

# Professional Commitment and Job Satisfaction of Elementary School Teachers of East Garo Hills District of Meghalaya

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## Abstract

*This paper studied the difference in and relationship between professional commitment and job satisfaction of elementary school teachers teaching in East Garo Hills district of Meghalaya across gender, locality, training and length of service. The data were gathered through two standardized tools viz. Professional Commitment Scale for teachers by Kaur, Ranu and Brar (2011) and Job Satisfaction Scale for teachers by Dixit (2013) from 926 upper primary school teachers of 199 U.P. schools of East Garo Hills district of Meghalaya. Statistical measures of mean, S.D., t-test and Pearson's product moment correlation were employed to analyze the raw scores so obtained and draw inferences. The findings of the present investigation reveal that gender, locality and training were reported to have significant effects on the professional commitment of teachers whereas length of service had no significant effect on the same. Secondly gender, training and length of service were reported to have significant effects on the job satisfaction of teachers whereas locality had no significant effect on the same. Thirdly, a positive and significant relationship were found between professional commitment and job satisfaction of male, urban and trained upper primary school teachers of East Garo Hills district. The paper discusses certain suggestions for enhancing the professional commitment and job satisfaction of upper primary school teachers of East Garo Hills district of Meghalaya.*

## I. INTRODUCTION

Indian Education Commission (1964-66) observed "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant." In spite of several efforts made by the government to enhance quality of education, levels of



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quality especially in elementary stage remain low. The elementary school system is critical to the future of the students. It not only lays the foundation for their career but also decides the direction of their study. The teachers engaged in teaching at the elementary level play a very important role in the entire education process. Dealing with elementary school students is a very taxing and strenuous activity. Therefore, the role of the teacher in elementary school stage is most important. They should perform various roles like manager, facilitator, evaluator, guide and counsellor. In addition to these roles, elementary school teachers are also expected to possess the following competencies viz. i) personal - physically sound, academically fit, active and energetic, aware of self, socially warm and friendly, love for teaching; and ii) professional - specialist in subject, depth and update knowledge, appropriate teaching skills, uses innovative methods of teaching. These competencies are first to be developed during pre-service teacher education and then further updated and strengthened during re-current in-service teacher orientation as well as continuing and self-directed professional enhancement by individual teachers on their own.

Thus, we see that elementary school teachers are expected to perform multifarious roles and possess various competencies, personal as well as professional. Furthermore, elementary school teachers are also responsible for molding the students as true citizens by inculcating the right values in their minds. This is possible only if the teachers have a positive attitude towards the students and only if they are truly committed to the profession. The teachers are responsible for the intellectual development of the child as doctors are held responsible for the physical health of their patients. The teacher should meet the present-day challenges with regard to explosion of new knowledge and ever-changing world of technology. He is also to keep himself abreast of the changing needs and demands of the society. Thus, the modern society is in need of teachers who are competent, committed and skillful in their jobs, know their tasks and treat their clients after due diagnosis. If the teachers are deeply committed to their profession and content and satisfied with their work, they tend to play a more constructive role in the lives of their students. To sustain their energy and enthusiasm for the work, teachers need to maintain their personal as well as professional commitment to their job. This concept of 'commitment' maybe described as the investment of personal resources associated with the professional characteristics of an effective teacher. We may in fact say that the overall performance of an educational institution rests upon the shoulders of their teachers and ultimately their level of commitment to their job.

Teachers' professional commitment is a prominent factor in bringing the desirable changes in pupils' behaviour at any level of formal education. Professional commitment is recognized as a natural ingredient of teaching profession. 'Commitment' is a term that teachers frequently use to distinguish those who are 'caring, dedicated' and those who 'take the job seriously' from those who 'put their own interests first'. It is closely connected to teacher's work performance, absenteeism, burnout and turnover as well as having an important influence in students' achievement in and attitude towards school.

Simpson and Hood (2000) have defined commitment in context of the teaching profession. It is evident from the survey of various definitions that professional commitment refers to socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation or profession. It refers to a career focus form of work commitment and as one of the important factors determining people's work behavior. Professional commitment of the teachers represents different ways in which the teachers perceive, understand and conceptualize the phenomenon of commitment. N.C.T.E. while emphasizing the need for quality teacher education identified five commitment areas (Dave,1998): i) Commitment to learner ii) Commitment to society, iii) Commitment to profession, iv) Commitment to achieve excellence and v) Commitment to basic values.

Similarly, if the teacher is satisfied with his job, it will enhance his job performance. The Education Commission (1966) corroborates: Dissatisfaction of the individual, whatever may be the occupation in which he is engaged results in professional stagnation. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession. It is just suicidal if it occurs in the teaching profession. Job satisfaction could be described as the level of contentment employees feel about their work, which can affect performance. It involves one's feelings or state of mind regarding the nature of their work. It is an attitude which results from a balanced summation of many positive and negative experiences in connection with the job. It expresses the extent of match between employee's expectations of the job and rewards that the job provides. Anand (1972) opined that students liking for teachers and teachers for students are positively related with the job satisfaction of teachers. Kim et al. (1994) listed seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional challenges, professional autonomy, working conditions, salary and opportunity for advancement.

Job satisfaction is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow and teachers have to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is not satisfied in his job, not only mars the present of the child but also the future.

Review of related literatures has reported conflicting and inconsistent findings upon the relationship between professional commitment and job satisfaction of teachers. The following studies like Priyadarshani (2004), Busch *et al.* (1998), Chiu-Yueh (2000), Feinstein & Vondraek (2006), Freund (2005) Mannheim *et al.* (1997), Akram *et al.* (2015) and Getahun, Tefera and Burichew (2016) have in their studies found that professional commitment has a significant correlation with job satisfaction. However, Curry *et al.* (1986) found no significant relationship between job satisfaction and professional commitment.

Review of available literature has come out with findings that there is shortage of studies related to professional commitment of elementary school teachers while studies on job satisfaction level and other socio-psychological characteristics are abundant in number both in India and abroad but most of such studies have been carried out either on secondary school teachers or college teachers. Moreover, studies involving professional commitment and job satisfaction of elementary school teachers have not been conducted in North Eastern region of India. It was also found that the studies on the said variables have not been done in rural based setting with difficult topography and land locked remote location such as East Garo Hills district of Meghalaya. Hence, the present study was undertaken to find out the difference in professional commitment and job satisfaction of elementary school teachers and the relationship between the two variables across certain demographic variables viz. gender, locality, training and length of service.

## II. OBJECTIVES

1. To study the Professional Commitment of Upper Primary School Teachers across gender, locality, training and length of service.
  2. To study the Job Satisfaction of Upper Primary School Teachers across gender, locality, training and length of service.
  3. To study the relationship between Professional Commitment and Job Satisfaction of Upper Primary School Teachers across gender, locality, training and length of service.
- The terms gender, locality, training and length of service refer to male and female, rural and urban, trained and untrained and below and above 5 years of service length respectively.

## III. HYPOTHESES

1. There is a no significant difference in the Professional Commitment of upper primary school teachers across gender, locality, training and length of service.
2. There is a no significant difference in the Job satisfaction of upper primary school teachers across gender, locality, training and length of service.
3. There is no significant relationship between Professional Commitment and Job Satisfaction of upper primary school teachers across sex, locality, training and length of service.

## IV. RESEARCH PROCEDURE

- 1) **Methodology:** The present study used the Descriptive survey method to find out the differences and relationships among the variables under the study.
- 2) **Population:** The population in the present study comprises of all the 926 teachers teaching in all the 199 govt. funded upper primary schools of East Garo Hills Districts of Meghalaya. Thus, all the 926 U.P. school teachers from all the 199 govt. funded U.P. schools were taken for the present study. Hence it is a population study.
- 3) **Tool:** The data were collected from the teachers by administering standardized tool

Professional Commitment Scale for teachers by Kaur, Ranu and Brar (2011) and Job Satisfaction Scale for teachers by Dixit (2013)

## V. ANALYSIS AND DISCUSSION

The data were analysed through certain descriptive as well as inferential statistics. In order to study the significant differences in professional commitment of teacher educators with regard to gender, locality, training and experience, t-test was employed.

**Table 1: Professional commitment among U.P. school teachers across gender, locality, training and experience**

Variable	Attributes	N	Mean	S.D.	't' value	Sig./NS
Gender	Male	595	160.26	19.65	2.73	.01
	Female	306	156.42	20.68		
Locality	Rural	838	158.58	20.13	2.08	.05
	Urban	63	164.02	18.69		
Training	Trained	74	165.72	17.23	3.038	.01
	Untrained	827	158.35	20.21		
Experience	>5 Years	664	158.51	19.04	1.11	Ns
	<5 Years	237	160.20	22.71		

The table 1 above revealed that male teachers are significantly more professionally committed than their female counterparts. This finding is supported by the studies conducted by Sengupta (1990); urban school teachers were found to have significantly more professional commitment than the rural teachers. This finding is supported by the studies conducted by Garg (1983); trained teachers were found to have significantly higher commitment than their untrained counterparts. This finding is supported by Aziz & Akhtar (2014). Hence the hypothesis one which states "There is a no significant difference in the Professional Commitment of upper primary school teachers across gender, locality, training and length of service" is not retained for the above groups. However, no significant difference was found in the areas of professional commitment on the basis of length of service. Hence hypothesis one is retained for this group.

**Table 2: Job Satisfaction among U.P. school teachers across gender, locality, training and experience**

Variable	Attributes	N	Mean	S.D.	't' value	Sig./NS
Gender	Male	595	188.07	27.55	2.69	.01
	Female	306	193.04	23.48		
Locality	Rural	838	189.97	26.65	.90	Ns
	Urban	63	186.89	21.55		
Training	Trained	74	198.15	34.44	2.87	.01
	Untrained	827	189.01	25.37		
Experience	>5 Years	664	187.66	27.81	4.04	.01
	<5 Years	237	195.64	20.58		

The table 2 above shows that male teachers were found to have significantly higher job satisfaction than female teachers. This finding is supported by the studies conducted by

Lewis (1982) and Birmingham (1985); trained teachers were found to be significantly more satisfied in their job than the untrained teachers. This finding is supported by the result of the study conducted by Agarwal (1991); teachers having less than 5 years of teaching experience were found to have significantly higher job satisfaction than those having more than 5 years of teaching experience. This finding is supported by the result of the study conducted Tahira Khatoun and Hasan, Z. (2000). Hence the hypothesis two which states “There is a no significant difference in the Job Satisfaction of upper primary school teachers across gender, locality, training and length of service” is not retained for the above groups. However, no significant difference was found in the areas of professional commitment on the basis of locality. Hence hypothesis one is retained for this group.

**Table 3: Correlation between Professional Commitment and Job Satisfaction among U.P. school teachers across gender, locality, training and experience**

Variable	Attributes	N	'r <sub>12</sub> '	Sig/Ns
Gender	Male	595	.273	.01
	Female	306	.055	Ns
Locality	Rural	838	.023	Ns
	Urban	63	.277	.05
Training	Trained	74	.259	.05
	Untrained	827	.022	Ns
Experience	>5 Years	664	.035	Ns
	<5 Years	237	.003	Ns

The data presented in table 3 above shows there exists a positive relationship between Professional Commitment and Job Satisfaction with respect to male (.273), urban (.277) and trained (.259) upper primary school teachers of East Garo Hills district. Hence the hypothesis three which states “There is a no significant relationship between Professional Commitment and Job Satisfaction of upper primary school teachers across gender, locality, training and length of service” is not retained for the above groups. However, no significant relationship was observed between Professional Commitment and Job Satisfaction of female, rural, untrained, more than 5 years teaching experienced and less than 5 years teaching experienced upper primary school teachers of East Garo Hills district.

## VI. CONCLUSION

The results discussed above indicate that the factors like gender, locality and training seems to have an impact on the professional commitment of the teachers while the teaching experience is insignificant in defining their professional commitment. In the case of job satisfaction, gender, training and experience were found to be factors which have significant influence on the job satisfaction of upper primary school teachers. Further, professional commitment and job satisfaction were found to have significant relationship only with respect to male, urban and trained U.P. school teachers. In view of

the findings of the study, it may be suggested to the educational authorities and teacher training institutes to see that the professional commitment of the female teachers are enhanced by giving them opportunity to attend orientation programmes and workshops etc. organized by various agencies. This will go a long way in updating their knowledge, skills and competencies and ultimately will result in enhanced commitment towards their profession. The teachers may also be provided with better salary and facilities along with the healthy academic environment in the schools so that they feel satisfied and comfortable. The teacher training institutions should give the teacher educators.

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