Chapter 4

Analysis of Data, Interpretation and Discussion of Results
Chapter 4

ANALYSIS OF DATA, INTERPRETATION AND DISCUSSION OF RESULTS

INTRODUCTION

After collecting the data, following the methodology, scores of professional commitment, job satisfaction, organizational climate, emotional intelligence and socio-economic status were subjected to statistical treatment. This chapter presents the statistical analysis and interpretation of data in three Section – A, B and C. Section A deals with interrelationship of the above variables, Section B deals with the step-up regression equations analysis on the basis of criterion variable of professional commitment and four independent variables i.e., job satisfaction, organizational climate, emotional intelligence and socio-economic status. Section C deals with the t-ratio technique for comparing the professional commitment of teacher educators due to difference in gender, caste, age, teaching experience, locality, membership of teacher/subject association.

SECTION-A

(Correlation)

In this section an attempt has been made to find out the correlation of professional commitment with emotional intelligence, job satisfaction, organizational climate and socio-economic status of teacher educators.

In order to find the relationship between two variables, the technique of linear correlation is employed. To find the correlation between two variables, the coefficient of correlation
is used which tells the magnitude and direction of relationship between two variables. Coefficient of correlation is a ratio whose value ranges from -1.00 to +1.00. In coefficient of correlation, negative value shows negative correlation whereas positive value shows positive correlation. Higher is the value of coefficient of correlation higher will be the relationship between two variables. Results of inter-correlation have been shown in Table 4.1.

### TABLE 4.1.

**Inter-Correlation Among Different Variables**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>1.0</td>
<td>.012</td>
<td>.127*</td>
<td>.126*</td>
<td>.146</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>.012</td>
<td>1.0</td>
<td>.222**</td>
<td>.268**</td>
<td>.060</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>.127*</td>
<td>.222**</td>
<td>1.00</td>
<td>.235**</td>
<td>.053</td>
</tr>
<tr>
<td>Professional Commitment</td>
<td>0.126*</td>
<td>0.268*</td>
<td>0.235**</td>
<td>1.00</td>
<td>0.007</td>
</tr>
<tr>
<td>Socio-economic Status</td>
<td>.146**</td>
<td>.060</td>
<td>.053</td>
<td>.007</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**EMOTIONAL INTELLIGENCE AND PROFESSIONAL COMMITMENT**

It is evident from table 4.1 that professional commitment and emotional intelligence were significantly positively related
with each other as the obtained correlation .126 was found to be significant at .05 level. In other words as per the result of present study higher the emotional intelligence higher the professional commitment of teacher educators or lower the emotional intelligence lower the professional commitment of teacher educators.

The positive relationship between emotional intelligence and professional commitment depicts that higher the emotional intelligence level more will be the professional commitment. This phenomenon of positive relationship between emotional intelligence and professional commitment may be explained due to the fact that persons having higher level of emotional intelligence are more efficient in channeling the professional goals. Due to higher level of emotional intelligence the person is equipped with self-esteem and feel pride in his/her profession. He is self aware, emotionally stable, self motivated and value oriented with the power of integrity. Emotionally intelligent teachers are able to monitor their own and others' feelings and emotions, use informations to guide their own thinking and actions, are sensitive to others' feelings, caring about one self and others including their institution and work place. All the above factors automatically pave the way towards the professional commitment on the part of the teachers.

Therefore hypothesis 1 that there will be no significant relationship between professional commitment and emotional intelligence of teacher educators was not accepted here.

The correlation of professional commitment with job satisfaction was obtained to be .268. This correlation was found to be significant at .01 level. This implies that professional commitment was positively related with job satisfaction. In other words increase or decrease in professional commitment was followed by the increase or decrease in job satisfaction or vice-versa.

Above results of close and positive link between professional commitment and job satisfaction of teachers infer that professional commitment and job satisfaction of the teachers go together. Put it in other way high job satisfaction leads to high professional commitment and vice-versa.

Reasons for the above mentioned results may be that teachers who are satisfied with the job, utilize their knowledge, skills for their own benefit and for the benefit of other faculty members and the learners, create good and healthy working conditions and stimulating type of work culture, believe in recognition and responsibilities, connect himself/herself whole heartedly to the institution, work for the promotion of values and dignity and prestige of the institution. Moreover higher pay and promotional avenues and specific rewarding task environment help the teacher to perform his duties in a more promising and obligatory way. Naturally in such a situation teacher loves the institution, its rules and shows his loyalty to the students and institution. All the above factors are sufficient for any individual to become committed to his/her profession.

Therefore hypothesis 2 that there will be no significant relationship between professional commitment and job satisfaction of teacher educators was not accepted.

**ORGANIZATIONAL CLIMATE AND PROFESSIONAL COMMITMENT**

Results of table 4.1 shows that coefficient of correlation for scores of professional commitment and organizational climate came out to be 0.235. This value of correlation was found to be positively significant at .01 level. It means both the variables go in the same direction.

Organizational climate is an outcome of an interplay between number of variables of societal system, the organization and the individual members, culture, atmosphere, feel and tone of the organization. Findings of the present study regarding the positive association of organizational climate and professional commitment is not difficult to explain because healthy organizational climate provides conformity, harmony among members, freedom of openness and clarity of goals, warmth, support, personal satisfaction, tension free management, opportunity of participation in the decision making, security in job, scope for development of creative potential while working in team, opportunity for on the job learning, provision of free flow of ideas and communication and system of appropriate reward and motivation, appropriate support system and self-identity on the basis of production or output. All the above mentioned factors lead to loyalty and more involvement in the profession and hence professional commitment on the part of the employee.
Therefore hypothesis 3 that there will be no significant relationship between professional commitment and organizational climate of teacher educators was not retained in the present study.


**SOCIO-ECONOMIC STATUS AND PROFESSIONAL COMMITMENT**

Results of table 4.1. show insignificant relationship between professional commitment and socio-economic status due to insignificant r-value \( r = .007 \) at .05 level. In other words as per the result of present study there was no association between the professional commitment and socio-economic status of teacher educators.

As per the results of present study variable of socio-economic status is not significantly related to the professional commitment of teachers. In other words one's income, education, facilities at home and social status in the society had no bearing on commitment of teachers.

Although it is generally assumed that one's level of education and education of siblings and spouse, level of income, facilities at home and social status may influence one's commitment as above factors help in the professional development of teachers, yet findings of the present study may be explained due to the fact that even persons with low socio-economic status sometimes are more professionally sound,
have managerial and organizational skills. The reasons for this may be that in these days government has made provision for the training of various skills and professions through its training centres where the people of low SES get an opportunity to learn about various aspects of occupation. This training is provided on concessional rates and sometimes free of cost and with due course of time such people with their dint of hardwork are able to become professionally sound. This soundness, substantial recognition and reputable professional development leads to their professional commitment.

Therefore hypothesis 4 that there will be no significant relationship between professional commitment and socio economic status of teacher educators was accepted in the present study.

Results of the present study are in line with the results of Shishupal (2001), but contrary to the results of Kang (1982) and Sharma (2001).

SECTION-B

(Step-up Regression Equations)

In order to examine and compare the predictive efficiency of independent variables of job satisfaction, organizational climate, emotional intelligence and SES towards the criterion variable of professional commitment and also to see whether the prediction of professional commitment on the basis of conjoint effect of independent variables (by stepping one variable at a time) was higher than their separate prediction and to determine the combination of predictor variables which best explains the variance of professional commitment, the technique of step-up regression equations was applied.
Kerlinger and Pedhatur (1973) remarked that “multiple regression analysis is a method of analyzing the collective and separate contribution of 2 or more than 2 variables ‘x’ to the variation of dependent variable ‘Y’. Further step up regression equations were set up by adding one independent variable to the previous one at a time with criterion variable of professional commitment and examined for their efficiency in predicting the professional commitment of teacher educators.

$R^2$ the square of multiple correlation, is called co-efficient of determination show the proportion of variance of criterion variable accounted for by different predictors. The step-up regression analysis helps to know the most relevant variable, which accounts for the maximum variance for criterion variable from the total set of independent variables. Therefore all the independent variables which were found to be correlated with dependent variable of professional commitment were taken as a set of predictor variables in different combinations taken out at a time and the professional commitment as criterion variable. Also, to find the significance of difference between the values of R’s (multiple correlations) from one specific combination of independent variables to subsequent combination of variables, explaining the stepping of an additional variable to the previous set, F-ratio’s were worked out.

Variables and symbols used in all the regression equations have been shown in table 4.2. Also the results of r’s, multiple ‘R’, multiple regression equation, ‘$R^2$’, F-ratio’s and regression coefficient of predictors for the total sample have been given in tables 4.3. to 4.4.
TABLE 4.2.

Table Showing variables symbols as entered in regression equations

<table>
<thead>
<tr>
<th>Vr. No.</th>
<th>Variable Name</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Professional Commitment</td>
<td>Y</td>
</tr>
<tr>
<td>2.</td>
<td>Job satisfaction</td>
<td>x₁</td>
</tr>
<tr>
<td>3.</td>
<td>Organizational Climate</td>
<td>x₂</td>
</tr>
<tr>
<td>4.</td>
<td>Emotional Intelligence</td>
<td>x₃</td>
</tr>
<tr>
<td>5.</td>
<td>Socio-economic status</td>
<td>x₄</td>
</tr>
</tbody>
</table>

Model 1

TABLE 4.3.

Showing Value of R, R², and F between dependent variable of professional commitment and independent variable of job satisfaction

<table>
<thead>
<tr>
<th>Vr. No.</th>
<th>Independent Variables</th>
<th>Regression Equation</th>
<th>R</th>
<th>R²</th>
<th>SE</th>
<th>df</th>
<th>F</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Job Satisfaction Y</td>
<td>Y = 81.1 + .268x₁</td>
<td>.268</td>
<td>.072</td>
<td>3.86</td>
<td>319</td>
<td>24.64**</td>
<td>.268**</td>
</tr>
</tbody>
</table>

This model was designed to know how much variance towards the criterion variable of professional commitment was accounted for by the independent variable of job satisfaction. Value of ‘R²’ was found to be .072, which explained that independent variable of job satisfaction contributed 7.20% variance in predicting the criterion variable of professional commitment. In other words 7.20% of the individual differences in professional commitment of the teacher educators of the
present sample can be attributed to the differences in their job satisfaction. On the basis of significant F = value (F = 24.64) the variable of job satisfaction was found to be a good predictor of professional commitment of teacher educators.

**Model 2**

**Table 4.4.**

**Showing value of R, R² and F between dependent variable of professional commitment and independent variable of job satisfaction and organizational climate**

<table>
<thead>
<tr>
<th>Vr. No.</th>
<th>Independent Variables</th>
<th>Regression Equation</th>
<th>R</th>
<th>R²</th>
<th>SE</th>
<th>df</th>
<th>F</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Job Satisfaction + Organizational Climate</td>
<td>Y = 66.27 + .227x₁ + .184 x₂</td>
<td>.323</td>
<td>.104</td>
<td>5.80</td>
<td>318</td>
<td>18.46**</td>
<td>.235**</td>
</tr>
</tbody>
</table>

Model 2 was design by stepping up variable of organizational climate in the independent variable of job satisfaction. With the additional of this variable the value of ‘R’ and R² were increased from .268 to .323 and from .072 to .104 respectively. In other words with the addition of independent variable of organizational climate there was .032 increase in the value of ‘R²’, meaning thereby that 3.20% variance was contributed by the variable of organizational climate in predicting the professional commitment of teacher educators. As F-value (F = 18.46) was found to be significant at .01 level, therefore the variable of organizational climate was also found to be a good predictor of professional commitment of teacher educators teaching in the colleges of education.
Although variable of emotional intelligence was found to be significantly correlated with the criterion variable of professional commitment \( r = .126 \) at .05 level yet in the step of regression analysis this independent variable of emotional intelligence was not found to be significantly influencing the professional commitment of teacher educators and thus was discarded in the step-up regression analysis. Similarly the variable of socio-economic status was not found to be carrying any association with the criterion variable of professional commitment of teacher educators.

Thus out of four independent variable, i.e. job satisfaction, organizational climate, emotional intelligence and socio-economic status only two variables i.e. job satisfaction and organizational climate were found to be the good predictors of professional commitment of teacher educators teaching in the colleges of education of the present sample.

Thus hypothesis 5 that conjoint effect of independent variables of emotional intelligence, job satisfaction, organizational climate and socio-economic status in predicting the professional commitment of teacher educators will be more as compared to their separate prediction was partially accepted.

**SECTION-C**

**(t-ratios)**

In this section professional commitment of teacher educators has been analyzed due to difference in gender, caste, locality, teaching experience, membership of association and active-passive member of association.
COMPARISON OF PROFESSIONAL COMMITMENT OF MALE AND FEMALE TEACHER EDUCATORS

For comparing the mean score of professional commitment of male and female teacher educators, t-test was performed. The obtained statistics have been summarized in Table 4.5.

TABLE 4.5
Summary of t-statistics in respect of professional commitment of male and female teacher educators

<table>
<thead>
<tr>
<th>Vr. No.</th>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender Differences</td>
<td>Male</td>
<td>94</td>
<td>100.80</td>
<td>8.89</td>
<td>319</td>
<td>0.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>227</td>
<td>99.88</td>
<td>8.73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5 shows that obtained value of 0.86 turn out to be insignificant at 0.05 level significance. It means male and female teachers educator do not differ significantly with regard to magnitude of professional commitment. From their mean scores it was indicated that male teacher educators were having little more professional commitment (mean = 100.80) as compared to female teacher educators (mean = 99.88). From these results it may be inferred that gender had no significant influence on the professional commitment of teacher educators teaching in the colleges of education.
Fig. 4.1 Difference in the Professional Commitment of Male and Female Teachers.
Thus from the results of present study, it can therefore be said that male and female teacher educators are almost equally committed to their profession. In other words one can conclude that gender is not a discriminator of professional commitment among teachers, specially the teacher educators teaching in the colleges of education.

Probable reasons for the above results may be that present sample belongs to teacher educators and not other professional in other fields. Here in case of teaching profession, level of education of a person matters a lot. In India primary level of teaching is dominated by females and also at secondary level teaching is supposed to be a female preference job. In this way college level or university level teaching is truly a professional job. Thus when we talk of professional commitment of teacher educators, who are considered to be a nation builders and who prepare the future would be teachers of a country, it is expected from all of them, irrespective of gender difference to exhibit equal and high degree of professional commitment. Moreover professional commitment aimed at ganging the extent of commitment of college teachers, i.e., dedicated efforts on the part of a teacher educator to fulfil his/her primary obligations towards the learner and knowledge which is irrespective of gender bias. This is what has been reflected by the findings of the present study and that is why there is negligible difference in the professional commitment of male and female teacher educators.

Moreover, for the present study, sample has been taken from majority of private colleges of education where management demands full hearted commitment to the institution including the job related activities and learners. The
teacher who is not professionally committed can not survive in these organizations. Also in the present modern society, learners are highly motivated. They want to excel as far as knowledge aspect is concerned. Only committed teacher can give their answers and satisfy their curiosity. A teacher who is not committed to learners and knowledge, probably is not accepted by the learners.

Therefore hypothesis 6(a) that, there will be no significant difference in the professional commitment of teacher educators due to gender differences was accepted.

Few studies have expressed contradictory findings that gender is a good predictor of professional commitment eg. Hrebiniax and Alutto (1972), Maheshwari (2002) and Bull (2005). However findings of Sharma (2001) and Kumar (2008) are similar to the findings of present study.

**COMPARISON OF PROFESSIONAL COMMITMENT OF LOW, AVERAGE AND HIGH AGE GROUPS OF TEACHER EDUCATORS**

In order to find the difference in the professional commitment of low, average and high age group of teacher educators, scores of professional commitment were analyzed by t-test. The obtained summary of statistical results has been presented in table 4.6.
Table 4.6 disclosed that t-ratios of 0.89, 0.56 and 0.85 fell short of significance at .05 level for group I and II (low and average age groups), for groups II and III (average and high age groups) and for group I and III (low and high age groups) respectively. From this it may be concluded that teacher educators belonging to low, average and high age group did not differ significantly with respect to professional commitment. In other words, professional commitment of teacher educators teaching in the colleges of education was not influenced by their age in significant manner.
Fig. 4.2. Difference in the Professional Commitment of Low, Average, and High Age Groups of Teacher Educators.
Results of the present study revealed that all age groups are nearly equally committed to their profession. It also confirms that age is not a significant predictor of professional commitment of teacher educators. It can also be argued in favour of the findings of the present study that in the present sample substantially majority of respondents, almost 50%, belong to the age group 30-45 years; such a matured age is expected to have made much investment in the profession and has lesser opportunities for alternative employment. Although commitment to one’s own profession and society at large and to achieve excellence shows an upward trend with the age where one puts a lot of efforts to make one’s place and name in his/her profession and this is only possible if one is professionally committed. It is the age where one wants to reach at the highest level of one’s professional growth and profession, specially in the teaching profession. Hence, there is likelihood of exhibiting nearly equal degree of professional commitment by majority of teacher educators irrespective of their age difference.

Hence the hypothesis 6(b) that there will be no significant difference in the professional commitment of teacher educators due to difference in age i.e. < 30 years, 30-45 years and > 45 years was accepted.

Results of the present study are in line with the results of Shishupal (2001), Maheshwari (2002) and Kumar (2008) but contrary to the results of Kang (1982).

**COMPARISON OF PROFESSIONAL COMMITMENT OF GENERAL, SCHEDULED CASTE AND OBC TEACHER EDUCATORS**

Teacher educators belonging to general, scheduled caste
and OBC category were compared on their professional commitment with the help of t-test, the results of which have been given in table 4.7.

Table 4.7

Summary of t-statistics in respect of professional commitment of general, scheduled caste and OBC teacher educators

<table>
<thead>
<tr>
<th>Vr. No.</th>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Caste Differences</td>
<td>General (I)</td>
<td>277</td>
<td>99.72</td>
<td>9.00</td>
<td>Gr I &amp; II 291</td>
<td>2.55*</td>
</tr>
<tr>
<td></td>
<td>S/C (II)</td>
<td></td>
<td>16</td>
<td>105.56</td>
<td>6.63</td>
<td>Gr II &amp; III 42</td>
<td>2.05*</td>
</tr>
<tr>
<td></td>
<td>OBC (III)</td>
<td></td>
<td>28</td>
<td>101.32</td>
<td>6.54</td>
<td>Gr I &amp; III 303</td>
<td>0.916</td>
</tr>
</tbody>
</table>

Results of table 4.7 disclosed that out of three, two t-values were found to be significant at .05 level. There was significant difference in the professional commitment of teacher educators belonging to general and scheduled caste category due to significant t-value at .05 level \( (t = 2.55) \). Similarly there was significant difference in the professional commitment of teacher educators belonging to scheduled caste and OBC category due to significant t-value at .05 level \( (t = 2.05) \). From there mean score it was found that professional commitment of scheduled caste teacher educators were high \( (\text{mean} = 105.56) \) followed by OBC category of teacher educators \( (\text{mean} = 101.32) \) and general category of teacher educators \( (\text{mean} = 99.72) \). In other words as per the results of the present study caste difference proved to be significant factor in the professional commitment of teacher educators in the colleges of education.
Fig. 4.3. Difference in the Professional Commitment of Teacher Educators due to Caste Differences
Thus from the results of present study it can be inferred that caste category of a teacher in higher education is a predictor of his/her professional commitment. Although results of the present study are against the common belief that general caste category due to their social and economic prestige dominate the educational scene and are better teachers. It is also because caste system has been a classic characteristics of gender society from antiquity and predominate principle of social hierarchy which determines the attitude and life style of a caste group.

Now probable reasons for the higher professional commitment of teacher educators belonging to scheduled caste category may be due to the fact that reserved category people are more aspirant, are professionally more secure due to easily availability of jobs, but very few of them can reach upto the highest level due to conditions of the job and that is why there is more attachment to the job. They always put their continuous efforts to reach to the higher level of their job and even do not miss any opportunity what so ever comes in their way. There is an urge among them to be recognized specially in their community for that reasons they want to be involved to the maximum level, which ultimately leads to more experience, more learning and hence more professional commitment.

Therefore hypothesis 6(c) that there will be no significant difference in the professional commitment of general, schedule caste and OBC teacher educators was not accepted.

Results of present study are not similar to the results of Maheshwari (2002) and Kumar (2008).
COMPARISON OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS BELONGING TO URBAN AND RURAL AREA

For comparing the mean scores of professional commitment of teacher educators belonging to rural and urban area, t-test was performed. The obtained statistics have been summarized in table 4.8.

**TABLE 4.8**

Summary of t-statistics in respect of professional commitment of teacher educators belonging to urban and rural areas

<table>
<thead>
<tr>
<th>Vr. No.</th>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Rural-Urban Differences</td>
<td>Rural</td>
<td>76</td>
<td>100.31</td>
<td>9.14</td>
<td>319</td>
<td>0.185</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>245</td>
<td>100.10</td>
<td>8.09</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.8 shows that t-value (t = 0.185) turned out to be insignificant at 0.05 level. From their mean scores, it was also found that there was not much difference in the mean scores of teacher educators belonging to rural and urban areas. Therefore it may be inferred that factor of locality had no significant effect on professional commitment of teacher educators.
Fig. 4.4. Difference in the Professional Commitment of Teacher Educators Belonging to Urban Area and Rural Area

Rural Area

Urban Area

100.31

100.10
The insignificant difference in professional commitment of teacher educators belonging to urban and rural area may be explained due to the pressure of economic equability, universalization of education, concern for equity of opportunity, increasing job security, free urban-rural interaction during the course of pre-service and in-service teacher education programme, development of infrastructure specially library facilities at both the areas, easy access to education, knowledge and mobility and developing life style of rural areas people like urban areas and spirit of competition to excel in every sphere of life specially in one's profession, professional satisfaction, recognition from the community. All these above factors help in the identification with one’s chosen occupation and reluctance to seek alternative job irrespective of belonging to the urban or rural areas. More over in this age of globalization, people are gradually becoming world citizens without loosing their roots. People have lot of information due to increasing communication and network of information. The changing scene of education world wide has made it imperative on the part of teachers also to have on attitudinal change and world view which ultimately leads to love for the learners and knowledge and hence professional commitment.

Therefore hypothesis 6(d) that there will be no significant difference in the professional commitment of teacher educators belonging to rural and urban areas was accepted.

Results of the studies conducted by Shishupal (2001) and Maheshwari (2002) are similar to the results of present study.

**COMPARISON OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS ON THE BASIS OF THEIR TEACHING EXPERIENCE**

To find the difference in the professional commitment of teacher educators on the basis of their teaching experience t-test
was performed. The obtained results have been given in table 4.9.

TABLE 4.9

Summary of t-statistics in respect of professional commitment of teacher educators due to difference in teaching experience

<table>
<thead>
<tr>
<th>Vr. No.</th>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Teaching Experience</td>
<td>Gr I ≤ 5 yrs</td>
<td>285</td>
<td>99.98</td>
<td>0.93</td>
<td>Gr I &amp; II 311</td>
<td>0.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gr II 5-10 yrs</td>
<td>28</td>
<td>101.46</td>
<td>6.47</td>
<td>Gr II &amp; III 29</td>
<td>0.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gr III 10-15 yrs</td>
<td>3</td>
<td>102.66</td>
<td>8.14</td>
<td>Gr III &amp; IV 6</td>
<td>0.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gr IV &gt; 15 yrs</td>
<td>5</td>
<td>100.80</td>
<td>6.90</td>
<td>Gr I &amp; IV 288</td>
<td>0.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G I &amp; III 286</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gr II &amp; IV 31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.21</td>
</tr>
</tbody>
</table>

As per the result of table 4.9 insignificant differences were obtained in the professional commitment of teacher educators due to difference in their teaching experiences (Group I ≤ 5 years, Group II = 5-10 years, Group III 10-15 years and Group IV > 15 years). As all the t-ratios were insignificant at .05 level and also there were not much differences in the mean scores of all the four groups, therefore it may be inferred that teaching experience does not influence the professional commitment of teacher educators working in the colleges of education, though teachers having experience between 10-15 years were slightly more professionally committed.
Fig. 4.5. Difference in the Professional Commitment of Teacher Educators due to Difference in their Teaching Experience
It can, therefore be said that length of teaching experience is not a discrimination of professional commitment. Actually international research scenario on the relationship between length of teaching experience is highly contradictory. As Hrebianiak and Alutto (1972) found length of teaching experience showed a positive relationship with commitment; Richie and Sipple (1996) have found that length of teaching experience of teachers and their teaching commitment was negatively associated; Maheshwari (2002) however found insignificant association between these two variables. This contradiction may be due to the fact that these scholars have studied teachers belonging to different levels of education. The present study, however has made an attempt to study teachers in higher education and that too belonging to colleges of education.

The above phenomenon of insignificant difference in the teacher commitment due to different teaching experience may be explained that more teaching experience helps the teacher to gain more knowledge, grow more professionally, becomes mature and gain more confidence, helps in learning deep about various methods, strategies of classroom use, and also helps more to develop the technique of classroom management but perhaps teacher’s professional commitment depend on one’s attitude towards the profession and his/her sincere involvement. In this way it may be that professional, commitment is independent of teachers’ teaching experience although teachers with teaching experience between 10-15 years are more energetic.

Therefore hypothesis 6(e) that there will be no significant difference in the professional commitment of teacher educators due to their differences in teaching experiences was accepted.

**COMPARISON OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS ON THE BASIS OF THEIR MEMBERSHIP OF SOME TEACHER/SUBJECT ASSOCIATION**

To find the difference in the professional commitment of teacher educators on the basis of their membership of some teacher/subject association t-test was performed. The obtained results were shown in table 4.10.

**TABLE 4.10**

*Summary of t-statistics in respect of professional commitment of teacher educators who are member or not a member of some teacher/subject association*

<table>
<thead>
<tr>
<th>Vr. No.</th>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Member of Some Teacher/Subject Association</td>
<td>Yes</td>
<td>65</td>
<td>101.82</td>
<td>6.63</td>
<td>319</td>
<td>1.99*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>256</td>
<td>100.06</td>
<td>6.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant difference was obtained in the professional commitment of teacher educators those who were member of some teacher/subject association and those who were not the member due to significant t-value ($t = 1.99$) at 0.05 level. On the basis of their mean scores it was found that teachers who were member of some association were more professionally committed (mean = 101.82) as compared to those who were not member of some association (mean = 100.06). In other words being a member of some teacher/subject association influence the professional commitment of teacher educators.
Fig. 4.6. Difference in the Professional Commitment of Teacher Educators on the Basis of their Membership of Some Teacher/Subject Association

Yes No

Yes: 101.82
No: 100.06
In the present study, the variable of associational membership appears to be a discriminated factor and members are found to be more committed as compared to non-members. The results of the present study goes in favour of the common sense view that associational membership should exhibit a relationship with professional commitment. Here the professional commitment of teachers due to associational membership may be due to the fact that associational membership may be contributory factors to the professional development of a teachers and in many cases professional development may lead to more liking for the profession and more liking helps in more association and involvement with learners and subject matter. Association members are working continuously to enrich their skill and knowledge and get the administrative support while collaborating with other teachers and learners. In this way above factors tends to enhance their commitment towards the profession.

Therefore hypothesis 6(f) that there will be no significant difference in the professional commitment of teacher educators who are a member or those who are not a member of some teacher/subject association was not accepted.

Findings of Maheshwari (2002) and Kumar (2008) do not support the findings of the present study.
COMPARISON OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS ON THE BASIS OF THEIR ACTIVE OR PASSIVE MEMBERSHIP OF SOME TEACHER/SUBJECT ASSOCIATION

To find the difference in the professional commitment of teacher educators on the basis of their active or passive membership of some teacher/subject association, t-test was performed. The obtained results have been given in table 4.11.

**TABLE 4.11**

Summary of t-statistics in respect of professional commitment of teacher educators who are active or passive member of teacher/subject association

<table>
<thead>
<tr>
<th>Vr. No.</th>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Active/Passive Member of Association</td>
<td>Yes</td>
<td>32</td>
<td>103.21</td>
<td>7.79</td>
<td>319</td>
<td>2.09*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>289</td>
<td>99.81</td>
<td>8.84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As per the results of table 4.11, significant difference was obtained in the professional commitment of teacher educators on the basis of their active or passive/non membership of some teacher/subject association as t-value was found to be significant at .05 level (t = 2.09). On the basis of their mean scores, it was found that professional commitment of those teachers who were active members was higher (mean = 103.21) as compared to those teachers who were passive members (mean = 99.81).
Fig. 4.7. Difference in the Professional Commitment of Teacher Educators on the Basis of their Active or Passive Membership of Some Teacher/Subject Association.
From the above results it may be inferred that teacher educators who are non-members or passive members of teacher association or subject association have less professional commitment in comparison to teachers who are active members. In other words active membership of some subject association or any other professional body is a discriminatory factor in the professional commitment of teachers.

The reasons for the above mentioned results may be that active members play constructive roles not-only for their own professional development but also for the professional development of other colleagues and learners. They feel pride in their profession. They are more aware of their social role and obligations towards students, administration, parents, their own profession and society at large. In this journey, they become more popular among their learners, colleagues and other fellow teachers in the profession. All these factors help in boosting their self confidence, their identity with the learners and profession and with the passage of time their liking for the profession is increased which further promote their professional commitment.

Therefore hypothesis 6(g) that there will be no significant difference in the professional commitment of teacher educators on the basis of their active or passive membership of some subject/teacher association was not accepted.

Previous research findings of Maheshwari (2002) and Kumar (2008) do not lend their support to the result of the present study.

To sumup the findings of the present study, it is found that variables of emotional intelligence, job satisfaction and
organizational climate are significantly correlated to professional commitment of teacher educators. Variables of job satisfaction and organizational commitment are found to be the good predictors of professional commitment of teacher educators. Significant differences are obtained in the professional commitment of teacher educators belonging to general and scheduled caste category, between scheduled caste and other backward class category and professional commitment of teacher educators belonging to scheduled caste category is higher followed by other backward caste and general category. Teacher educators who are active members of teacher/subject association are higher on professional commitment as compared to teachers who are not a member or passive member of subject/teacher association.