

IMPACT OF JOB SATISFACTION ON PROFESSIONAL COMMITMENT IN HIGHER EDUCATION

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Abstract : Employee delight, self-motivation, and content have emphasized that means of activity pride. Having balance at the task, career growth and relaxed paintings life balance is the main key to determine the activity delight of employees. This takes a look at is concerned about the impact of job delight on expert commitment in better training of teachers. Professional commitment and Job satisfaction are extensively studied elements in control literature that are the precursors of personnel' overall performance. Dimensions of task pleasure namely paintings-itself, supervision, pay, co-workers and merchandising possibilities are taken as variables for the have a look at and its usual effect at the Professional commitment turned into a study. The quantity of task pleasure and expert dedication have been also studied. In this study, 150 teachers are decided on in self-financing colleges and easy random sampling approach has been used for a series of information with an established questionnaire. Inter-correlation matrix, t-test a look at, the chi- square tool is used to analyze the information.

Keywords: Job satisfaction, supervision, teachers and commitment.

INTRODUCTION

In globe Indian higher education system is the third biggest education system. It often cited and proved one of the major contributors of Indian economic development. This study is conducted within location of educational institutional and emphasized critical variables that are more loyal or unfavourable to the teacher's performance. While focusing on the quality of human resources notion holds the true, which is main factor which donate suggestively to the organizational.

If such work force is professionally committed, excellent performance can be caused out of them. The major factors like professional commitment and job satisfaction has been studied widely in management literature which are the predecessors of employees' performance. Studying about the factors is more important for educational institutions, especially in self-financed colleges, which is responsible for education system of the country, making powerful human resources and economic development.

REVIEW OF LITERATURE:

Mira Singh and Pestonjee (1990), this look at is concerned about the activity satisfaction that how predisposed with process involvement, ranges of profession and participation. Data has been accumulated from the 250 officials and 250 clerical cadres belonging to a Nationalised bank in Wester India. It is located and revealed with the aid of hypothesis that profession degree, participation and job involvement has advantageous dating with activity pride of the personnel.

Chileshe and Haupt (2009) tested about task pride stage of construction employees in South Africa with their age differences. Totally 230 questionnaires turned into allotted and 215 gathered and 15 questionnaire become rejected for errors and two hundred questionaries' turned into selected ultimately for sample of the examine. The author built the targets to pick out the principal variable affecting the relative features of work inside the South African Construction enterprise and discover the impact of age

resultant from work. This study is confirmed that activity pride differential does no longer exist between younger and older workers.

Job satisfaction:

Job satisfaction is enjoyment or fulfilment that a person gets from their job. It is a measurement of workers contentedness with their job, whether or not the same job or individual aspects or facts of situations, such as the nature of work or supervision. Job satisfaction can be restrained in intellectual, sentimental, and social components. Researchers have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job or cognitions about the situation. The company which has employees with a high level of job satisfaction have higher productivity and profitability.

Professional commitment

In the profession of teaching professional commitment occupied the most imperative place. It should be measured with the various ways which is liable to the teacher's behaviours and facts beyond the dimensions of organization commitment. The work commitment of teachers does not enclosed only with the classroom and also elaborated within the structures and environments of organizations. For that it is discussed in the term of various affective dimensions of organisation, perpetuation and normative.

SIGNIFICANCE AND NEED FOR THE STUDY:

Especially in self-financing colleges academic institutions has dearth of satisfied and committed teachers. Satisfying teacher at their profession make them to be committed to their profession also. Lack of job satisfaction and professional commitment leads to lesser self-development, stress, burnout, turn over, less organization citizenship behavior and absenteeism. Dissatisfied and uncommitted teachers cannot exert their full effort towards moulding the future national pillars. Hence this study attempts at studying the impact of the various factors of job satisfaction on professional commitment.

STATEMENT OF THE PROBLEM:

Committed teachers can involve psychologically into teaching and their efficacy is utilized to a greater extent. Job satisfaction is a variable which has a high and significant relationship in determining the commitment of teachers in higher education. Organization citizenship behaviour, reduced turnover and absenteeism are the necessary requirements in today's scenario which can be achieved with the satisfied and committed teachers.

OBJECTIVES AND HYPOTHESIS:

1. To study the factors influencing the job satisfaction and professional commitment of teachers in higher education.
2. To examine the extent of professional commitment of teachers of higher education.
3. To study the relationship between factors of job satisfaction and professional commitment of teachers with personal values.

HYPOTHESIS OF THE STUDY:

H1: There is no significant between factors influencing the job satisfaction and professional commitment of teachers.

H2: There is no significant association between demographic factors and factors of job satisfaction and professional commitment of teachers.

RESEARCH METHODOLOGY:

Data has collected from teachers (lecturers, assistant professors, associate professors and professors) of self-financing colleges with structured questionnaire. 175 questionnaires has been distributed to teachers for the collection of data, 163 questionnaire has been responded and collected, finally 150 questionnaire has been chosen for this study respectively. The research design is descriptive one. Simple random sampling was used to collect data from selected colleges in Chennai district which were affiliated to Madras university. Five point Likert scale was used to measure teachers' level of satisfaction with job and professional commitment.

Data analysis and interpretation

Table 1

Inter correlation between the factors of dimensions of job satisfaction and professional commitment

		F1	F2	F3	F4	F5
Work satisfaction	Pearson Correlation	1	.118	-.131	.192*	.142
	Sig. (2-tailed)		.151	.110	.018	.082
Pay satisfaction	Pearson Correlation	.118	1	-.202*	.636	.152
	Sig. (2-tailed)	.151		.013	.039	.064
Supervision satisfaction	Pearson Correlation	-.131	-.202*	1	-.175*	.004
	Sig. (2-tailed)	.110	.013		.032	.963
Opportunities satisfaction	Pearson Correlation	.192*	.636	-.175*	1	-.134
	Sig. (2-tailed)	.018	.039	.032		.103
Professional commitment	Pearson Correlation	.142	.152	.004	-.134	1
	Sig. (2-tailed)	.082	.064	.963	.103	

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

In above table 1 inter correlation matrix has been used to analyse the relationship between the factors of dimensions of job satisfaction and professional commitment of the respondents. The factors like work satisfaction (.192), pay satisfaction (.636) and supervision satisfaction (.175) has closely related to opportunities satisfaction respectively. Factors of work satisfaction (.142), pay satisfaction (.152) also closely related to professional commitment respectively.

Association between demographic factors and dimensions of job satisfaction and professional commitment

Factors	Gender		Age	
	Chi-square value	Significant value	Chi-square value	Significant value
Work satisfaction	8.266	.941	1.968	.742
Pay satisfaction	6.611	.980	8.625	.028**
Supervision satisfaction	19.326	.042**	7.842	.038**
Opportunities satisfaction	22.806	.029**	2.779	.595
Professional commitment	21.192	.031**	8.690	.029**

From the above table 2 has been shown the details about the association between demographic factors and dimensions of job satisfaction and professional commitment of the respondents. it is been found that the highlighter factors like supervision satisfaction (.042), opportunities satisfaction (.029) and professional commitment (.031) has significant association when age is compared with dimensions of job satisfaction and professional commitment of the respondents and the factors like work satisfaction and pay satisfaction has no significant association at 0.05 significant level. In addition pay satisfaction (.028), supervision satisfaction (.038) and professional commitment (.029) has significant association when gender is compared with dimensions of job satisfaction and professional commitment of the respondents and the factors of work satisfaction and opportunities satisfaction has no significant association at 0.05 significant level respectively.

RECOMMENDATIONS:

This study is concerned not only to determine the influence of dimensions of job satisfaction on professional commitment of teachers in self-financing colleges and also to ascertain their degree of satisfaction and commitment also. Based on the results,

this study is concluded that work satisfaction, pay satisfaction, quality supervision, and opportunities are significant predictors of professional commitment of the teachers. It is found that they were highly satisfied with their supervisor, co-workers, compensation, work-itself and opportunities of advancement in their colleges. Common sense confirms that higher education is not immune to the problem of teachers' low level of job satisfaction and Professional commitment which could result into unfavourable economic and non-economic outcomes such as high exit turnover, reduced teaching effectiveness and intellectual development of the students. So policy makers and academic administrators should take necessary measures for the optimal provision of intrinsic and extrinsic job rewards to make their core workforce highly satisfied and committed to reap the benefits of improved motivation, performance and organizational citizenship behaviours.

CONCLUSION:

This study is giving guidance to educational institution, organisation and faculty members to develop their skill of teaching, learning abilities, enhanced professional practices, and improved turnover. The administration of academic institutions could make their teachers highly satisfied will provoke the reason for the development of organization. Job commitment and satisfaction is crucial key for the enhancement of organization and teachers. For future studies the researchers should conduct the longitudinal studies to establish causal relationship between the study variables. This study can be made with increased level of samples with universities and aided colleges to be chosen to ensuring external validity of the study findings.

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