



PROFESSIONAL COMMITMENT OF ELEMENTARY TEACHER EDUCATORS IN RELATION TO GENDER AND JOB SATISFACTION

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Abstract

The present investigation was undertaken on professional commitment of elementary teacher educators in relation to gender and job satisfaction. The study adopted a descriptive survey research design. Total sample of 206 elementary teacher educators were selected by employing incidental sampling techniques. The data were collected with the help of Professional Commitment Scale for teacher educator developed by Sood. (2011) and Teacher's Job Satisfaction Questionnaire developed by Nasrin and A. Anees. (2015). For analysis of data, statistical technique of Analysis of Variance (Two way) was applied. The findings of the study revealed that male and female elementary teacher educators possessed similar level of professional commitment. Further, it also found that gender and level of job satisfaction was not significantly influenced professional commitment of elementary teacher educators. On the other hand, it was revealed that the level of job satisfaction a significant difference exists in the professional commitment of male and female elementary teacher educators. The educational implications have been discussed at the end of the manuscript.

Keywords: Professional commitment, Job Satisfaction, Elementary Teacher Educators

INTRODUCTION

Composed of the phrases "Professional" and "Commitment," professional commitment. The term "profession" refers to a work requiring specialised training and a formal education, and "a professional" is someone who relates to or belongs to a "profession." Investing time, effort, and loyalty in a cause, activity, or job is referred to as "committing." The description

"professional" has effects on a person at the organisational and professional levels. Both the organisation that employs the professional and the external peer group that makes up the profession anticipate a certain standard of conduct. Job satisfaction is a psychological phenomenon with complex and individualised notions; it differs from person to person depending on one's attitude and internal state. It can be broadly characterised as a person's psychological or favourable state regarding their current employment situation. The definition of satisfaction in the Satisfied Dictionary is an act of gratifying; fulfilment; and gratification. Job satisfaction has been described as a person's attitude toward their line of work. Numerous variables, including the type of supervision, organisational rules and administration, pay and quality of life, among others, can have an impact on job satisfaction. It is one of the significant variables that academics and organisational managers have found interesting. Numerous research has been carried out to establish the variables that affect job satisfaction and how it affects an organization's productivity. Employers must prevent employees from leaving and working for other companies. Offering job happiness and career advancement possibilities is the best approach to keep people. **Bashir (2017)** found no statistically significant difference between male and female senior secondary school teachers' levels of professional commitment. However, there was a significant difference in job satisfaction levels between the two groups. Additionally, the findings revealed a considerable positive association between professional commitment and job satisfaction, demonstrating a strong correlation between the two. **Dar and Peerzada (2020)** revealed that effective teachers generally exhibited higher levels of professional commitment compared to their less effective counterparts. This was evident across various dimensions of professional commitment, with the composite score showing a significant difference between effective and less effective teachers. **Kumar and Shakila (2022)** found that female teacher's demonstrated higher professional commitment compared to their male counterparts. Urban teachers showed greater commitment levels than rural teachers, and private school teachers exhibited higher commitment than those in government schools. Additionally, teachers with over 10 years of experience had higher levels of commitment compared to those with less experience, based on a sample of 120 experienced teachers and 80 with less experience. **Mahajan and Kauts (2022)** found that private secondary school teachers exhibited higher levels of professional commitment compared to their government school counterparts. Additionally, private school teachers demonstrated greater commitment across all dimensions of professional commitment. These results underscore a significant difference in professional

commitment between teachers in private and government schools, with private school teachers showing overall higher levels of commitment. **Ram and Sahu (2023)** revealed that female teachers, regardless of the faculty, reported higher job satisfaction than their male counterparts. Additionally, teachers in the science faculties exhibited greater satisfaction with their jobs compared to those in the arts and social science faculties. The findings suggested that both female teachers and science faculty members had higher levels of job satisfaction. However, the study also highlighted that there was no significant difference in overall job satisfaction between male and female teachers.

Objectives of the Study:

1. To study and compare the professional commitment of elementary teacher educators in relation to their gender.
2. To study and compare the professional commitment of elementary teacher educators in relation to their job satisfaction.
3. To study the interaction effect of job satisfaction and gender with regard to the professional commitment of elementary teacher educators.

Hypotheses of the Study:

- 1) There will be no significant difference in the professional commitment of elementary teacher educators in relation to their gender.
- 2) There will be no significant difference in the professional commitment of elementary teacher educators in relation to their job satisfaction.
- 3) There will be no significant interaction between job satisfaction and gender with regard to the professional commitment of elementary teacher educators.

Methodology

‘Survey Technique’ under “Descriptive Method of Research” was employed for conducting present investigation.

Sampling

In the present study, total sample of 206 elementary teacher educators from D.I.E.Ts and D.El. Ed. Institutions of Hamirpur, Mandi, Bilaspur, Shimla and Solan of Himachal Pradesh were selected by employing incidental sampling techniques.

Research Tools Used

1. Professional commitment scale for teacher educator developed by Vishal Sood.(2011)
2. Teacher’s Job Satisfaction Questionnaire developed by Nasrin and A. Anees. (2015)

Analysis of Data

For analysis and interpretation of data, descriptive statistics and analysis of variance (ANOVA) were used, details of which is given below:

In order to study the main and interactional effects of gender and level of job satisfaction on professional commitment of elementary teacher educators, Analysis of Variance (2x3 factor design) having two types of gender i.e. male and female and three levels of job satisfaction i.e. high, moderate and low, was applied, the mean scores of professional commitment of elementary teacher educators. The means and standard deviations of professional commitment scores with respect to gender and level of job satisfaction are given in Table 1.

TABLE 1
Means and Standard Deviations of Professional Commitment of Elementary Teacher Educators with respect to their Gender and Job Satisfaction

Sr. No.	Levels of Satisfaction	Job	Mean Professional Commitment scores			
			High Level	Moderate Level	Low Level	Total
Gender						
1	Male (87)	Mean	302.8	299.478	285.7	299.4
		n	75		5	71
		S.D.	11.61	9.919	5.679	10.53
			5			9
		N	16	67	4	87
2	Female (119)	Mean	303.8	297.119	279.0	295.4
		n			7	28
		S.D.	5.404	8.404	8.371	10.14
						1
		N	5	101	13	119
3	Total	Mean	303.0	298.059	280.6	297.1
		n	95		47	36
		S.D.	10.35	9.084	8.193	10.47
			3			9
		N	21	168	17	206

From the mean professional commitment scores of elementary teacher educators with respect to gender and level of job satisfaction, F- values were calculated. The summary of results is given in Table 2 as follows:

TABLE 2
Summary of Analysis of variance on Professional Commitment scores of Elementary Teacher Educators with respect to their Gender and Job Satisfaction

Sr. No.	Source of Variation	Sum of Squares	df	Mean Square (Variance)	F- Ratio
1.	Gender(A)	106.995	1	106.995	1.286 (NS)
2.	Job satisfaction(B)	3400.948	2	1700.474	20.444**
3.	Gender× Job satisfaction (A×B)	98.003	2	49.002	0.589(NS)
4.	Error Variance	16635.514	200	83.178	
5.	Total sum of squares	18210200.000	206		

** Significant at 0.01 level of confidence NS ----- Not Significant

Main Effects

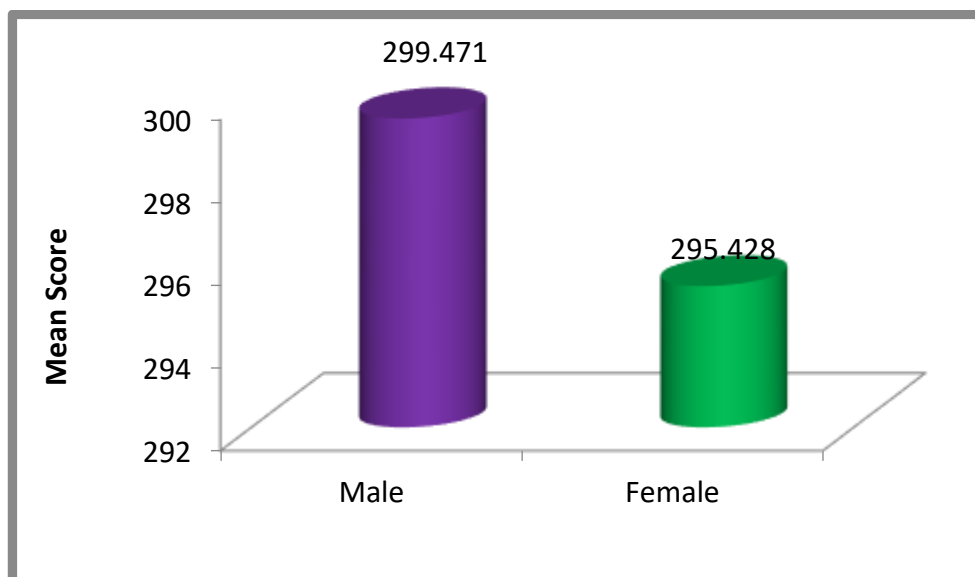
(a) Gender

Table 2 shows that the obtained value of 'F' ratio for the main effect of gender on job satisfaction of elementary teacher educators has come out to be 1.286, which is not significant at 0.05 level of significance for 1/205 df. In the light of above analysis Hypothesis No. 1 stated as, "There will be no significant difference in professional commitment of elementary teacher educators in relation to gender" was accepted. The fact that the gender (A) mean square (106.995) is not significant, leads to conclude that these two means did not differ significantly. Thus, it is interpreted that male and female elementary teacher educators possessed similar level of professional commitment.

The male elementary teacher educators had shown mean score of 299.471 and female elementary teacher educators had shown mean professional commitment score of 295.428. However, on the basis of mean scores, it can be concluded that male elementary teacher educators have reflected higher professional commitment as compared to female elementary teacher educators. The mean professional commitment scores of male and female elementary teacher educators can also be shown from figure 1 as follows:

FIGURE 1`

Mean Professional Commitment scores of Elementary Teacher Educators with respect to their Gender



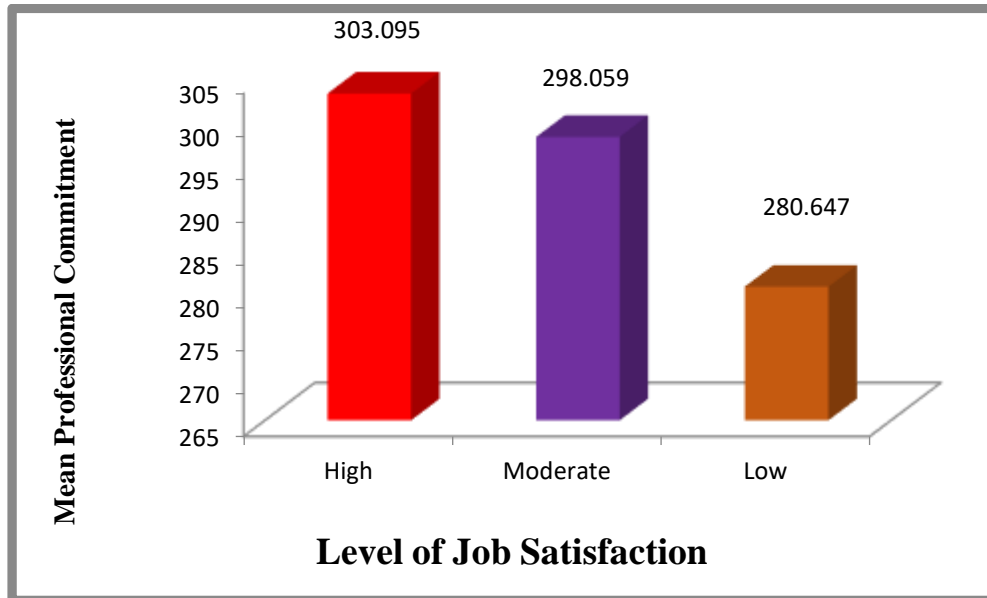
(b) Job Satisfaction (B)

It is evident from Table 2 that the computed value of 'F' for the main effect of job satisfaction on elementary teacher educators has come out to be 20.444 which is significant at 0.01 level of significance for 2/204 df. Hence, the Hypothesis no 2 stated as "There will be no significant difference in professional commitment of elementary teacher educators with respect to job satisfaction," was not retained. This means that regardless the level of job satisfaction a significant difference exists in the professional commitment of male and female elementary teacher educators. The fact that the job satisfaction (B) mean square (1700.474) is significant, leads to conclude that these two means differ significantly.

The mean value of professional commitment scores obtained by the highly, moderately and low job satisfied elementary teacher educators have been found as 303.095, 298.059 and 280.647 respectively. Although, elementary teacher educators with highly job satisfied (303.095) possessed higher professional commitment as compared to moderately job satisfied (298.059) and low job satisfied (280.647) elementary teacher educators. The Figure 2 Shows the mean professional commitment scores of elementary teacher educators with respect to level of job satisfaction.

Figure 2

Mean Professional Commitment scores of Elementary Teacher Educators with different level of Job Satisfaction



(i) Professional Commitment of Highly Job Satisfaction and Moderately Job Satisfaction Elementary Teacher Educators

To compare the professional commitment of highly job satisfaction and moderately job satisfaction elementary teacher educators means, standard deviations, standard error of mean and t-value were calculated:

TABLE 3

Means, Standard Deviations, Standard Error of Difference between Means and T-Values in respect of Professional Commitment of Highly Job Satisfaction and Moderately Job Satisfaction of Elementary Teacher Educators

Sr. No.	Comparison Groups	N	Mean	SD	d _f	SE _D	t-value
1.	Highly Job Satisfaction	21	303.10	10.353	187	2.136	2.358*
2.	Moderately Job Satisfaction	168	298.06	9.084			

*Significant at 0.05 Level of significance

It is evident from the Table 3 that the obtained value of 't' for finding out the significant difference in highly job satisfaction and moderately job satisfaction elementary teacher educators with respect to professional commitment, came out to be 2.358 for $df=187$, which is significant at 0.05 level of significance. So, it may be interpreted that highly job satisfaction and moderately job satisfaction elementary teacher educators differed significantly with respect to their professional commitment. Further, it is clear from the mean scores that highly job satisfaction elementary teacher educators (Mean 303.10) possessed more professional commitment as compared to moderately job satisfaction elementary teacher educators (Mean 298.06).

(II) Comparison of Professional Commitment of Moderately Job Satisfaction and Low Job Satisfaction Elementary Teacher Educators

For finding out the significant difference in professional commitment of the moderately job satisfaction and low job satisfaction elementary teacher educators, t-value was calculated which is given in Table 4

TABLE 4
Means, Standard Deviations, Standard Error of difference between Means And T-Values in respect of Professional Commitment of Moderately Job Satisfaction and Low Job Satisfaction of Elementary Teacher Educators

Sr. No.	Comparison Groups	N	Mean	SD	d_f	SE _D	t-value
1.	Moderately job satisfied	168	298.06	9.084	183	2.293	7.593**
2.	Low job satisfied	17	280.65	8.193			

****Significant at 0.01 Level of significance**

It is clear from Table 4 that the computed 't'-value testing the significance of the mean difference came out to be 7.593, for $df=183$, which is significant even at 0.01 level of significance. Therefore, it may be interpreted that there is significant difference in the professional commitment of moderately job satisfaction and low job satisfaction elementary teacher educators. However, on the basis of mean values, it can be concluded that moderately job satisfied elementary teacher educators (Mean 298.06) possessed more professional commitment as compared to low job satisfied elementary teacher educators.

(III) Comparison of Professional Commitment of Highly Job Satisfied and Low Job Satisfaction Teachers

For finding out the significant difference in professional commitment of the highly job satisfied and low job satisfied elementary teacher educators, t-value was calculated which is given in Table 4.

Means, Standard Deviations, Standard Error of difference between Means And T-Values in respect of Professional Commitment of Highly Job Satisfaction and Low Job Satisfaction of Elementary Teacher Educators

Sr. No.	Comparison Groups	N	Mean	SD	df	SE _D	t-value
1.	Highly job satisfied	21	303.10	10.353	36	3.084	7.278**
2.	Low job satisfied	17	280.65	8.193			

***Significant at 0.01 Level of significance**

The calculated value of 't' for finding out the significance of difference in professional commitment of highly job satisfaction and low job satisfaction elementary teacher educators came out to be 7.278, for df 36, which is significant at 0.01 level of significance. Hence, it may be inferred that highly job satisfaction and low job satisfaction elementary teacher educators differed significantly from each other with regard to their professional commitment. On the basis of mean values, it may be interpreted that highly job satisfaction elementary teacher educators (303.10) possessed more professional commitment as compared to low job satisfaction elementary teacher educators (280.65).

(c) Interactional Effect (A X B)

It is evident from the table that the calculated value of 'F' ratio for interactional effect of gender and job satisfaction on professional commitment of elementary teacher educators, for degree of freedom 2 and 204, came out to be 0.589, which is less than the table value at 0.05 level of significance. Hence, Hypothesis no. 3 that, "There will be no significance interactional effect of gender and job satisfaction with regard to the professional commitment of elementary teacher educators," was accepted. This showed that gender and level of job satisfaction was not significantly influenced professional commitment of elementary teacher educators.

FINDING AND IMPLICATION

The present study was to undertake on professional commitment of elementary teacher educators in relation to gender and job satisfaction. After analyzing the study's findings, it was found that male and female elementary teacher educators possessed similar level of professional commitment. Further, it also found that gender and level of job satisfaction was not significantly influenced professional commitment of elementary teacher educators. On the other hand, it was revealed that the level of job satisfaction a significant difference exists in the professional commitment of male and female elementary teacher educators. Hence, developing the professional commitment of elementary teacher educators in relation to gender and job satisfaction requires a strategic approach that considers individual differences and workplace factors. Although professional commitment should be encouraged universally, gender-based differences in experiences, expectations, and work-life balance can influence educators' dedication. Ensure fairness in promotions, leadership roles, and professional growth opportunities for both male and female educators. Provide flexible work policies, such as maternity/paternity leave, childcare support, and well-being programs, to reduce stress and enhance commitment. Conduct leadership and professional development programs that cater to both men and women's career aspirations. However, job satisfaction directly influences professional commitment, institutions should work on provide a positive, respectful, and motivating workplace culture. Ensure competitive salaries, incentives, and career growth opportunities to enhance satisfaction. Acknowledge educators' contributions through awards, promotions, and public appreciation. Involve educators in curriculum design, policy-making, and institutional decisions to give them a sense of ownership. Conduct regular training sessions, workshops, and mentoring programs to help educators improve their skills and stay engaged. Encourage collaborative learning and networking with peers to foster a sense of community and shared commitment, action research and innovative teaching methods that make educators feel more connected and invested in their work. Provide grants and funding for educators to pursue further studies or research in their field. By addressing gender-specific concerns and enhancing job satisfaction, institutions can significantly strengthen the professional commitment of elementary teacher educators, leading to better educational outcomes.

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