IMPACT OF JOB SATISFACTION ON PROFESSIONAL COMMITMENT IN HIGHER EDUCATION

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ABSTRACT
The study of behaviors within educational institutional setting has highlighted critical variables that are supportive or detrimental to the performance of teachers. Professional commitment and Job satisfaction are widely studied factors in management literature which are the precursors of employees’ performance. These factors are even more important to study in academic institutions, especially in self-financing colleges affiliated to Bharathiar University, Coimbatore. Dimensions of job satisfaction namely work-itself, supervision, pay, coworkers 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.

KEY WORDS: Job satisfaction, professional commitment.

INTRODUCTION
India’s higher education system is the third largest education system in the world. The study of behaviors within educational institutional setting has highlighted critical variables that are supportive or detrimental to the performance of teachers. This notion holds true while focusing on quality of human resources that is major factor which contribute significantly to the organizational success (Pohlman & Gardiner, 2000). If such work force is professionally committed, excellent performance can be elicited out of them. Professional commitment and Job satisfaction are widely studied factors in management literature (Bodla & Danish, 2009; Bodla & Naeem, 2009a; Bodla & Naeem, 2009b; Parker et al, 2005; Allen & Meyer, 1990) which are the precursors of employees’ performance. These factors are even more important to study in academic institutions, especially in self-financing colleges, which are the sources of human resources and sole responsible for educating the intellect of nations.

CONCEPT OF THE RESEARCH:
Teacher is the central element in educational system holding various important responsibilities. The overall performance of educational institution depends upon their teachers and ultimately their level of commitment and job satisfaction. Thus understanding their behaviors and attitudes needs more attention in organizations. (Tsui & Cheng, 1999). This study was another effort which aimed at investigating the relationship of professional commitment and job satisfaction among teaching faculty in self-financing colleges affiliated
Faculty members generally feel a sense of calling and responsibility to their work. The impact of the profession on work/non-work interactions, along with increased pressures of student affairs work, may be negatively influencing commitment to the profession. In an era of rapid change, knowledge capital must be retained in order for the organization to remain productive and responsive to the needs of its stakeholders (Bloch, 2001). The literature suggests that individuals become committed to professions for a variety of reasons, including an affective attachment to the values of the profession, a realization of the costs involved with leaving the profession, and a sense of obligation to the profession (Meyer & Allen, 1997). Professional commitment has also been measured in education sector. Many of the studies on professional commitments are focused on the Auditors (Nissim and Aranya et al 1990) and research on the professional commitment of teachers in higher education is very minimum. However organizational commitment of teachers in higher education is focused in some studies. Some of these studies have focused on administrators and teachers in private and public secondary schools (Balay, 2000a), and principals’ professional commitment and school environmental robustness (Hart and Willower, 1994) the effect of principal behaviors on teacher commitment (O’zden, 1997). However, to the best knowledge of the researchers, a few studies have addressed the role of different job dimensions on professional commitment of the teachers particularly in the context of self-financing colleges where teachers are paid less and have excessive workload. Thus, the current study aimed at determining impact of self-financing teachers’ satisfaction with job dimensions on professional commitment in colleges affiliated to Bharathiar university. In addition, its objective was to exploring to what extent these teachers are committed to their professions and satisfied with different dimensions of their job. In this connection, important contribution has been made to advance the body of knowledge on professional commitment and job satisfaction of teachers employed by institutions of higher education in the developing country.

REVIEW OF LITERATURE:
Professional Commitment.
Vandenberg and Scarpello (1994) defined professional commitment as “a person’s belief in and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation” (p. 535).
Professional Commitment is defined as the extent to which one is committed to one’s profession, identified elements including dedication and social obligation (Hall 1968). Very few research studies have been conducted on teacher and their characteristics. Goyal (1980) indicated that a large majority of teacher were favourably inclined towards their profession, satisfied in their job but not well adjusted as well as had low professional interest. Baugh & Roberts (1994) studied professional and organizational commitment among engineers in relation to job performance and satisfaction and revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance. Hung & Liu (1999) depicted that stay-back is the factor which is most highly and significantly related to commitment. Apart from this, the other factors like marital status, age and tenure were also found to be significantly related to commitment. Bogler & Somech (2004) examined the distinctive relationship of teachers” professional and organizational commitment with participation in decision making and with organizational citizenship behaviour. Choudhury (2007) indicated that no significant relationship exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction. Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Shukla
(2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. From the aforesaid discussion, it is clear that there is acute shortage of studies related to professional commitment of teachers while studies on attitude towards teaching, job satisfaction level and other socio-psychological characteristics are abundant in number both in India and abroad but most of such studies have been carried out either on secondary school teachers or college teachers. Vishal Sood and Arti Anand has studied the professional commitment of B.Ed teachers in Himachal Pradsh. Hence, the present study was undertaken to find out different factors that influence professional commitment of teachers. A normative view of commitment puts commitment as value-based and normative evaluation of organization related behaviours. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, the student characteristics such as opportunity to learn and academic work, the teaching factors such as lesson structure and communication, the learning aspects such as involvement and success and the class room phenomena such as environment/climate and organization/management. If the teachers take care of these factors, they can enhance their commitment level to the optimum.

In this context, teachers professional commitment can be viewed as:
(1) His or her firm belief in and acceptance of the teaching goals and values;
(2) Readiness to exert dedicated efforts on behalf of professional teaching; and
(3) Strong desire to sustain his or her teaching membership.

**Job Satisfaction**

The study of job satisfaction can be traced to Herzberg (1959) who theorized that job satisfaction is a function of motivators which contribute to job satisfaction and hygienes which lead to job dissatisfaction. Locke (1969) defined job satisfaction as an emotional state related to the positive or negative appraisal of job experiences. Dan Lortie (1975), in the classic sociological study of school teachers, addressed this issue and asserted that there are three types of rewards that meet job-related needs which teachers can look for in their careers: extrinsic, ancillary, and psychic (or intrinsic). Extrinsic rewards, in his view, deal with money income, prestige, and power over others and generally are “objective” since everyone experiences them. Ancillary rewards are objective and subjective because they refer to objective qualities of work that may be seen as rewards (e.g. women with children might deem their work schedule rewarding whereas men might not). Psychic rewards are seen as subjective appraisals made in the day-to-day routine of a teacher’s work (e.g. value of student-teacher relationship) and are inconsistent from person to person (Lortie, 1975). Kreis and Brockopp (1986) suggested that job satisfaction “is related to self-perception of needs fulfillment through work”. Pennington and Riley (1991) contemplated a view of job satisfaction as an external or internal value. In their view, a person’s general assessment of how satisfied he/she is on the job is made according to an absolute frame of reference, while a person’s assessment of level of satisfaction with individual job facets is based on a relative standard that is specific to the work context and that involves comparison with the situation of other employees. Zigarelli found a single, general measure of teacher satisfaction while Dinham argued that several separate measures are needed to assess all the factors that are mutually exclusive (Shann, 1998).

Spector (1997) and Kreitner and Kinicki (2006) defined job satisfaction a global construct or as a constellation of different dimensions to which the employee reacts affectively. Job satisfaction can be understood as the way employees feel about their jobs and different aspects of their jobs. Spector (1997) says that a shift has taken place in the last 30 years of research from job satisfaction as need to job satisfaction as an attitudinal variable. For
example, employees can have an attitude of being engaged with or disassociated from their organization. Job satisfaction as a psychological construct is defined by Dawes (2004) as having two components: a cognitive component (the perception that one’s needs are being fulfilled), and an affective component (the feeling that accompanies the cognition). McNamara (1999) defines job satisfaction as:

“...one’s feelings or state of mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one’s relationship with their supervisor, the quality of the physical environment in which they work, degree of the fulfillment of their work, etc”. As regards causal models, Kreitner and Kinicki (2006) identified five predominant causal models: need fulfillment (e.g. salary needs, family needs); discrepancies between what is expected and what actually happens; fulfillment of work values, equity or fairness of treatment; and dispositional (genetic) components where certain congenital personality traits lead to job satisfaction.

**Professional Commitment and Job satisfaction:**

A number of previous researchers have reported mixed findings on the relationship between job satisfaction and professional commitment. For instance, Curry, Wakefield, Price and Mueller (1986) found no significant relationship between job satisfaction and professional commitment. However, other researchers (Busch et al., 1998; Chiu-Yueh, 2000; Feinstein & Vondraek, 2006; Freund, 2005; Mannheim et al., 1997) found that job satisfaction was a significant predictor of professional commitment. Some researchers argued that job satisfaction reflects immediate affective reactions to the job while commitment to the profession develops more slowly after the individual forms more comprehensive valuations of the employing organization, its values, and expectations and one’s own future in it. Therefore, job satisfaction is seen as one of the determinants of professional commitment (Mannheim et al., 1997). It is thus expected that highly satisfied workers will be more committed to the profession. Higher education is not immune to the problem of low job satisfaction; in fact, educational leaders have increased the number of research studies that try to identify factors that affect job satisfaction (Davis, 2001; Grace & Khalsa, 2003; Scarpinato, 2001; Trei, 2001; Truman, 1999). In addition to educational leaders and community leaders, other offices and stakeholders within higher education have concern about the financial impacts that job satisfaction and faculty departures have on the institution. Recently, an office of equal opportunity within a university developed focus groups to try to address job satisfaction for the recruitment and retention of qualified faculty (North Carolina State, 2001). The focus groups spent time discussing and evaluating the departure of key faculty members. These groups also found ways to retain these faculty members and limit the cost to the university. Research conducted in higher education has tried to identify specific variables and a relationship of these variables to faculty job satisfaction (Dee, 2002; Vander Putten & Wimsatt, 1999). These variables may range from organizational support and personal support to overall compensation packages. Dee examined a cross-section of faculty at an urban community college and found a strong negative relationship between organizational support for innovation and faculty job satisfaction, but the analysis did not find autonomy of work and communication with colleagues to be significant. If support from the college was low, then faculty members’ dissatisfaction was high. In another cross-national study of faculty from 16 different countries, six variables were rated as significant factors for faculty job satisfaction: institutional affiliation, level of job strain, income, cooperative climate, locus of control, and geographic location (Vander Putten & Wimsatt, 1999). Vander Putten and Wimsatt also observed factors that did not predict faculty job satisfaction: instruction as a primary role, courses taught, institutional facilities, and quality of retirement benefits.
SIGNIFICANCE AND NEED FOR THE STUDY:
Academic institutions have a dearth of satisfied and committed teachers especially in self-financing colleges. When such teachers are satisfied with their teaching profession, they will 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 behavior, 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 various factors determining the job satisfaction of teachers in higher education.
2. To examine the extent of professional commitment of teachers of higher education.
3. To study the relationship between job satisfaction and professional commitment of teachers in higher education.

To validate the following research hypotheses, the research methodology is given hereunder:
H1: Dimensions of job satisfaction has significant impact on professional commitment of the teachers working in self-financing colleges affiliated to Bharathiar University.
H2: Teachers in self-financing colleges have high degree of satisfaction with different dimensions of job such as work-itself, supervision, pay, coworkers and promotion opportunities.
H3: Teachers self-financing colleges experience high level of overall job satisfaction and professional commitment.

RESEARCH METHODOLOGY:
Survey questionnaires were distributed to two hundred and fifty faculty members (lecturers, assistant professors, associate professors and professors) working in self-financing colleges. Selective colleges affiliated to Bharathiar university were chosen for the study. The research design is descriptive one. Simple random sampling was used to collect data from selected colleges in Coimbatore district which were affiliated to Bharathiar university. Five point Likert scale was used to measure teachers’ level of satisfaction with job and professional commitment.

Professional commitment was measured by using twenty one items using the Meyer and Allen’s Professional commitment scale (1990). Overall Job Satisfaction was measured by using six items scale developed by Schriesheim and Tsui (1980). The scale included single items to assess level of satisfaction with the work itself, supervision, co-workers, pay, promotion opportunities, and job in general. Stepwise regression technique was used to determine which dimensions of the job had significant influence on teachers’ professional commitment. One sample t-test was employed to determine whether mean scores of job (dimensions) satisfaction and professional commitment significant differ from median of their respective scales.
RESULTS AND DISCUSSIONS:

Table I.

Descriptive Statistics of Satisfaction with Job Dimensions and Professional Commitment (n=313)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-itself Satisfaction</td>
<td>3.96</td>
<td>0.86</td>
</tr>
<tr>
<td>Pay Satisfaction</td>
<td>3.19</td>
<td>1.16</td>
</tr>
<tr>
<td>Supervision Satisfaction</td>
<td>3.66</td>
<td>1.07</td>
</tr>
<tr>
<td>Co-workers’ Satisfaction</td>
<td>3.86</td>
<td>0.88</td>
</tr>
<tr>
<td>Promotion Opportunities Satisfaction</td>
<td>3.16</td>
<td>1.14</td>
</tr>
<tr>
<td>Professional Commitment</td>
<td>3.45</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Table II.

Inter-correlations between Dimensions of Job Satisfaction and Professional Commitment

<table>
<thead>
<tr>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>X5</th>
<th>X6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.00</td>
<td>0.22</td>
<td><em>0.21</em>0.19<em>0.14</em>0.20*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.00</td>
<td>0.35<em>0.18</em>0.37<em>0.23</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td>0.27<em>0.38</em>0.25*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td></td>
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</tr>
</tbody>
</table>

X1= Professional Commitment, X2=Work-Itself Satisfaction, X3=Supervision Satisfaction, X4=Pay Satisfaction, X5=Co-workers’ Satisfaction, X6=Promotion Opportunities Satisfaction * Significant at 0.001 level: One-tailed.

Table III.

Model Summary (Professional Commitment).

<table>
<thead>
<tr>
<th>Model RR² Adjusted R² Standard Error R² Change F Change Durbin Estimates</th>
<th>Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 .22*.047 .044 .057 .047 15.21*</td>
<td></td>
</tr>
<tr>
<td>2 .27*.071 .0650 .056 .045 8.22*</td>
<td></td>
</tr>
<tr>
<td>3 .29*.084 .075 0.560 .025 4.15*</td>
<td>1.96</td>
</tr>
</tbody>
</table>

* Significant at 0.01 level: One-tailed, a. Predictors: (Constant), Work-Itself Satisfaction, b. Predictors: (Constant), Work-Itself Satisfaction, Pay Satisfaction, c. Predictors: (Constant), Work-Itself Satisfaction, Pay Satisfaction, Supervision Satisfaction.
Table IV.

**ANOVA (Professional Commitment)**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>8.86</td>
<td>3</td>
<td>2.94</td>
<td>9.39</td>
<td>.000 (a)</td>
</tr>
<tr>
<td>Residual</td>
<td>96.63</td>
<td>309</td>
<td>0.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>105.46</td>
<td>312</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a): Predictors: (Constant), Work-Itself Satisfaction, Pay Satisfaction, Supervision Satisfaction

Table V.

**Summary of Significant Regression Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Standard Error</th>
<th>Beta</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.60</td>
<td>0.20</td>
<td>15.38</td>
<td>**</td>
</tr>
<tr>
<td>Work-itself Satisfaction</td>
<td>0.10</td>
<td>0.04</td>
<td>0.15</td>
<td>2.54</td>
</tr>
<tr>
<td>Pay Satisfaction</td>
<td>0.07</td>
<td>0.03</td>
<td>0.13</td>
<td>2.34</td>
</tr>
<tr>
<td>Supervision Satisfaction</td>
<td>0.07</td>
<td>0.03</td>
<td>0.12</td>
<td>2.04*</td>
</tr>
</tbody>
</table>

**Significant at 0.001 level, * Significant at 0.05 level: One-tailed**

Table VI.

**One Sample test (test value=3 and n=313)**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t-statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Job Satisfaction</td>
<td>3.57</td>
<td>0.68</td>
<td>14.85**</td>
</tr>
<tr>
<td>Professional Commitment</td>
<td>3.45</td>
<td>0.58</td>
<td>13.65**</td>
</tr>
<tr>
<td>Work-itself Satisfaction</td>
<td>3.96</td>
<td>0.86</td>
<td>19.81**</td>
</tr>
<tr>
<td>Supervision Satisfaction</td>
<td>3.66</td>
<td>1.07</td>
<td>10.91**</td>
</tr>
<tr>
<td>Pay Satisfaction</td>
<td>3.19</td>
<td>1.16</td>
<td>2.82*</td>
</tr>
<tr>
<td>Coworkers’ Satisfaction</td>
<td>3.86</td>
<td>0.88</td>
<td>17.32**</td>
</tr>
<tr>
<td>Promotion Opportunities Satisfaction</td>
<td>3.16</td>
<td>1.14</td>
<td>2.50*</td>
</tr>
</tbody>
</table>

**Significant at 0.001 level, * Significant at 0.05 level**
FINDINGS AND RECOMMENDATIONS:

Stepwise multiple regression analysis (table III) was used to determine the impact of different dimensions of job satisfaction on Professional commitment of teachers working self-financing colleges of Bharathiar university. Descriptive statistics such as means and the standard deviations of the job satisfaction dimensions and teachers’ commitment with their profession are given in table I. Inter-correlations matrix (table II) reflected that satisfaction with job dimensions and Professional commitment of teachers are linearly and significantly related with each other. Besides, it indicated that problem of multi collinearity did not exist because neither of the explanatory variable is highly associated with others separately. Since Durbin-Watson statistics hovered around two (i.e. 1.96), thumb rule suggests that problem of auto correlation does not exist which means that the study observations are independent of one another. Homoscedasticity was checked by Spearman rank correlation test between the absolute value of the residuals and each of the explanatory variables (satisfaction with job dimensions) separately. The t-values were found to be statistically insignificant which indicated that the problem of heteroscedasticity did not exist.

The results of the step wise regression analysis (Table III) demonstrated that satisfaction of the teachers with nature of the work, salary and quality of the supervision explained about 10 percent variance in their Professional commitment. Usefulness of the regression model was confirmed by F statistic (Table IV) which was found to be significant at alpha level of 0.001. The regression coefficients of explanatory variables such as satisfaction with work itself, pay and supervision were found to significant (table V) which indicated that they had significant and positive impact on Professional commitment of the teachers in self-financing colleges affiliated to Bharathiar University. The findings led to the confirmation of the research hypothesis 1. The results of the one sample t-test (table VI) indicated that teachers had significantly higher degree of satisfaction with nature of work (Mean=3.96, SD=0.86), salary (Mean=3.19, SD=1.16), coworkers (Mean=3.86, SD=0.88), quality of supervision (Mean=3.66, SD=1.07) and opportunities of promotion (Mean=3.16, SD=1.14) which confirms the study hypothesis 2 that teachers/faculty colleges have high degree of satisfaction with different job dimensions. However, teachers’ satisfaction with work itself was found to be highest (Mean=3.86, SD=0.86) but they were relatively less satisfied with promotion opportunities and salary (Mean=3.16, SD=1.14; Mean=3.19, SD=1.16 respectively). The mean scores of overall job satisfaction (Mean=3.57, SD=0.68) and Professional commitment (Mean=3.45, SD=0.58) of teachers were found to be significantly higher than their respective scale median (i.e 3) which was in conformity with the hypothesis 3 that college teachers experience high level of overall job satisfaction and Professional commitment.

The study intended not only to ascertain the influence of dimensions of job satisfaction on Professional commitment of teachers in self-financing colleges but to determine their degree of commitment and satisfaction also. Based on the findings, it is concluded that nature of work, salary satisfaction and quality supervision are significant predictors of Professional commitment of the teachers. It was also found out that they were highly satisfied with their supervisor, coworkers, 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 unfavorable 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 behaviors.
CONCLUSION:
The study findings present valuable understanding for policy makers regarding how to make faculty committed to profession to enhance their teaching and learning effectiveness, improved professional practices, and reduced turnover. Academic administrators could make their core workforce highly satisfied and committed by optimal provision of intrinsic and extrinsic job rewards. Future researchers should conduct longitudinal studies to establish causal relationship between study variables. It is advisable that representative sample of the faculty in universities and aided colleges to be taken to ensuring external validity of the study findings.

REFERENCES:


