



## Job Satisfaction of College Teachers in Relation to Role Commitment

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### ABSTRACT

The present study aims at studying the levels of job satisfaction of the teacher in relation to role commitment. For this purpose a sample is taken which is the representative of the population. The conclusions are drawn and generalizations are made on examination of some part of the whole population and it is termed as sampling. The degree college teachers of Punjab constituted the universe of the present study. The investigator has used Job satisfaction scale by Singh and Sharma and Teacher's Role Commitment Test by Rathod and Verma (2003) to collect the necessary data. In all, a sample of 100 degree college teachers was drawn from the different schools of Moga District. The results of the study indicate that there is a significant and positive relationship between job satisfaction and role commitment of Degree College teachers. The result of the study further shows that there is no significant difference exists in the job satisfaction of the college teachers on the basis of gender and areas. It is also revealed that there is significant difference exists in the role commitment of the college teachers on the basis of gender and areas.

**KEYWORDS :** Job Satisfaction, Role Commitment, Degree College Teacher's, Significant difference, Positive relationship

### Introduction

In education, teachers facilitate student learning, often in a school or academy or perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a *tutor*. Teaching is a highly noble profession most suited especially for women. Teachers are always a boon to the society. Through their intelligence, patience and wisdom, they attempt to not only hone the learner's intellect and aptitude, but also, create a well rounded personality. Teaching has an influence in developing one's mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the clouds of ignorance. When employees join an organization, they bring with desires and past experiences that combine to form job expectations. Job satisfaction expresses the amount of agreement between one's emerging expectations and rewards that the job provides. One of the surest ways for deteriorating conditions in an organization is low job satisfaction. High job satisfaction, on the other hand, is desired by management because it tends to be connected to the positive outcomes that managers want. High job satisfaction is one hallmark of a well managed organization and is fundamentally the result of effective behavioural management. Job satisfaction can also be seen as an indicator of emotional well being or psychological health. Similarly, the utilitarian perspective to job satisfaction asserts that job satisfaction can lead to behaviours that can have either a positive or negative effect on organizational functioning. For example, in the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school (Spector, 1997). Rathod and Verma (2006) studied about job satisfaction of teachers in relation to role commitment and they found the significant influence of sex on job satisfaction of teachers' and their result revealed that female teachers were found to be more job satisfaction than male teachers. Lal and Shergill (2012) found in their study that there was no significant difference between the job satisfaction of male and female teachers of degree colleges. Afshan (2013) found in her study that there was no significant difference found in job satisfaction and work motivation of male and female teacher educators working in a public funded institution. Sarswati (2013) found in her study that Lecturers of Government Colleges in Delhi were most satisfied than the Lecturers of Private Colleges in Delhi in relation of their General Working Conditions. A teacher can perform to the maximum of his capacity only when he/she is satisfied with his/her job. Like the other profession teacher also has certain aspects of job satisfaction. Only satisfied and well-adjusted teacher can think of the well being of the pupils and initiate desirable outcomes to furnish to the needs of the society. So the investigator felt that there was an immediate need to conduct a study related to the job satisfaction of the teachers and their role commitment. This study was conducted with the following objectives.

### Objectives of the study

1) To find out the relationship between the job satisfaction and role commitment of teachers of Moga District.

2) To find out and compare the job satisfaction among college teachers of Moga District.

3) To find out and compare role commitment among college teachers of Moga District.

### Method Sample

Sample for the present study is inclusive of 200 college teachers. It consists of 100 male and 100 female teachers of colleges from urban and rural areas. The sample was equally distributed between male and female teachers of colleges from rural and urban areas. The probability method of sampling was used to select 10 degree college of Moga District and further, the college teachers from these colleges were selected on a random basis.

### Measure

In the present study Job satisfaction scale by Singh and Sharma (2005) and Teacher's Role Commitment Scale by Rathod and Verma (2003) were employed by the investigator to collect the data.

### Procedure

The study was designed to investigate the job satisfaction of college teachers in relation to role commitment. Descriptive survey method of investigation was employed for the present study. Prior to the administration of job satisfaction scale and teacher's role commitment scale, the investigator sought the cooperation of the head of the degree college and teachers. First of all purpose of the test was clarified to the teachers and instruction given to them according to the manual and rapport established with them. The job satisfaction scale was administered to the manual after getting the response sheet, teacher's role commitment scale was also administered in the same way. Scoring was done with the help of scoring key.

Analysis and Interpretation of the Results

### SECTION-I

#### Coefficient of correlation among variables

**Table 1. Coefficient of Correlation between Job Satisfaction and role Commitment of Degree College Teachers.**

N	Variable	Mean	SD	skewness	kurtosis	r
100	Job Satisfaction	72.04	6.55	-0.1177	0.5014	0.19
100	Role commitment	118.18	9.36	0.0528	0.2912	

It is evident from Table-1 the coefficient of correlation between job satisfaction and role commitment of degree college teachers is 0.19

which is significant at both levels of significance. So we can conclude that there is a significant relationship between job satisfaction and role commitment of Degree College teachers. Many studies conducted by Baugh & Roberts (1994) revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance. 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, are also supporting the results of the present study.

**SECTION II**

**Significance of Difference of Means**

**Table 2. Significance of the Difference in the Job Satisfaction on the basis of gender and areas among degree College Teachers**

N	Category	Mean	SD	SE <sub>D</sub>	t-Value
100	Male	71.18	10.40		
100	Female	72.90	8.20	1.87	0.92
100	Rural	72.42	7.64		
100	Urban	71.66	10.88	1.88	0.40

It is evident from the Table 2 that the mean scores of job satisfaction among the male and female degree college teachers as 71.18 and 72.90 respectively, and their standard deviation as 10.40 and 8.20 respectively. The t-value was calculated as 0.92 which is not significant at both levels of significance. This revealed that no significant difference exists between means of job satisfaction among the male and female degree college teachers. It is also evident from Table 2 that the mean scores of job satisfaction among the rural and urban degree college teachers as 72.42 and 71.66 respectively and their standard deviation as 7.64 and 10.88 respectively. The t-value was calculated as 0.40 which is not significant at both levels of significance. This revealed that no significant difference exists between means of job satisfaction among the rural and urban degree college teachers. The studies considered on male and female teachers are quoted to support the present findings. Afshan (2013) found in her study that there was no significant difference found in job satisfaction and work motivation of male and female teacher educators working in a public funded institution. Lal and Shergill (2012) found in their study that

there was no significant difference between the job satisfaction of male and female teachers of degree colleges.

**Table 3. Significance of the Difference in the role commitment on the basis of gender areas among degree College Teachers**

N	Category	Mean	SD	SE <sub>D</sub>	t-Value
100	Male	119.30	7.44		
100	Female	115.06	5.36	1.30	3.26
100	Rural	116.08	6.38		
100	Urban	120.28	6.07	1.25	3.37

It is evident from table 3 that the mean scores of role commitment among the male and female degree college teachers as 119.30 and 115.06 respectively and their standard deviation as 7.44 and 5.36 respectively. The t-value was calculated as 3.26 which is significant at both levels of significance. This revealed that there is significant difference exists between means of role commitment among the male and female degree college teachers. It is also evident from table 3 that the mean scores of role commitment among the rural and urban degree college teachers as 116.08 and 120.28 respectively and their standard deviation as 6.38 and 6.07 respectively. The t-value was calculated as 3.37 which is significant at both levels of significance. This revealed that there is significant difference exists between means of role commitment among the rural and urban degree college teachers. The study considered on male and female teachers is quoted to support the present findings. Arjunan and Balamurugaon (2013) studied professional commitment of teachers in tribal areas and found that there was a significant difference between male and female teachers.

**Conclusion**

The results discussed above indicate that there is a significant and positive relationship between job satisfaction and role commitment of Degree College teachers. The result of the study further shows that there is no significant difference exists in the job satisfaction of the college teachers on the basis of gender and areas. It is also revealed that there is significant difference exists in the role commitment of the college teachers on the basis of gender and areas.

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