

**JOB SATISFACTION AMONG TEACHERS IN  
RELATION TO PROFESSIONAL COMMITMENT**

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## **CHAPTER-I**

### **INTRODUCTION OF THE PROBLEM**

A good teacher is the one who encourages students, has faith in teaching his subject, takes time to explain things and treats pupils equally. A teacher has to face innumerable challenges and he plays different roles in his/her institute. Teacher plans not only lessons but also organizes activities, provides motivation, keeping necessary records, makes purchases, administers time table, provides oral and aural teaching aids, and motivate the students by words and deeds. A committed teacher whether he is on the job or off the job always thinks about the improvisation of the students and bringing positive change in their attitude. He himself makes arrangement of all the resources needed and takes every possible and feasible help of the society in this regard. Besides contributing to the all round development of the children a committed teacher does the professional development also by following the professional ethics & studying the various researches done by the modern educationists. Once a person entered in this profession he should feel proud as this is one of the noblest professions in the world and it is charged with great responsibilities. There are so many teachers who have created ripples in the pond and performed well in this field. Therefore, an internal commitment towards the nobility of this profession is really needed to succeed.

An instructor is the key figure in building the nation. The task of a teacher is transaction of knowledge imparting the skill and inculcation of values. The role of a teacher is very important for the development of the child. Unless the country has persons of proper temperament and ability as teachers, it cannot have citizens of great vision and character. God creates human being, the teacher fashions child in the shape of his/her own image. People should choose a job to provide good life for them and their families. Job is considered as a tool which helps people to reach their aims. But the important issue is that whether a person is satisfied with his job. Joffres and Haughey (2001) defined professional commitment in terms of professional behavior, “someone who is striving to improve on their practice” and in terms of asset of occasion exterior of

school contact hours. It is evident from the survey of various definitions that professional commitment is a multidimensional construct and to a socio psychological bond of a person to his organization, its goals and values or to his job and occupation. Commitment in context of the teaching profession. According to them, a committed teacher reflects certain behavioral characteristics. It shows that professional development is a top priority, reflects excitement about teaching and learning, connected with students; shows positive attitude about students' is perceptive about students motives, strengths, needs and situation.

### **1.1 JOB SATISFACTION**

Job satisfaction can be defined as an employee's attitude towards job. It is not same as motivation rather it is concerned with the attitude and internal state of an individual regarding the particular job. It could be associated with a personal feeling of achievement, and hence shaped or determined by pay, supervisor style, and age factors. Job satisfaction is defined as an individual's general attitude towards her or his job. Job satisfaction refers to the satisfaction of a worker. This is the degree to which person needs are satisfied and the extent of which individual perceives that satisfaction as to which stemming from his tattletale job situation. Job satisfaction is a significant focus for study because it is the source of motivation to sustain effort, in performing over and required for teaching. The satisfaction in job of teachers refers to the feeling of well satisfied about the work and the conditions nearby the work. Job satisfaction is a vital issue in improving the quality of instruction and research output and student teacher relationship. The achievement of educational organization can to substantial degree be assessed by the level of job satisfaction of its teachers. Job Satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.

The meaning of job satisfaction as a post or appointment is of primary importance. Every job is an instance of the employment relationship embodying a contract (substantive or implied) to exchange and ability to work (labour, provide service, exercise ingenuity, direct efforts of others) for rewards (both material and

symbolic) true performing work tasks provides a strain of experiences technical and social that can energize psychosocial response, any resulting data summarizes these reactions or indispensable however such data must not be weighted higher than those concerning experience of the overt, contractual terms, above all those connecting pay and job security (Rose 2001)..

Locke (1976) defined job satisfaction as “a pleasurable or positive emotional state, resulting from the appraisal of one’s job experiences.” In most studies job satisfaction is described as how people feel about their jobs and its different aspects. ”

Abbasi (2003) conducted a comparative study of job satisfaction among primary school teachers in Iran and India. More than 50% of teachers have medium level of job satisfaction. This shows that both countries have serious problems about the satisfaction of teachers in their societies and educational system

Basu (2009) studied Job satisfaction and mental health among teachers; a survey, he found that job satisfaction does have a significant relationship with mental health in case of primary school teachers. The study revealed that satisfied teachers have better mental health than their unsatisfied counterparts.

Ready (1989) found that over-qualified primary school teachers had low job satisfaction while teachers, under in age had higher level of job satisfaction but Saxena (1990) while studying a sample of higher secondary school- teachers in Madhya Pradesh, did not find any difference due to gender, stream , experience and other variables on job satisfaction.

Chandraiah (1994) noted the effect of age on job satisfaction among college teachers. Findings revealed that the middle aged and older aged teachers were more satisfied with their jobs as compared to the younger group of teachers. There existed no significant difference between middle aged and older aged teachers in their scores on job satisfaction. Age and job satisfaction had significant positive relationship among younger, middle and older aged groups, and it was also observed that correlation coefficients obtained for the subjects, age and job satisfaction. Tenure of service and

age, job satisfaction and tenure of service were all positive and significant, partially out the effect of age from experience. Job satisfaction did not change the nature and extent of correlations significantly.

Auesekar and Pratibha (1996) attempted to study the job-satisfaction among teachers. It was concluded that private school teachers and the government school teachers were found to be more satisfied with factors like promotion, recognition, independence, salary, job security, job status and educational policies. While as teachers in private schools are more satisfied with factors like responsibility, achievement, working conditions and personal life

Shamima (2006) analyzed the job satisfaction among the female teachers of government primary schools in Bangladesh. The empirical study found some factors which affect job satisfaction of both male and female teachers. The factors were salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors those affect it were same to the male and female teachers. But there were many perception as well as factors in which the male and female teachers were in two opposite pole. It was found that both the male and female teachers were dissatisfied but the female section was more dissatisfied than those of the male teachers.

Choudhury (2007) in study revealed the relationship between professional awareness and job satisfaction of teachers with respect to the following variables: Institution: qualification; experience; type of management of college ; location of the college. It was found that there was no significant relationship between professional awareness, management of collage, location of the collage and above variables with job satisfaction of the teachers.

Job satisfaction as an emotional response to work place conditions appraisals to six dimensions which are as follows:

- Pay refers to the amount of received money by employees.

- Autonomy refers to the independence and freedom in workplace.
- Task requirements refer to activities that should be done in job.
- Organizational policies refers to managerial and organizational policies and procedures,
- Interaction refers to opportunities that employees are able to communicate with each other.
- Professional status refers to overall importance of a job perceived by an employee or by others,

Gupta and Nisha (1978) carried out a study to find out personal factors affecting job satisfaction among secondary school teachers with the main objective to find correlation of personal factors that affect job satisfaction. The finding of the study revealed that job satisfaction was derived from many inter-related factors. The highest correlation was found between age and satisfaction in job.

Mistry (1985) investigated on job satisfaction, need achievement, job involvement as a purpose of role stress participation in academic climate and locus of control. The result indicates that (i) insignificant association was observed between various dimensions of job satisfaction and locus of control (ii). The climate of dependency had no effect on various aspects of job satisfaction and job involvement. (iii) Job involvement was significantly and positively related with different aspects of job satisfaction.

Ahmad (1986) conducted a study on the determinants of involvement in job among teachers of different colleges and mainly emphasized on relationships between value orientation and job involvement, family size and job involvement and also between job involvement and job characteristics. He found that organizational factors and both individual determined involvement in job of college teachers and involvement in job was positively correlated with job satisfaction.

Kaur (1986) studied job satisfaction of home science teachers and found that personal, professional and organizational characteristics were strongly related with job performance. (ii) professional characteristics did not act as a correlate of job satisfaction;

(iii) eight of the eleven characteristics appeared as correlates of job satisfaction; (iv) the predictive efficiency of professional characteristics to the certain variable of job satisfaction was higher than that of organizational and professional characteristics; (v) personal and organizational characteristics conjointly were found to be better predictors of job satisfaction than when taken separately; (vi) job satisfaction and its various dimensions clustered together in factorial structure on some general factors of satisfaction followed by the appearance of one or more dimensions of job satisfaction in subsequent group factors. Besides, dimensions of job satisfaction were also found to be associated differentially with specific professional and organizational characteristics in respect of group factors.

Subhdhi (2013) conducted a study entitled, “job-satisfaction of secondary school teachers: A microscopic study, found that: (i) Female teachers were better satisfied with their teaching profession than their male counterparts; (ii) Young teachers (22-35 years age group) were more satisfied with their jobs than the old ones (36-55 years age group); and (iii) Teachers of Government schools get more job satisfaction than teachers in aided schools.

Dhillon et al. (2014) conducted a study on job satisfaction and job dissatisfaction. The survey carried out 297 teachers of the colleges of education belonging to three Universities of Punjab which were Punjab, Punjabi and Guru Nanak Dev University .Job-satisfaction and Job-dissatisfaction questionnaire were used. Study revealed that level of job- satisfaction of teachers of colleges of education belonging to three universities of Punjab was higher than the level of their Job dissatisfaction. Both job-content and job-context factors contributed to job satisfaction as well as job dissatisfaction.

Nasir and Zaki (2014) explored the job satisfaction of senior secondary school teachers as a function of job status, gender, and the level of education. Job Satisfaction Questionnaire administered individually on hundred teachers to gather information. The results of research revealed that the degree of job satisfaction among female teachers was found significantly more in comparison to male teachers. Postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers. Teachers

holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree.

## **1.2 PROFESSIONAL COMMITMENT**

The concept of commitment is widely used but has received little formal analysis. It contains an implicit explanation of mechanism producing consistent human behavior. Commitments come into being when a person, by making a side bet, links extraneous interest with a consistent line of activity. The term commitment enjoys an increasing vogue definition in sociological discussions. Sociologists use it in analysis of both individual and organizational behavior they use it as descriptive concept to mark out forms of action characteristic of particular kinds of people or groups. They use it as an independent variable to account for certain kinds of behavior of individuals and groups. They use it in analyses of a wide variety of phenomena: power, religion, occupational recruitment, bureaucratic behavior, political behavior and so on. In spite of its widespread use, the appearance of the concept of commitment in sociological literature has curious feature the reader with an eye for trivia will have noticed.

A teacher should possess the quality of tolerance and forgiveness. He must consider his aggressiveness as an obstacle in the growth & development of children. He should create friendly environment and give proper importance to student's problem because the aim of teaching profession is not to teach but to make the students learn. This commitment will indeed add to the effectiveness of teacher's role performance. A committed teacher should know his part and responsibilities toward society because he is a product of the same. He should do his best officially and unofficially in spreading the need and consciousness among the member of society being educated. This can be done in the following ways.

- (i) Teacher should encourage students to perform better in academics and also participate in the social services programs.
- (ii) Deprived sections should be taken into consideration and arrangements for their literacy should be made may be through government or through NGO's.



(iii) Children coming from the poor sections should be given proper attention. These children always face scarcity of resources, therefore to overcome this problem a committed teacher should take co-operation of various agencies working in this area and like everyone with him regarding this head.

(iv) Due emphasis should be laid upon the adult education. This is the best way of educating those who left school in their school going age. He should encourage uneducated adults to get them enrolled in the non-formal classes for adult education.

(v) A committed teacher should make efforts to go through the reasons of not sending the children to schools and should motivate the parents by telling them the positive impact of education in one's life.

(vi) For teacher every student whether he is a son or daughter of rich or poor, educated or illiterate is equal and a part of society to which he is responsible. No discrimination should exist and create obstacles in the country mobilization towards development.

(vii) There will not be any problem in raising the funds for the overall development of students if each & every member will know what is expected by him and how the contribution can be made. If the teacher is committed to the society & becomes able to create a sense of belonging and relation with society then after some time he will see that those members of society who are uncovered with the umbrella of education yet, tend to show their interest in the activities carried out by teacher and through this teachers will be able to put the persons on the right track. Starting from individual to society this programme can be spread over the nationwide and the commitment of teacher towards society can be honestly fulfilled. A committed teacher besides enjoying the fundamental right also realizes the duties as laid down in the constitution. He obeys and follows the socially desirable values such as helpfulness, cooperativeness, team work, perseverance, tolerance etc. He respects these values and show love, truth, objectivity, regularity, punctuality while performing teaching tasks. This behavior will definitely reflect a good impression over pupils and the goal of their socialization will automatically accomplish. Therefore these values should be an integral part of the personality of the teachers. If the teacher lacks somewhere in this regard then through pre-service and in-service programs these values should be developed in the teacher.

Professional commitment is recognized as a natural ingredient of teaching profession. This is intimately connected to burnout, absenteeism, work performance of teachers and turnover as well as having an important influence on student's achievement in, and attitude towards school. It appears to be a professional necessity for teachers is emotionally committed to their work, for without this emotional commitment, teachers face the constant danger of burnout in an increasingly intensified work environment. Commitment is seen to be one of the more desirable attributes of a teacher. The term commitment can be used in a variety of ways to describe a number of teacher behaviors and attitudes, beyond the dimensions of organizational commitment. However since teachers work is not limited to the classroom the concept of professional commitment need to be considered in a broader context. Commitment is a part of teacher's effective or emotional reaction to their experience in school setting. "Commitment" is a term that teachers frequently use in describing themselves and each other. It is a word they use to distinguish those who are caring, dedicated and those who take the job seriously from those who put their own interests first. Cambridge international dictionary of English says Commitment means to promise or give your loyalty to a particular profession, person or plan of action. Commitment depicts the firm and not changing orientation in support of one's belief in his principles. Commitment as typically conceived as of an individual's psychological bond to the organization including a sense of job involvement, loyalty and beliefs in the value of organization.

### **Types of Commitment:**

Affective commitment means a commitment based on the individual's identification and involvement in the organization. It is an emotional commitment, where people connected with an organization effectively and stay with it because they want to do work. Continuity commitment means a commitment which is based upon the materialistic and psychological costs, which is involved when one person leave the organization. Those people who have this type of commitment remain in their jobs because someone compels them for done this. This value has been approved by Meyer and Allen. It has been comes from side-bet theory. This theory developed by Becker in

1960. This theory present reserves in values of any kind, made by employees as well as organization. These are not linked with work, but try to ensure this type of continuity in the organization. Those benefits which are offered by organization generally refer promotion and retirement; these benefits cut the opportunities of other employment.

Third commitment is normative commitment which is based upon philosophy towards the organization. People who have a high normative commitment keep stay inside the organization with their own willingness. Feeling of responsibility is the result of following norms before get admission into the organization by the process of cultural socialization.

### **Commitment Areas:**

A true teacher is who sincerely loves each and every child. Teacher should do all his actions honestly. They should be sensitive towards the emotional needs of children and those who need special attention. A teacher must have a well-defined self-image which helps him to perform better and get better results. These qualities, along with professional competencies of teachers ensure their commitment and dedication towards the profession at their very best. These are five commitment areas which help teachers to perform well and build the future citizens of India.

1. Learner commitment
2. Society commitment
3. Profession commitment
4. Commitment towards showing excellence in professional activities.
5. Commitment towards social or professional ethics.

**1. Commitment of Teachers towards Learner:** The learning level and performance of students shows the ability of teachers. A student starts his studies at the school and stays throughout the life. It implies that a instructor should have attachment, sympathy, loyalty and patience towards their fault and naughtiness. A teacher must have concern for the development of life among the children. Self-analysis, a teacher should do self-analysis of his or her own aggressive behavior. This will help them in building their commitment.

They must be aware of the bad impact of intolerance and aggressiveness on the growth and development of the children. A teacher should do all possible efforts for students under his guidance. But this commitment is not an easy job therefore, a special training should be given to them during their teaching programme.

**2. Commitment to the Society:** A teacher is not a teacher in school only but he is also a teacher outside the school. Teachers are responsible to the local community i.e. society also. Commitment towards society is of different types. A teacher should pay attention to those children whose parents are not aware of the need of the education in life coming from the poor and deprived sections of the society. A teacher should try to increase the productivity level and quality of life of the whole community by his enhanced knowledge, skills and attitudes. He always tries to encourage the students to join school so as to help them to get education and thus, they can improve the quality of their life. Once a teacher committed himself towards the society, he becomes the member of the society. Then arranging different resources by different means is not a problem for teacher. Community will pay respect to teacher if they prove themselves to be true friends, philosophers and guides of the community they serve. This commitment is very necessary for the teachers as they are all considered as the nation builders. The teacher should understand and realize invaluable significance of their work for national development.

**3. Commitment of the Profession:** Human is professional by nature. He only desires to earn his bread and butter. Under this condition, some people choose their profession willingly but some has to choose their profession under pressure. Same it happens with this profession some, teachers join this profession willingly but some join it due to situational constraints. In the field of teaching commitment towards profession is very necessary. A teacher should fully understand that teaching is a noble profession charged with great responsibilities as the society hands over its children to them for their overall development and proper socialization. The brain of committed instructor is always full with the tension of their students, and their overall development. A committed teacher always tries to improve his perfection in the profession so as to give his best to the

students. This implies then:

1. Once a person accepted this profession, he should feel pride and develop an internal commitment towards the mobility of the profession.
2. Teachers should establish healthy relations with their fellow teachers and educators.
3. Teachers should develop positive attitude towards professional development and national welfare. Commitment to the profession deserves an integral part of teacher education, as without this commitment they are not able to understand the mobility of the profession and their true role therein.

**4. Commitment Towards Showing Excellence in Professional Activities:** True guides or instructors are those persons who are expertise of their subject. Their commitment towards profession can be considered only on the basis of awareness and brilliance they are having on the part of themselves as well as on students parts. An instructor always does efforts to attain excellence in the teaching-learning process.

**5. Commitment to Basic Values:** Human being started their learning of basic values right from birth but the basic values are like stars in the dark life of a human which enlighten his life and shows the right path to follow which makes his life better. The basic values differ from person to person. Everyone has its own basic values and these values act as radar and show then the way to follow. So, it is very necessary for a teacher to have commitment towards basic values. As, a teacher he is a person who has a number of students in his hand. It is his first basic responsibility to inculcate such basic values at the grass-root level among students. In present scenario, there is lack of values in the society. So, it is very important for a teacher to have basic values. These values have great impact on the psychology of learners in indirect way. Therefore, education system must be so flexible, so that the education of basic value can be given to teachers in both pre-service as well as in-service. Jauch and William (1978) conducted a study on organizational loyalty, professional commitment, and academic research productivity. In this study, they examined the relationships between organizational loyalty, professional commitment and research productivity at a large Midwestern University and concluded

that loyalty was found to be unrelated to productivity and its interaction with professional commitment provided no explanation of unique variance in research productivity over the main effect of professional commitment. Those with the strongest professional commitment had higher research productivity.

Lachman and Aryan (1986) stated that for the professional commitment, the dedicated persons goes towards their profession or carrier and follows all the rules, regulations and goals of the profession. In this way those individuals who are more committed towards their job shows much eagerness for continuing their respective jobs. They follow all the rules and code of ethics and shows full efforts for doing their jobs effectively. Vanderberg and Scarpello (1994) stated that there is a strong effect of the professional commitment on the outcomes of the work, so it is necessary to increase professional commitment among the teachers. Professional commitment occurs when teachers believe the importance of their profession they have chosen

Bogler and Somech (2004) conducted a study on influence of teacher empowerment on teacher's organizational citizenship, organizational commitment and professional commitment behavior in schools. The study focus on the association between teachers organizational citizenship behavior, organizational commitment, professional commitment, and teacher empowerment. It examines which subscales of teacher empowerment can best predict these outcomes. Pearson correlations and multiple regression analyses indicated that teachers' perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession, and to their organizational citizenship behavior. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and professional commitment, while decision-making, self-efficacy, and status were significant predictors of organizational citizenship behavior. Practical implications of the study are discussed in relation to teachers, principals and policy-makers.

Ware and Kitsantas (2007) conducted a study on collective efficacy beliefs as predictors of professional commitment. The results supported the hypotheses that the scales would significantly predict teacher professional commitment. Given the teacher turnover rate, the present findings are significant for retaining teachers in the profession.

Kieschke and Schaarschmidt (2008) conducted a study on professional commitment and health among teachers in Germany. He revealed that the interplay of occupational engagement and individual coping capacity is very important. This assessment instrument allows for a subscale level evaluation as well as differentiation between four types of work-related coping behaviors that have been obtained by cluster analysis

Sharma and Anita (2001) studied the commitment among teachers with regard to some of their academic and personal variables such as qualification age, faculty and gender. The interpretation of data reveals that teachers of different age groups are equally committed. Teachers belonging to the faculty of Science and Math are equally committed. Teachers having doctoral degree are more committed in teaching compared to teachers having post graduate degrees. As regards the levels of college teachers teaching in degree colleges are more committed in comparison to teachers teaching in inter-colleges and university. The results indicate that teachers teaching in degree colleges and holding doctoral degrees are conducive to more commitment among teachers. Results of this study are quite encouraging and suggest that Ph.D. degree holders at all level should be preferred as it increases the commitment to their profession.

Srivastava et. al (2009) conducted a study to analyze the relationship of teaching competency to teaching aptitude and professional commitment. This study shows that there was a significant relation between teaching competency and teaching aptitude. So, a proper testing scheme should be made essential to measure teaching aptitude in pre-training selection. The study suggests that there should be comprehensive written test for the teacher trainees. In this test questions should be asked to know candidates' attitude and interest towards children, their moral character, fairness, scholarly taste, enthusiasm

and patience. Only those candidates should be allowed to enter in to this profession, whose responses are found up to the mark. With this result, teachers will be competent in teaching. In this study, it was found that teaching competency and professional commitment of teachers were not related to each other. It is neither an expected nor a desirable finding.

Agarwal (2013) conducted a study on role conflict in relation to professional commitment, frustration tolerance and teacher attitude of secondary school teachers. In this study she looked in to the relationship between role-conflict and frustration tolerance of school teachers of Meerut region. A cluster sampling method was used with 400 (200 male & 200 female) school teachers. The results exposed that total role conflict of male & female teachers is significantly related with their frustration tolerance and total role conflict rural and urban teachers is not significant related with their frustration tolerance or total role conflict of govt. and public school teachers is significant related with their role performance.

Arjun and Balamurugan (2013) conducted a study on the professional commitment of the teachers working in tribal area schools located in Tamil Nadu. The result shows that the highest numbers of teacher have acquired Average and Low level professional commitment. The male and female teachers have same professional commitment. The professional commitment of the school teachers is towards the welfare of students, welfare of society, human values and academic excellence. The male and female teachers possess same professional commitment. But, note-worthily the level of professional commitment differs based on the variables locality of school, type of management (Govt., Govt. Aided and Private) and Community (BC, MBC, SC/ST). The variable Religion does not cause any difference on professional commitment, but the duration of Teaching Experience (Below 5 Years, Above 5 to 10 Years and Above 10 to 15 Years) indicates the differences in Teachers Professional Commitment, if their teaching experience is more their professional commitment also will be higher and if their teaching experience is less their commitment is also less.



Mallick and Rani (2013) conducted a study on the relationship between professional commitment and attitude of secondary school teachers towards teaching. Hundred teachers of secondary school drawn from private and government schools of Gurgaon Districts of Haryana was the sample. The results of the study exposed positive and significant relationship between professional commitment and attitude towards teaching of rural and urban, private and government, female and male, and total sample. This shows that if the teacher is committed towards his profession then the effectiveness of teaching will be high and vice-versa. The indispensable root of quality of teacher education is based on competency and commitment.

Chatzistamatiou and Bagiatis (2014) conducted a study on self-regulatory teaching in mathematics: relations to teacher's motivation, affect and commitment in profession. The reason of this study was to examine the relationships between teachers' reports on self-regulatory strategy use in mathematics instruction and individual motivational and affective factors. Two hundred and ninety-two Greek primary school teachers responded to two questionnaires assessing (a) the strategies they use themselves to plan, monitor and evaluate mathematics instruction and (b) the strategies they use to activate and enhance students' self-regulated learning in mathematics. Path analysis showed that teachers' self-regulation strategies both for their own teaching and for enhancing students' self-regulation in mathematics were predicted by their self-efficacy beliefs in teaching mathematics, the value they attribute to mathematics and their emotional commitment to their profession. Teachers' enjoyment of mathematics teaching did not directly predict their reported use of self-regulatory instructional strategies.

Shamina (2014) conducted a study on impact of job satisfaction on professional commitment in higher education. Job satisfaction and professional commitment are explored the factor in organization literature which are the precursor of workers performance. These factors are even more significant to study in academic institutions, especially in self financing colleges affiliated to Bharathiar University, Coimbatore. Dimensions of job satisfaction namely pay, work itself, coworkers, supervision and promotion opportunities are taken as variables for the study and its overall impact on the Professional commitment was studied. The extent of job satisfaction and professional

commitment were also studied. 250 teachers in self-financing colleges were chosen and simple random sampling was used to collect data through a structured questionnaire. Inter correlation matrix, t-test, ANOVA and regression were carried out to analyze the data. Findings show that teachers have high degree of job satisfaction towards the dimensions of job satisfaction. They have a high degree of job satisfaction and professional commitment.

### **1.3 SIGNIFICANCE OF THE STUDY**

Job satisfaction is an attitude which the employee has towards their job. Job Satisfaction is important retaining the appropriate employee within the organization; it is about fitting the right culture and keeping them satisfied. An educational institution performs a significant function of providing learning experiences to lead students from the darkness of ignorance to the light of knowledge. The key personal in the institution that play an important role to bring about this transformation are teachers. The national curriculum framework (2005) places demands and expectations on the teacher which need to be addressed by both initial and continuing teacher education. So, it is very important to meet out the needs of teachers otherwise they will lead to have dissatisfaction. Job satisfaction of the teachers who have an important place in the society, will affect the quality of service they vender. So it is important to know the satisfaction of teachers towards their job.

The development of the every country depends upon the quality of their teachers. Teachers are called the builders of nation. But a teacher can perform their different tasks and responsibilities when he is updated professionally. Professional commitment is very important for every teacher. Professional commitment shows the values of teachers. For the qualitative improvement of the education there is need of efficient teachers in schools, who can uplift the very stand of education, in Indian society. Teachers happen to be a matter of national importance as they have to play a role in shaping the future. The researcher has chosen this study because of so many reasons. The major purpose of the study is to find out the job satisfaction among teachers regarding their professional commitment. The teacher faces a greater challenge today to fulfill all his or her

responsibilities with job responsibilities. The need of the study is to find level of motivation and efficacy among teachers towards their professional commitment. Teaching profession is regarded as the most important and noblest profession. Work motivation and self efficacy are very important factors for professional commitment. The need for the present study is to know the job satisfaction of teachers with their professional commitment. The present study is examining the relationship of job satisfaction, professional commitment among the secondary school teachers. Teacher's professional commitment is an important element in the quality of educational provision, strongly influenced by the way in which education is managed and by those with whom teachers interact. In India teachers professional commitment is a complex issue.

The importance of this study is that it may help to identify the importance of professional commitment that exert strong influence on the productivity and performance of teachers at secondary school level. This study may help to improve the teacher's job satisfaction by professional commitment factors which is required to achieve educational objectives. As the success of a country depends largely upon the children of a particular nation but children are being molded by teachers in schools. So for this reason it is very much required that the teachers should be talented, satisfied and efficient enough. To become a satisfied with job teachers are required to possess many qualities. Professional commitment is one of them because for the success of teachers, the job satisfaction among teachers is prerequisite and professional commitment among teachers is one of the important factors that play a very important role in determining the job satisfaction.

The previous studies related to job satisfaction of teachers have been conducted in relation to creativity, organizational commitment, emotional intelligence and multi-grade teaching. Therefore the present study was an attempt on the part of investigator to fill the existing research gap. Keeping all the points in mind the investigator resolved to undertake the present study

#### **1.4 STATEMENT OF THE PROBLEM**

The problem was stated as follows, “JOB SATISFACATION OF TEACHERS IN RELATION TO PROFESSIONAL COMMITMENT”.

### **1.5 OBJECTIVES AND HYPOTHESES**

**Objectives:** Following objectives were realized in the present study:

1. To study levels of job satisfaction among teachers.
2. To study levels of professional commitment among teachers.
3. To analyze the difference between male and female teachers in their job satisfaction.
4. To analyze the difference between rural and urban teachers in their job satisfaction.
5. To analyze the difference between male and female teachers in their professional commitment.
6. To analyze the difference between rural and urban teachers in their professional commitment.
7. To explore the relationship between job satisfaction and professional commitment of teachers.

**Hypotheses:** Following hypotheses were tested in the present study:

1. There exists significant difference between male and female teachers in their job satisfaction.
2. There exists significant difference between rural and urban teachers in their job satisfaction.
3. There exists significant difference between male and female teachers in their professional commitment.
4. There exists significant difference between rural and urban teachers in their professional commitment.
5. There exists significant relationship between job satisfaction and professional commitment of teachers.

### **1.6 OPERATIONAL DEFINITION OF TERMS**

## **JOB SATISFACTION**

Job satisfaction is an emotional reaction to one's job and an attitude towards one's job. In its operational terms, it refers to one's feeling towards one's job. It can only be inferred but not seen.

In its operational terms, it refers to levels of job satisfaction as mentioned by job satisfaction scale (1993) developed by Dr.(Mrs.) Meera dixit.

## **PROFESSIONAL COMMITMENT**

Professional commitment is the urge of a teacher to update, strengthen and sharpen his professional competencies and to develop understanding and insight in different aspects of a profession.

In its operational terms, it refers to levels of professional commitment as measured by Professional Commitment Scale (2011) developed by Dr. Ravinder Kaur and Sarbjit Kaur.

### **1.7 DELIMITATION OF THE STUDY**

1. The present study was delimited to Kapurthala district of Punjab only.
2. Only 300 secondary school teachers were taken as sample in the present study.

## **CHAPTER II**

### **METHODOLOGY**

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done. It considers the logic behind the methods used in the context of our research study. It is the path which is to be followed by the researcher to reach the target. In a simple language, a research design is stated as a plan of action, a plan of collecting and analyzing data in an efficient and relative manner. To carryout research work first of all researcher is supposed to draw out the methodology to be used.

A research method of as the utmost importance in a research process. A good deal of objectivity, reliability and validity of a research report depends upon methods. They describe the various steps of plan of action to be adopted in solving the research problem, such as the manner in which the problems are formulated, the definitions, the choice of subject for investigation, the validation of data gathering tools, the collection, analysis and interpretation of data and the process of generalization.

#### **2.1 RESEARCH METHOD**

The aim of the present study was to examine the job satisfication of teachers in relation to professional commitment. The present study is descriptive in nature, therefore, descriptive survey method has been used for the present research work. Descriptive survey method is designed and conducted to obtain information about the

current status of the phenomenon or about the phenomenon of the immediate past. By applying this method, findings obtained by the researcher can help to formulate certain principles and go to solutions to the problems concerning to the local, national or international issues.

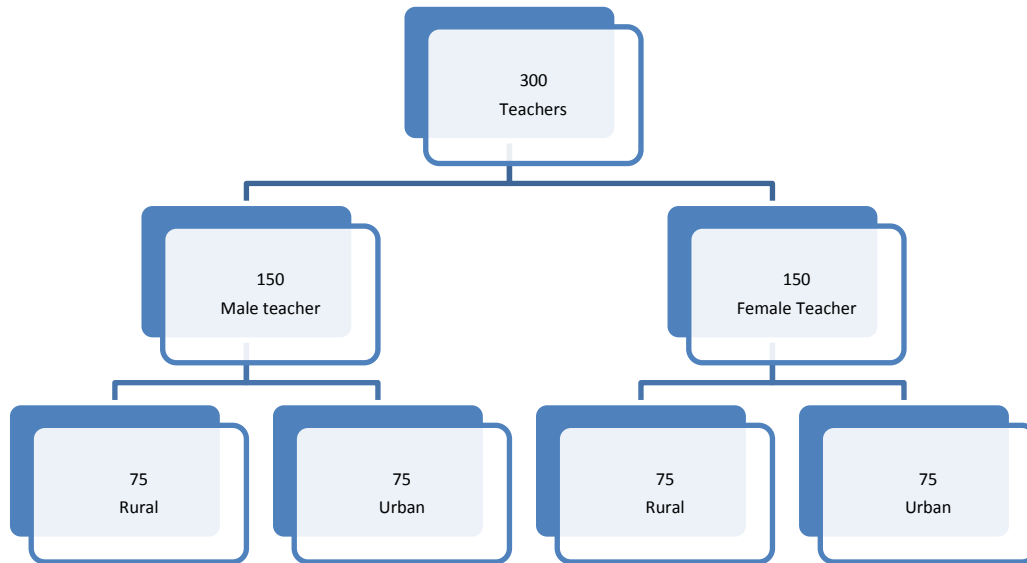
## **2.2 SAMPLING TECHNIQUE AND DESIGN**

Sampling is an essential part of research by which relatively small number of individuals, objects or events is selected and analyzed in order to find out the same results from entire population from which it is selected. Sampling procedure provides generalization on the basis of relatively small proportion of the population. The representative proportion of the population is called sample.

Sampling is the essential features in any research endeavor. Since it is impossible to cover the whole population in descriptive studies that is why the researcher resorted to sampling. The present study was conducted on 300 secondary school teachers, out of which 150 male and 150 female secondary school teachers of Jalandhar district in Punjab were included in the sample. The data for the present study was collected by using stratified random sampling technique.

It is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample.

### **Figure 2.1 Distribution of Sample**



### **2.3 TOOLS OF DATA COLLECTION**

In the present study, following tools were used:

1. Job Satisfaction Scale developed by Dr.(Mrs.) Meera Dixit (1993)
2. Professional Commitment Scale developed by Dr. Ravinder Kaur and Sarabjit Kaur (2011).

### **2.4 DESCRIPTION OF JOB SATISFACTION SCALE**

Job satisfaction is an essential factor in any profession. Unless a person is satisfied with his job it is very difficult for him to carry on duties effectively and efficiently. Job Satisfaction is the result of various attitude of an employee towards his job. These attitudes are related with specific factors such as salaries, service conditions, placement opportunities and other benefits. In case of job satisfaction of teachers, there are certain other factors also, which are important such as intrinsic aspects and rapport with student etc. Thus, it was realized that a new scale is needed for the primary and secondary teachers, which could cover all the major factors of the job satisfaction of teachers in Asian schools. These factors are as follows:



- Intrinsic aspect of job
- Salary service conditions and promotions
- Physical facilities
- Institutional plans and policies
- Satisfaction with opportunities
- Social status and family welfare
- Rapport with students
- Relationship with co-workers.

#### **2.4.1 ADMINISTRATION OF THE SCALE**

It is a self-administrated and can be used for groups of any reasonable size. It may also be used individually. The instructions are printed on the scale form. No time limit should be given for this questionnaire. However, usual time for most of the groups finish it would be one hour. Before administering the questionnaire, it is advisable to emphasis orally that replies should be checked and frankness and sincere co-operation is required. The groups should be assured that their answers would be kept in strict confidence. It should be emphasize and every item should be answered and there is no right and wrong answers. So, the group should give the frank opinion.

#### **2.4.2 SCORING**

Scoring is on a 5-point scale from one to five (1-5). For the response of “strongly agree” scoring is one; for “disagree” it is 2, for “undecided” 3 marks are allotted and for “agree” is 4 and strongly disagree it is 5. From the scores obtained by teachers, and with the help of table given in the manual, one can get the respective percentile; level of satisfaction can be decided.

#### **2.4.3 VALIDITY**

Item validity (discrimination value) was found out by item test co-relation method by using Karl Pearson’s “r” value for the items of Hindi and English version of the scale separately. The items which were insignificant had to be dropped in the final

form. Initially there were 58 items of which 6 items had to be deleted as they were not found to be discriminatory in item analysis. Distribution of the items in the final form as follows:

**Table 2.1 Distribution of Items in the Final Form of Job Satisfaction Scale**

<b>S No.</b>	<b>JOB FACTOR</b>	<b>ITEM No.</b>	<b>No.</b>
1	Intrinsic Aspects of the Job	1, 11, 25, 30, 35, 46 and 52	7
2	Salary, Promotional Revenues and Service Conditions	3, 12,19, 20, 31, 34, 45 and 50	8
3	Physical Facilities	2, 10, 24, 29, 36, 43, 48, 49 and 51	9
4	Institutional Plans and Policies	4, 13, 26, 38, 40 and 47	6
5	Satisfaction with Authorities	5, 14, 21, 27, 32 and 41	6
6	Satisfaction with Social Status and Family Welfare	8, 9, 17, 18 and 23	5
7	Rapport with Students	7, 15, 22, 28, 33 and 39	6
8	Relation with Co-workers	6, 16, 37, 42 and 44	5
	<b>TOTAL</b>		<b>52</b>

#### **2.4.4 RELIABILITY**

Reliability of the scale was determined by split half method .the test was first divided in to two equal halves the correlation calculated for these half tests. From the validity of the half test, the self-correlation of the whole test was calculated by using

Spearman's Brown prophecy formulae. Test rates method also showed reliability which is given in the table

**Table 2.2 Reliability of the Test by Split Half Method**

VERSION OF THE FORM	N	R	INDEX OF RELIABILITY
English version	100	0.85	0.92
Hindi version	100	0.87	0.93

**Table 2.3 Reliability of the Test by Test/Retest Method**

VERSION OF THE FORM	N	R	INDEX OF RELIABILITY
English version	100	0.75	0.86
Hindi version	100	0.76	0.87

## **2.5 DESCRIPTION OF PROFESSIONAL COMMITMENT SCALE**

This scale was designed to measure the professional commitment of teachers in the light of the operational definition of professional commitment of teacher: Professional commitment of teachers is role obligation of teachers' measurable behaviour pattern according to certain rules, norms and code of ethics of the teaching profession mainly with the learner, society, profession, attaining excellence and basic human values. The dimensions covered in the scale for construction of items are Commitment to the learner, Commitment to the Society, Commitment to the Profession, Commitment to Achieve Excellence, and Commitment to the Basic Human Values.

### **2.5.1 Scoring**

Professional Commitment scale is comprised of 65 response options on Likert 5 point's continuum viz. All items are positive worded. Each item is answered on a five point scale viz. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively. Manual scoring is done conveniently. Each positive statements should be scored; 5 for Strongly Agree; 4 for Agree; 3 for Undecided; 2 for Disagree and 1 for

Strongly Disagree and each negative statement should be scored; 1 for Strongly Agree; 2 for Agree; 3 for Undecided; 4 for Disagree and 5 for Strongly disagree.

**Table 2.4**

**Showing Scoring Procedure for Professional Commitment Scale**

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

**2.5.2 Reliability of Scale**

As the professional commitment scale being heterogeneous and items have been arranged logically, the two halves could not have been identical. Therefore, test- retest reliability criterion was found to be most suitable for determining the reliability of this scale. For establishing the reliability of the professional commitment scale, the scale was administered to 100 teachers of 10 different schools of the study area. To the same teachers, the same scale was administered after the gap of one month for the test-retest reliability. The product moment co-efficient of correlation between two sets of scores was computed. It was found to be .76 (Significant at .01 levels).

**2.5.3 Validity of the Scale**

Since there was no other such tool available to establish concurrent validity of developed scale, the investigator made efforts to ensure and establish content and face validity of the tool in the following manner.

As regards to its content validity test was shown to experts from the field of both teacher education and school education for obtaining their verdict on validity. Beside this, items of the scale were selected after carefully scrutinizing the definition of professional commitment and its dimensions; hence scale has fair degree of content validity.

For establishing face validity, scale was also shown to eminent psychologists and sociologists. Its language, format, instructions and size were found suitable for respondents. All specialists were unanimous in their opinion; hence test has a fair degree of face validity.

## **2.6 PROCEDURE OF DATA COLLECTION**

For the collection of data standardized scales were used by the investigator. The investigator personally approached the respondents, an assured them that the information collected will be kept confidential and were used for research purpose only. The collected data were tabulated and subjected to statistical analysis for the verification of hypotheses.

## **2.7 DATA ANALYSIS TECHNIQUES**

In the proposed study the investigator will use the following data analysis techniques for the analysis of the data.

- Mean
- SD
- Percentage
- t-test
- Coefficient of correlation

## **CHAPTER -III**

### **ANALYSIS AND INTERPRETATION**

Data once collected is required to be analyzed with the help of statistical techniques which yields certain results. This process leads the researcher to draw a rational conclusion on the research problem. The data as such have no meaning unless analyzed and interpreted by some techniques. Once the research data have been collected and the analysis is made, the researcher can proceed to the stage of interpreting the results. The interpretation of data and the analysis of results are considered to be the most important part of a research work as it verifies the hypotheses and eventually leads to the final conclusion of the study. The process of interpretation is essentially stating what the results shows. Analysis of data means, studying the tabulated materials in order to determine inherent facts or meanings. It involves in breaking up the complex factors in to simple parts and putting them in a new arrangement for the purpose of interpretation. Present chapter is devoted to the statistical analysis of the data and interpretation of the results and conclusions.

The present study was designed to investigate the job satisfaction of teachers in relation to their professional commitment. After collecting the data from 300 teachers, it was analyzed using t-test and coefficient of correlation. The data analysis and interpretation of findings have been presented in the following headings:

3.1 Results Pertaining to Levels of Job Satisfaction among Teachers

3.2 Results Pertaining to Levels of Professional Commitment among Teachers

3.3 Results Pertaining to Difference between Male and Female Teachers in their Job Satisfaction

3.4 Results Pertaining to Difference between Rural and Urban Teachers in their Job Satisfaction

3.5 Results Pertaining to Difference between Male and Female Teachers in their Professional Commitment

3.6 Results Pertaining to Difference between Rural and Urban Teachers in their Professional Commitment

3.7 Results Pertaining to Relationship between Job Satisfaction and Professional Commitment of Teachers

### 3.1 Results Pertaining to Levels of Job Satisfaction among Teachers

The first objective of the present study was to study levels of job satisfaction among teachers. To achieve this objective, researcher has collected data by administering job satisfaction scale. In order to explore levels of job satisfaction among teachers, the data were collected and the results were organized in the table. Table 3.1

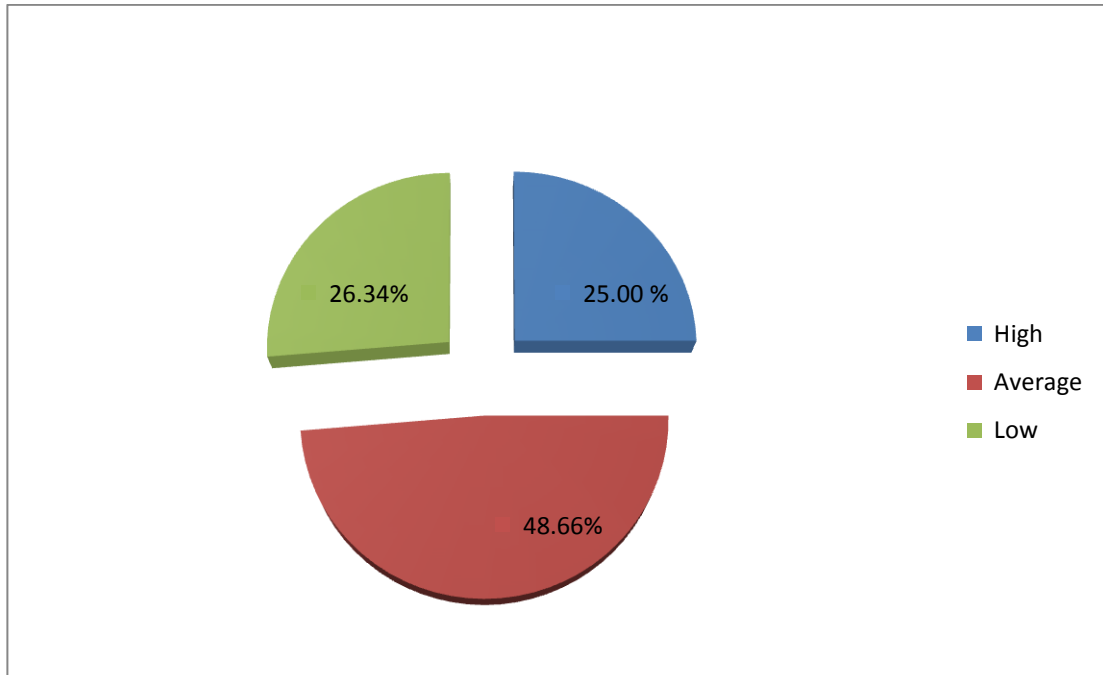
**Table 3.1 Levels of Job Satisfaction among Teachers**

<b>Job Satisfaction</b>	<b>Levels</b>	<b>N</b>	<b>Percentage</b>
	High	75	25.00%
	Average	146	48.66%
	Low	79	26.34%
	<b>Total</b>	<b>300</b>	<b>100.00%</b>

Table 3.1 shows percentage wise levels of job satisfaction among teachers. It is clear from table 3.1 that 25.00% teachers have high level of job satisfaction, 48.66% possess average level of job satisfaction and 26.34% have low level of job satisfaction. It means majority of teachers fall under average level of job satisfaction. Graph 3.1 shows percentage wise levels of job satisfaction among teachers.



**Graph 3.1 Percentage Wise Levels of Job Satisfaction among Teachers**



**3.2 Results Pertaining to levels of Professional Commitment among Teachers**

One of the objectives of the present study was to study the levels of professional commitment among teachers. To achieve the objective, researcher collected data by administering Professional Commitment Scale. In order to explore the professional commitment of teachers, the data were collected and the results were organized in the table 3.2. Table 3.2 shows percentage wise levels of professional commitment among teachers.

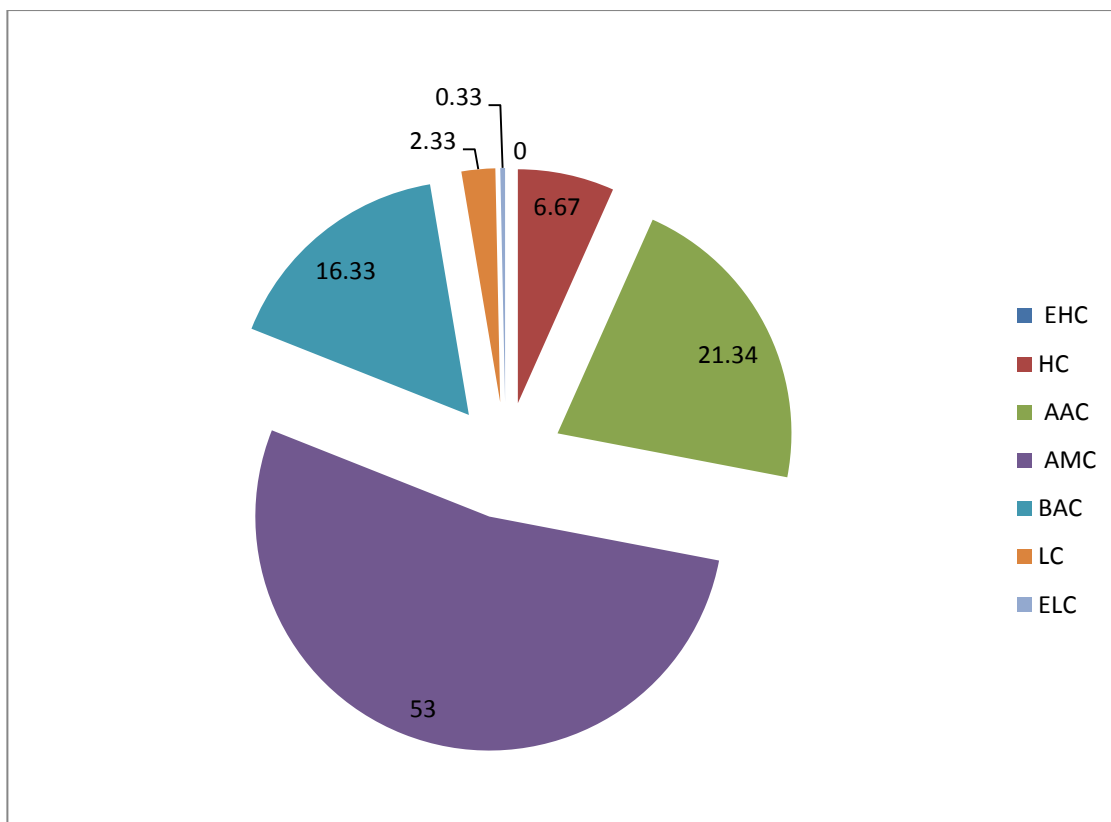
**Table 3.2 Levels of Professional Commitment among Teachers**

Professional Commitment	Levels	N	Percentile
	Extremely High Commitment	0	0%
High Commitment	20	6.67%	

	Above Average Commitment	64	21.34%
	Average Moderate Commitment	159	53%
	Below Average Commitment	49	16.33%
	Low Commitment	7	2.33%
	Extremely Low Commitment	1	0.33%
	Total	300	100%

It is clear from the above table 3.1.2 that none of the teachers have extremely high commitment , 6.67 teachers have high commitment, 21.34% teachers have above average commitment,53% teachers have average moderate commitment, 16.33% teachers have below average commitment, 2.33% teachers have low commitment, 0.33% teachers have extremely low commitment. It means majority of teachers fall average moderate commitment.

### **Graph 3.2 Levels of Professional Commitment of Teachers**



### 3.3 Results Pertaining to Difference between Male and Female Teachers in their Job Satisfaction

One of the objectives of present study was to find out difference between male and female teachers in their job satisfaction. For this purpose a standardized scale on job satisfaction was used for collection of data. After data collection, it was analyzed with the help of ‘t-test’. Results are shown in the table 3.3.

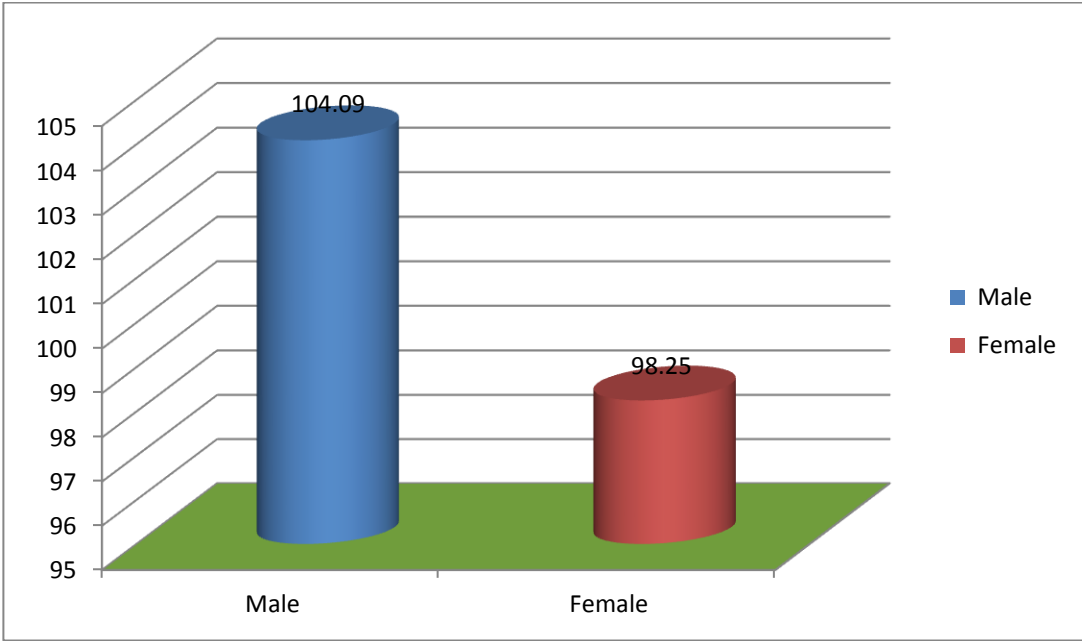
**Table 3.3 Mean Scores, SDs, N, df and t-value**

**for Male and Female Teachers in their Job Satisfaction**

	Category	N	Mean	SD	df	t-value	Remarks
<b>Job Satisfaction</b>	Male Teachers	150	104.09	13.76	298	3.43	Significant at .01 level
	Female Teachers	150	98.25	15.73			

It is evident from table 3.3 that the mean score of male and female teachers in their job satisfaction is 104.09 and 98.25 respectively. Standard deviation (SD) in case of male teachers and female teachers is 13.76 and 15.73 respectively. The t-value is 3.43, which is significant at .01 level of significance. Therefore, the hypothesis that there exists significant difference between male and female teachers in their job satisfaction was accepted. It means that there lies a significant difference male and female teachers in their job satisfaction. It is quite evident from the table 3.3 that the mean score of male teachers (104.09) regarding job satisfaction is higher as compared to mean score of female teachers (98.25). Thus, it may be interpreted that male teachers exhibit more job satisfaction than their counterparts' female teachers. Graph 3.3 shows mean scores of male and female teachers in their job satisfaction. Nasir (2014) have found similar results.

**Graph 3.3 Significant Difference in Mean Scores  
of Male and Female Teachers in their Job Satisfaction**



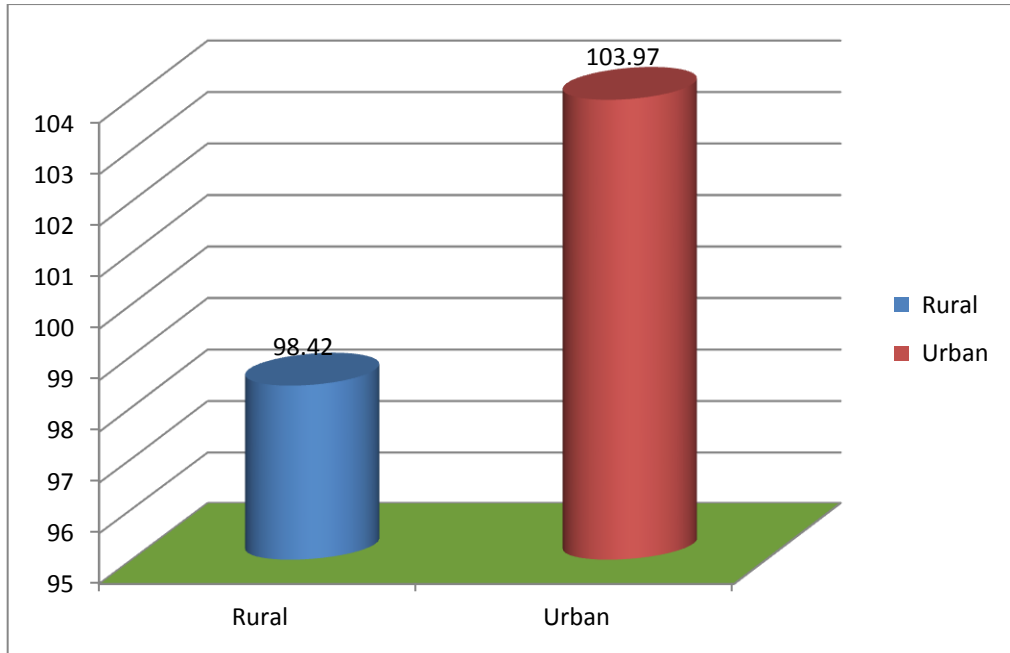
### 3.4 Results Pertaining to Difference between Rural and Urban Teachers in their Job Satisfaction

One of the objectives of present study was to find out difference between rural and urban teachers in their job satisfaction. For this purpose a standardized scale on job satisfaction was used for collection of data. After data collection, it was analyzed with the help of t-test. Results are shown in table 3.4

**Table 3.4 Mean, Scores, SDs, N, df and t-value for Rural and Urban Teachers in their Job Satisfaction**

<b>Job Satisfaction</b>	<b>Category</b>	<b>N</b>	<b>Mean Score</b>	<b>SD</b>	<b>df</b>	<b>t-value</b>	<b>Remarks</b>
	Rural	150	98.42	15.04	298	3.08	Significant at .01 level
	Urban	150	103.97	16.22			

It is clear from table 3.4 that the mean scores of rural and urban teachers in their job satisfaction is 98.42 and 103.97 respectively. Standard deviation (SD) in case of rural and urban teachers is 15.04 and 15.22 respectively. The t-value is 3.08, which is significant at .01 level. Therefore, the hypothesis that there exists significant difference between rural and urban teachers in their job satisfaction was accepted. Further, it is obvious from the table 3.4 that the mean score of urban teachers regarding job satisfaction (103.97) is greater than mean score of rural teachers (98.42). It may be interpreted that urban teachers show more job satisfaction as compared to rural teachers.



**Graph 3.4 Mean Scores of Rural and Urban Teachers  
in their Job Satisfaction**

**3.5 Results Pertaining to Difference between Male and Female Teachers in their Professional Commitment**

One of the objectives of the present study was to find out difference between male and female teachers in their professional commitment. For this purpose a standardized scale on professional commitment was used for collection of data. After data collection, it was analyzed with the help of t-test. Results are shown in table 3.5.

**Table 3.5 Mean Scores, SDs, N, df and t-value for  
Male and Female Teachers in their Professional Commitment**

<b>Professional Commitment</b>	<b>Category</b>	<b>N</b>	<b>Mean Score</b>	<b>SD</b>	<b>df</b>	<b>t-value</b>	<b>Remarks</b>
	Male Teachers	150	168.00	8.98	298		Not
	Female Teachers	148	168.00	8.98			

	Female Teachers	150	170.12	14.98		1.49	Significant at .05 level
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It is clear from table 3.5 that the mean scores of male and female teachers are 168.00 and 170.12 respectively. Standard deviation (SD) in case of male teachers and female teachers are 8.98 and 14.98 respectively. The t-value is 1.49, which is not significant at .05 level. Therefore, the hypothesis that there exists significant difference between male and female teachers in their professional commitment was rejected. Hence it can be interpreted that there exists no significant difference between male and female teachers in their professional commitment. Sharma (2010) have found similar results

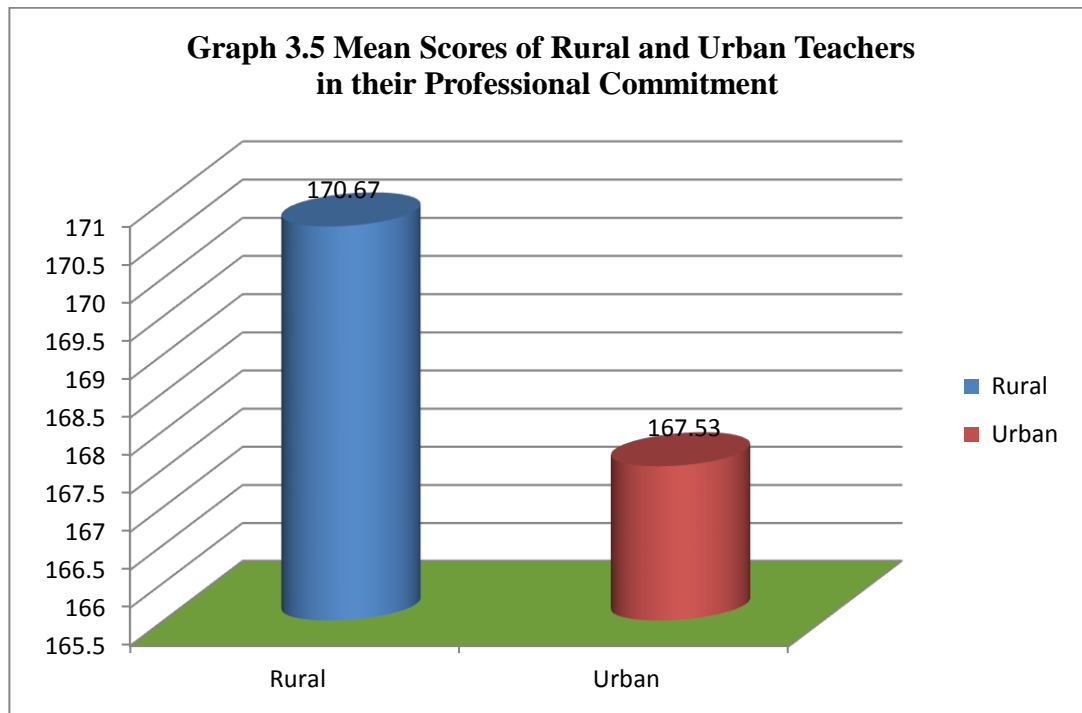
### **3.6 Results Pertaining to Difference between Rural and Urban Teachers in their Professional Commitment**

One of the objectives of present study was to find out the difference between rural and urban teachers in their professional commitment. For this purpose a standardized scale on professional commitment was used for collection of data. After data collection, it was analyzed with the help of t-test. Results are organized in table 3.6.

**Table 3.6 Mean Scores, SDs, N, df and t-value for Rural and Urban Teachers in their Professional Commitment**

<b>Professional Commitment</b>	<b>Category</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>t-value</b>	<b>Remarks</b>
	Rural Teachers	150	170.67	10.15	298	2.15	Significant at .05 level
	Urban Teachers	150	167.53	14.09			

It is clear from table 3.6 that the mean scores of rural and urban teachers in their professional commitment are 170.67 and 167.53 respectively. Standard deviation (SD) in case of rural teachers and urban teachers is 10.15 and 14.09 respectively. The t-value is 2.15, which is significant at .05 level. Therefore, the hypothesis that there exists significant difference between rural and urban teachers in their professional commitment was accepted. Hence, it may be interpreted that since mean score (170.67) of rural teachers is greater than mean score (167.53) of urban teachers in their professional commitment, hence it may be analyzed that rural teachers are more committed towards their profession than urban teacher there exists significant difference between rural and urban teachers in their professional commitment. Graph 3.5 shows mean scores of rural and urban teachers in their professional commitment.



### **3.7 Results Pertaining to Relationship between Job Satisfaction and Professional Commitment of Teachers**



One of the objectives of the present study was to find out relationship between job satisfaction and professional commitment of teachers. To find the relationship between job satisfaction and professional commitment of teachers' standardized tests were used. After the collection of data correlation was applied and results are given in table 3.7.

**Table 3.7 Coefficient of Correlation between  
Job Satisfaction and Professional Commitment of Teachers**

Variable	N	Coefficient of Correlation
Job Satisfaction	300	-0.29 Significant at .01 level
Professional Commitment		

It is clear from table 3.7 that the 'r' value between job satisfaction and professional commitment of teachers is -0.29, which is significant at .01 level. Hence, the hypothesis that there exists significant relationship between job satisfaction and professional commitment of teachers was accepted. Since the value of coefficient of correlation is negative, hence it may be interpreted that job satisfaction and professional commitment of teachers have negative relation. In other words, a teacher possessing high job satisfaction will be least committed towards his/her job and vice versa. Results are amazing and need further exploration.

## **CHAPTER-IV**

### **CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS**

#### **4.1 CONCLUSIONS**

Following conclusions were drawn on the basis of analysis and interpretation of data:

1. 25.00% teachers have high level of job satisfaction, 48.66% possess average level of job satisfaction and 26.34% have low level of job satisfaction. It means majority of teachers fall under average level of job satisfaction.
2. None of the teachers have extremely high commitment, 6.67 teachers have high commitment, 21.34% teachers have above average commitment, 53% teachers have average moderate commitment, 16.33% teachers have below average commitment, 2.33% teachers have low commitment, 0.33% teachers have extremely low commitment.
3. Male teachers exhibit more job satisfaction than their counterparts' female teachers.

4. Urban teachers show more job satisfaction as compared to rural teachers.
5. There exists no significant difference between male and female teachers in their professional commitment.
6. Rural teachers are more committed towards their profession than urban teachers.
7. Job satisfaction and professional commitment of teachers have negative relation.

## **4.2 RECOMMENDATIONS**

On the basis of conclusions of the study following recommendations are given:

1. Since male teachers exhibit more job satisfaction than their counterparts' female teachers, hence it is recommended that employers and administrators must take care of the finding of the study while allotting different tasks among male and female teachers. More incentives should be provided to the female teachers so that they also exhibit job satisfaction.
2. Since urban teachers show more job satisfaction as compared to rural teachers, hence it is recommended that employers and administrators must take care of the finding of the study while allotting different tasks among rural and urban teachers. More incentives should be provided to the rural teachers so that they also exhibit job satisfaction.
3. As there exists no significant difference between male and female teachers in their professional commitment so administrators, employers and heads of the institution must keep in mind that there should be no discrimination on the basis of gender while allocating duties and responsibilities to the teachers.
4. Since rural teachers are more committed towards their profession than urban teachers, hence there is a need to provide more congenial environment to the urban teachers so that they can enhance their professional commitment.
5. Since job satisfaction and professional commitment of teachers have negative relation, in itself is an amazing finding. Thus, it needs further exploration and no recommendation is suggested on this finding.

## **4.3 SUGGESTIONS FOR FURTHER RESEARCH**

Every investigator after completing his piece of research becomes aware of areas in which further research is needed and naturally feels motivated to the area, which may be taken up for research by other investigators. The research by virtue of his experience in the field of study humbly offers the following suggestions for further research that could be undertaken in the future:

1. The study may be conducted on large sample for drawing generalizations and to get more reliable results.
2. The study may be replicated on a large sample from northern India.
3. The variable job satisfaction could be studied in relation to other variables such as emotional intelligence, teaching effectiveness, organizational climate etc.
4. Comparative study on the same variables can be done on the basis of teachers working in school of different level e.g. primary level, secondary level and senior secondary of Punjab.
5. A comparative study on the variables job satisfaction and professional commitment of teachers can also be undertaken among teachers of government and private schools.
6. A longitudinal study on the variables job satisfaction and professional commitment may help in better understanding of the issues related to secondary school teachers.

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