PROFESSIONAL COMMITMENT, ROLE CONFLICT AND LIFE SATISFACTION: A GENDER BASED STUDY OF TEACHER EDUCATORS

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ABSTRACT
The main purpose of the present investigation was to investigate the influence of gender on professional commitment, role conflict and life satisfaction of teacher educators. For the present study, the sample of 200 teacher educators (100 male and 100 female) working in B.Ed. Colleges was selected by using simple random sampling technique. The investigators used Professional Commitment Scale for Teacher Educators by Sood, Life Satisfaction Scale by Alam & Srivastava, and Teacher’s Role Conflict Scale by Gupta and Nain for the collection of data. Means, S.D’s and ‘t’-test were applied for the purpose of data analysis. The findings revealed: a) The professional commitment of male teacher educators was found to be significantly higher than that of the female teacher educators b) Significant differences were found in role conflict and its dimensions except work-family conflict, work-health conflict and work-social conflict of male and female teacher educators c) The male teacher educators have significantly higher life satisfaction than their female counterparts. Gender was found to be significant determinant of professional commitment and life satisfaction in the study. Therefore, there is acute need to focus on enhancing the level of professional commitment, life satisfaction and reducing the level of role conflict among female teacher educators by organising seminars, workshops and counselling sessions for them.

KEY WORDS: Gender, Life Satisfaction, Professional Commitment, Role Conflict.

References


