

Relationship between Professional Commitment of College Teachers and Their Job Satisfaction in Context of Biographical Factors.

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Introduction

In modern times quest for quality Education has become the spirit of the Age. Quality education depends on quality teachers. Hence, teacher commitment and job satisfaction assume a critical importance. The present study has been designed to explore the relationship between the professional commitment of college teachers and their job satisfaction in context of their Biographical Factors. Here is a brief profile of the project including the summary of its Findings, Validity of hypothesis and conclusion.

Objectives of the Study:

The study was designed with a view to active the objectives as under:

1. To ascertain the degree and level of professional commitment among college teachers.
2. To ascertain the degree and level of job satisfaction among college teachers.

Hypotheses of the Study:

1. Male college teachers exhibit higher professional commitment than female teachers.
2. Male college teachers are likely to exhibit lesser degree of job satisfaction than female college teachers.

Sample of the Study:

A sample of 300 college teachers working in State aided and affiliated colleges to C.C.S. University, Meerut

Review:

Kumar & Patnaik (2014) examine a study of organizational commitment attitude towards work and job satisfaction of post graduate teachers. His findings were (1) the mean score differences indicate that there exists some difference between "Male and Female" below 40 and above 40 years age group teachers and teacher having below 12 and above 12 years of teaching experience. (2) The security satisfaction factors shows that the teacher having above 12 years of experience feel more secured. (3) There are no significant differences related to sex, age group and the teaching experience of teachers. (4) The correlation between organizational commitment and job satisfaction is moderate which shows that

the teachers who are more committed towards organization are more satisfied with their job.

Sharma Anita (2001):- Studied commitment among teachers engaged Inter College, Degree Colleges and the teachers of C.C.S. University campus. Her sample size consisted of 100 teachers. She found that age, sex and faculty had no bearing on commitment, whereas the level of education ie. primary, secondary and higher contributed to the development of commitment. Teacher engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education similarly higher academic career achievement and higher commitment went together.

Pal (2004):- Concludes that B.T.C. Primary school teachers teaching in Primary schools have fairly good magnitude of satisfaction with their teaching job. The special B.T.C. Primary school teachers teaching in primary school have average magnitude of satisfaction with their teaching job. Sex does not exert significant influence on this magnitude of their satisfaction with teaching job.

Findings of the Study: - (Comparison of Professional Commitment of teachers on the Basis of gender)

Gender forms an important variable of variation between male and female teachers.

Table 1:- Present the descriptive and analysis of variance in professional commitment among college teachers on the basis of their gender.

(a) Descriptive Statistics

Gender	N	Mean	S.D.
Male	167	101.69	7.818
Female	133	102.84	8.148

(b) Anova

	Soum of Squares	dt.	Mean Square	F	Sig
Between groups	97.487	1	97.487	1.536	.216
With in groups	18911.109	298	63.460		
Total	19008.597	299			

If one want to know how professional commitment is distributed among the members of a particular group, one can know it by the value of standard deviation. If the value of S.D. is high in that group it means the distribution of professional commitment in the group is most uneven for from homogeneity conversely in case the smallest value of S.D. would signify that the concern group most homogeneous on professional commitment or the phenomenon under study. A bird's eye view on the descriptive statistics given in table 1 (a) reflects that male (SD=7.813) teachers are more homogeneous than female (SD=8.149) teachers as far as their professional commitment is concerned. However table 1 (b) showing the analysis of variance between male and female teachers on professional commitment scores yields F value (F=1.536, P> .05). It is not found significant. Insignificant F value leads to infer that mean professional commitment of Male (M=101.69) and Female (M=102.84) are nearly the same. It can therefore be said that male and female teachers are equally committed to their profession. In other words one can conclude that gender is not a discriminator of professional commitment among teachers.

Comparison of Job satisfaction of teachers on Basis of Gender

Table 2 depicts the data obtained in relation to job satisfaction on the basis of Gender of the respondents.

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(a) Descriptive statistics.

Gender	N	M.	S.D.
Male	167	82.82	7.124
Female	133	84.95	7.572

(b) Anova

	Soum of Squares	dt.	Mean Square	F	Sig
Between groups	334.954	1	334.954	6.241	.013
With in groups	15993.242	298	53.669		
Total	16328.197	299			

A bird eye view on the descriptive statistics given in table 2 (a) reflects that male (SD=7.124) teachers are more homogeneous than female (SD=7.572) teachers as far as their job satisfaction.

Table 2 (b) shows the analysis of variance between Male and Female teachers on Job satisfaction scores F-value (F=6.241, P>.05) has not been found significant. Insignificant F-values leads to infer that mean job satisfaction of Male (M=82.82) and Female (M=84.95) are nearly the same. It can therefore be said that Gender is not a discriminator of Job satisfaction score. In other words male and female teachers are equally satisfied with their job.

Conclusion: - The present paper submits the following emergent trends in the area of his study:

1. Male teachers are more homogeneous on professional commitment that their female counter parts.
2. Male teachers are more homogeneous on job satisfaction than their female counter parts.