the feeling of dissatisfaction among teachers affects their efficiency, thinking and emotional reactions, in fact the totality of their behavior. Job satisfaction among teachers is important in that its absence often leads to lethargy and reduced commitment. Job satisfaction is the fulfillment of one's expectation from job on the one hand and professional commitment, on the other hand is accepted as a natural component for teaching. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. The fact about teaching profession is that effective teaching requires a feeling of satisfaction. On the positive side, among teachers, job satisfaction impacts teacher productivity, well-being and consequently that impacts job quality. Under such circumstances, the present study has contributed in its own measure to the knowledge base of satisfaction emanating from teaching among higher secondary teachers, which would be the product of their commitment towards their job. The study further confirms that only satisfied teachers could be productive and committed in their profession.

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