Research Paper

Impact of Professional Commitment on Job Satisfaction of Social Work Educators

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Abstract:

In India teaching profession is one of third largest service sectors. Teacher's professional commitment and job satisfaction are the most significant factors for providing quality education. The present study aims to explore the level of the job satisfaction and professional commitment of the social work educators and also to see the relationship between social work educator's job satisfaction and professional commitment. The sample of the present study included 315 social work educators drawn through censes sampling from 29 social work colleges in Vidarbha region of Maharashtra state. The data was collected through 'Job Satisfaction Scale' constructed by Dr. (Mrs.) Meena Dixit. The collected data were analysed with the help of SPSS 20.0 software and MS Excel. Chi-square test has been used to analyse the data. Finding of the study revealed that more than 62 percent of the social work educators showed moderate level of professional commitment. Similarly, 59 percent of the social work educators reported that the level of job satisfaction at moderate level. There is significant relationship found between professional commitment and job satisfaction of social work educators.

Keywords: Job Satisfaction, Professional Commitment and Social Work Educators.

1. Introduction:

In recent years, research on commitment has been extended to educational institutions. Educational institutions require committed teachers who look after the wellbeing of their institution and students. Development of an organization and successful execution of innovations in education depend largely on teachers who are primarily responsible for the educational activities in their institutions. For the reason, more comprehensive attention should be given to the understanding of teachers' behaviours and performance within the organizational environment of schools (Tsui and Cheng, 1999).

Dedication to student, work enjoyment, learning before teaching, recognition and acceptance of individual difference, seeking excellence, challenging oneself are the characteristics of a committed teacher towards his or her teaching profession (Kant & Shukla 2021). Teacher commitment is an internal force that drives teachers to show enhanced job performance (Tsui & Cheng, 1999). Mowday et.al. (1974) viewed organizational commitment as "the strength of the individual identification with and involvement in a particular organization".

Teachers who are strong in commitment find happiness in their job and involve themselves with dedication. (Kanter 1968, Mowday 1982). Professional commitment and job satisfaction plays an important role in development of an organization. Job satisfaction creates loyalty, confidence and commitment to the organization (Kasim & Ghaffar, 2012). In the educational institute/organization where dedication towards work, a sense of attachment, good working conditions, continuous professional development is required to create a positive environment to overall development of students (Sharma, 2019).

2. Review of literature:

Various studies have been conducted to investigate the commitment and job satisfaction among employees.

Tella, *et. al.* (2007) conducted a research on work motivation, job satisfaction, and organisational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. This study used a descriptive survey design. The sample for the study was 200 library personnel drawn from the Oye state of Nigeria. In this study, it is found that a correlation exists between perceived motivation, job satisfaction and commitment, although correlation between motivation and commitment was negative.

Bakhshi *et. al.* (2009) explored the relationship between organizational justice, job satisfaction and organization commitment using a field sample of 128 employees working in medical college. In this

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study, it was concluded that an organization justice perception plays an important role in the development of organizational commitment and job satisfaction. Perceived organizational justice was expected to correlate significantly with both job satisfaction and organizational commitment. Those who perceive justice in their organization are more likely to feel satisfied with their job and feel less likely to leave and feel more committed to their job.

Gehlawal (2012) investigated the organizational commitment in relation to job satisfaction and work motivation of secondary school teachers working in different types of schools. The sample of 480 teachers was selected from working in government and private schools affiliated to Hariyana Board of School Education (HBSE). The statistical techniques such as Mean, Standard Deviation, ANOVA were applied for data analysis and interpretation. The study revealed that job satisfaction didn't have significant effect on organizational commitment of teachers leading to the inference that the teachers with high and level of job satisfaction do not differ significantly from each other on organizational commitment.

Ismail & Razak (2016) aims to evaluate the association between job satisfaction and organizational commitment. The research work carried out at Fire and Rescue Department of Malaysia. The data were collected through convenient sampling technique from 100 employees working in different job categories. The finding confirms that when employees satisfied with intrinsic and extrinsic satisfaction form their job condition may lead to greater organizational commitment.

Menon (2016) conducted a study on job satisfaction and institutional commitment among school teachers in Kerala. The sample of 650 school teachers was selected form Kerala. It was concluded that job satisfaction of school teacher was influenced by pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers and nature of work.

Sharma (2019) conducted a study on impact of commitment and motivation on job satisfaction: a study of teachers in higher education. A sample of 488 teachers of professional institutions in Dr. APJ AKTU, Lucknow formerly Uttar Pradesh Technical University, Lucknow were selected through simple random sampling technique. T-test, regression analysis and multiple regression analysis were used for the analysis and interpretation of data. It can be inferred that there is a significant impact of work motivation on job satisfaction.

Kant & Shukla (2021) conducted a study on impact of teachers' commitment on their teaching aptitude. The primary data was collected from English medium primary school teachers of the Gujarat state through stratified random sampling technique. It is found that there is no effect of commitment, gender and experience on teaching aptitude of primary school teacher.

Identification of Research Gap:

Many studies have investigated different aspects of job satisfaction, such as personal factors, personality factors, academic factors, organizational factors, work motivation, organizational stress, and organizational commitment on job satisfaction of the teachers. However there are very few researches on commitment and job satisfaction of social work educators. The present study highlights the factors which influence commitment and job satisfaction of social work educators in Vidarbha region of the Maharashtra state.

3. Objectives of the study:

The main objective is to examine the relationship between professional commitment and job satisfaction of social work educators.

4. Hypothesis of the study:

There is no significant deference between professional commitment and job satisfaction of social work educators.

5. Research Methodology:

The nature of present study was analytical and descriptive and based on primary source. Secondary data were collected from available articles of professional journals, books, publications and magazines. The sample of the present study included 315 social work educators drawn through censes sampling from 29 social work colleges in Vidarbha region of Maharashtra state. The data was collected through 'Job Satisfaction Scale' constructed by Dr. (Mrs.) Meena Dixit. The collected data

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were analysed with the help of SPSS 20.0 software and MS Excel. Chi-square test has been used to analyse the data.

6. Result and discussion:

Table 1: Level of commitment and job satisfaction of social work educator

Level of Commitment		Level of Job Satisfaction			Total
		Low	Moderate	High	
Low	Count	3	67	12	82
	Expected Count	5.21	48.68	28.11	82.0
	% of Total	0.95%	21.27%	3.81%	26.03%
Moderate	Count	15	98	85	198
	Expected Count	12.57	117.54	67.89	198.0
	% of Total	4.76%	31.11%	26.98%	62.86%
High	Count	2	22	11	35
	Expected Count	2.22	20.78	12.00	35.0
	% of Total	0.63%	6.98%	3.49%	11.11%
Total	**Count**	**20**	**187**	**108**	**315**
	Expected Count	**20.0**	**187.0**	**108.0**	**315.0**
	% of Total	**6.35%**	**59.37%**	**34.29%**	**100.0%**

Source: Primary data

Chi Square Test Value	25.28
Significance Level	0.05
Degree of Freedom	4
Chi-square critical value	9.49

In the present study the researcher has tried to test the relationship among the independent variables i.e. commitment and dependent variable job satisfaction of social work educators.

The calculated value of Chi-square is 25.28. This is greater than the table value of 9.49 for degree of freedom 4 at 5% level of significance. Hence the hypothesis based on these two dependent and independent variables is not accepted (rejected).

In the above table, out of all respondents, majority of 62.86 percent respondents have reported their level of commitment towards their job at moderate level. Among them, majority of 31.11 percent respondents are found to have level of job satisfaction at moderate level. 26.98 percent and 4.76 percent respondents found with high and low level of satisfaction respectively.

Out of total respondents, 26.03 percent respondents have reported their level of commitment at low level. Among them 21.27 percent respondents reported that their satisfaction as a social work educator is at moderate level. 3.81 percent and 0.95 percent respondents are found level of satisfaction at high and low level respectively. 11.11 percent respondents have reported their commitment at high level. Among them, 6.98 percent respondents are found at moderate level of job satisfaction and 3.49 percent and 0.63 percent are found to be at high and low level of job satisfaction respectively.

It is concluded that majority of 62.86 percent respondents have reported their level of commitment towards their job at moderate level. Among them, majority of 31.11 percent respondents are found level of job satisfaction to be at moderate level. 26.98 percent and 4.76 percent respondents found high and low level of satisfaction respectively.

7. Conclusion:

Teachers' commitment towards their job is directly associated with the job satisfaction of social work educators. It is concluded that majority of social work educators' level of commitment towards their job at moderate level with respect to dedication to students, preparation before teaching, recognition and acceptance of individual differences among students, engagement in extension programmes. It is also concluded that significant amount of social work educators' level of commitment is found at low level. It is suggested that the college authorities should think how it should be increased to a high level.

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