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# Role Commitment of Elementary School Teachers towards Their Profession- A Comparative Study

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## ABSTRACT

The present study was intended to investigate and compare the role commitment of job satisfied and dissatisfied women teachers and to find the relationship between their job satisfaction and role commitment. The sample was divided into two parts. An initial sample comprised of 1000 elementary women teachers who have put in more than five years of service in their profession. And the final sample comprised of the sample drawn after using Quartile deviation i.e. Q3 and Q1 technique on the initial sample. The investigator used “Teacher’s Role Commitment Scale (TRCS)” developed by Meena Buddhisagar Rathod and Madhulika Verma and “Job Satisfaction Scale for Teacher (JSST)” developed by Meera Dixit respectively. The data was put to suitable statistical treatment by using Mean, Standard deviation (SD) and test of significance (“t”-test). Besides, Pearson’s coefficient of correlation was also applied to find the degree of association between the variables under investigation. The findings revealed that Job Satisfied and Dissatisfied women teachers differ significantly on all the dimensions including the composite score of Role Commitment. This confirmation supported the dominance of Job Satisfied teachers over Job Dissatisfied teachers on their role commitment. It was also revealed that Job Satisfaction and Role Commitment have significant relationship i.e. higher the job satisfaction among women teachers, higher will be their role commitment.

**Keywords:** Elementary school, Job Satisfaction, Role Commitment.

## I. INTRODUCTION

Our country’s educational system is in the process of change and teachers play a crucial role in this process. The pivotal role of teachers in the building of nation has been acknowledged universally. And only those teachers can bear the profound responsibilities of nation building that are adequately prepared and have sound professional abilities. Teaching profession acclaims services beyond the individual gains. Teachers have a crucial role in transforming society and disseminating wisdom, knowledge, and experiences. Without the genuine talent of teachers, no country can

advance or prosper. They serve as the foundation and pillar of the country [1]. The American Commission precisely quoted “The caliber of a nation is determined by the caliber of its people. The caliber of its population is critically influenced by the caliber of their education, which is influenced more by the caliber of their teachers than by any other single element”. The most important assets in a school are the teachers. They are the key agents in the educational reforms for bringing any changes necessary in schools. High-quality teachers are a must for a high-quality educational system [2]. In the process of education, the role of teachers is constantly demanding and complex.

It is of supreme importance that teachers should have job satisfaction for a successful educational system. Satisfaction of teachers towards their profession career not only plays a momentous task in the lives of the teachers, but also in the lives of the students, parents and for the continuance and maintenance of quality education [3]. If teachers are satisfied with their profession, they can perform to the maximum of their capacities and will be truly committed towards their profession. Educational institutions cannot succeed without teacher’s efforts and commitments and in order to accomplish school based objectives satisfied teachers are required. Teacher commitment goes much beyond just carrying out the regular tasks allocated to that position. It is a wholly dedicated and devoted effort of teachers towards their profession. In the success of any existing educational development program, the key part is the level of teacher’s commitment and their job satisfaction as it greatly influences their eagerness to connect in accommodating, introspective and crucial technique [4]. It distinguishes between teachers who put their own needs before their students' and those who are concerned, committed, and serious about their profession. Teachers working at elementary schools have various responsibilities that go beyond just instructing kids. These teachers are the first educators that a child will encounter. They must therefore be able to foster a passion of learning in their pupils and in order to gain expertise; teachers must be fully committed and have job satisfaction towards their profession.

## **II. OBJECTIVES OF THE STUDY**

The study was designed to attain the following objectives:

1. To identify the Job Satisfied and Dissatisfied women teachers working at elementary level.
2. To compare the Job Satisfied and Dissatisfied women teachers on role commitment.
3. To find the relationship between the variables - job satisfaction and role commitment of women teachers.

### III. HYPOTHESES

1. There is a significant difference between the mean scores of Job Satisfied and Dissatisfied women teachers on role commitment.
2. There is a significant relationship between job satisfaction and role commitment of elementary women teachers.

### IV. SAMPLE

The sample for the present investigation was divided into two parts- initial and final sample. An initial sample of 1000 women teachers was selected from various government run elementary schools. A number of 250 women teachers who have put in more than five years of service in their departments were considered as the sample for the study from four chosen districts of Kashmir valley. The final sample shall comprise of the sample drawn after using Quartile deviation i.e. Q3 and Q1 technique on the initial sample.

Final Sample = 500 women teachers

### V. TOOLS

The tools used for the study were:

1. **Job Satisfaction Scale for Teacher (JSST):** This scale is developed by Meera Dixit (1993). This scale consists of 52 items and measures the job satisfaction of teachers.
2. **Teacher's Role Commitment Scale (TRCS):** This scale is developed by Meena Buddhisagar Rathod and Madhulika Verma (2003). This scale consists of 58 items. It measures six dimensions of Role Commitments of teachers towards (i) students, (ii) Parents, (iii) School, (iv) Society, (v) Nation, and (vi) Own profession.

The scoring was done according to the instructions reflected in the respective manuals of the test.

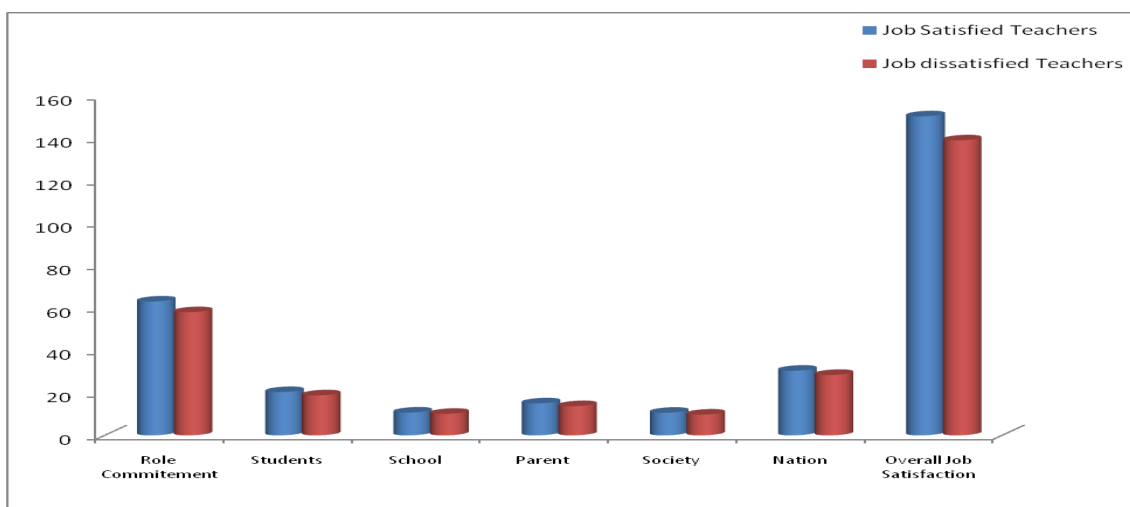
### VI. STATISTICAL TREATMENT

Keeping in view the objectives of the present study, the data obtained was put to suitable statistical analysis by using Mean, Standard deviation (SD) and test of significance ("t"-test) in order to determine whether there is any significant difference between the mean scores of Job Satisfied and Job Dissatisfied women teachers on the variable under investigation. Besides, Pearson's coefficient of correlation was applied to find the degree of association between the variables under investigation.

**Table 1: Showing the Significance of difference between the Mean Scores of Job Satisfied and Dissatisfied women teachers on Role Commitment (N=250 each)**

Dimensions	Group	N	Mean	S.D.	t-value	Level of Significance
Students	JSWT	250	63.10	4.92	10.93	Significant at 0.01 level
	JDWT	250	58.05	5.38		
School	JSWT	250	20.40	2.33	6.78	Significant at 0.01 level
	JDWT	250	18.85	2.74		
Parent	JSWT	250	10.73	1.23	4.99	Significant at 0.01 level
	JDWT	250	10.14	1.39		
Society	JSWT	250	15.07	2.44	5.77	Significant at 0.01 level
	JDWT	250	13.77	2.59		
Nation	JSWT	250	10.64	1.56	5.63	Significant at 0.01 level
	JDWT	250	9.78	1.83		
Own Profession	JSWT	250	30.48	3.09	6.58	Significant at 0.01 level
	JDWT	250	28.48	3.70		
CS	JSWT	250	150.42	7.981	13.02	Significant at 0.01 level
	JDWT	250	139.07	11.230		

**JSWT = Job Satisfied Women teachers; JDWT= Job Dissatisfied Women teachers**



**Fig 1: Showing the Mean Comparison of Job Satisfied and Dissatisfied women teachers on Role Commitment (N=250 each)**

## CORRELATION ANALYSIS

**Table 2: Relationship between Job Satisfaction and Role Commitment among Women teachers (N=500)**

Variables	Correlation	Level of Significance
Job Satisfaction Vs Role Commitment	$r = 0.37$	Significant at 0.01 level

## VII. INTERPRETATION AND DISCUSSION

The information represented in **Table No. 1** illustrates about the Role Commitment of Job Satisfied and Dissatisfied women teachers. The results revealed that Job satisfied women teachers possess high mean score of 63.10 in comparison to Job dissatisfied teachers who exhibit a mean score of 58.05 on the Student dimension. The 't' value obtained was found to be significant at 0.01 level ( $t=10.93$ ). The difference in the mean scores favours female instructors who are Job satisfied, and it may be concluded that these teachers deal with students more effectively than female teachers who are Job unsatisfied. On another dimension i.e. School, Job Satisfied women teachers were observed to have a mean value of 20.40 which is higher in comparison to Dissatisfied women teachers ( $M=18.85$ ). It was observed that both the groups differ at 0.01 level ( $t=6.78$ ) from each other. Therefore, it may be revealed that Job Satisfied teachers have possession of more positive inclination towards various school related matters. Job satisfied women teachers were again compared on Parent dimension of teacher role commitment. In case of Job satisfied women teachers, the mean score obtained was 10.73 and that of dissatisfied teachers it as reported to be 10.14. It was revealed that both the groups differ at 0.01 level of confidence ( $t=4.99$ ). Hence, it can be assumed that Job Dissatisfied women teachers have inferiority over Job Satisfied women teachers on Role commitment towards parents. A further rapid inspection of the findings substantiated in the table under study depicted that Job Satisfied and Job Dissatisfied women teachers differ significantly on the society dimension of role commitment. Though the Job satisfied teachers are seen to have higher mean score ( $M=15.07$ ) on this dimension as compared to Job Dissatisfied women teachers ( $M=13.77$ ), and the attained 't'-value recognized was 5.77 which is observed to be significant statistically. This indicates that job-satisfied women teachers appear to participate in social and cultural activities more frequently than job-dissatisfied women teachers. Both the groups were further compared on Nation dimension of teacher's commitment. The results revealed Job satisfied

teachers with superior mean score ( $M=10.64$ ) on this dimension as compared to Job dissatisfied teachers who have a mean score of 9.78. The acquired 't' - value is significant at 0.01 level ( $t=5.63$ ). It was further depicted the comparable subjects differed significantly in their mean on commitment towards 'Own Profession'. The group of Job Satisfied teachers is seen with a high score ( $M=30.48$ ) than Job Dissatisfied women teachers ( $M=28.48$ ) on the same dimension. The "t- value" obtained is statistically significant ( $t=6.58$ ). Based on the overall findings, the analysis of both the groups by taking into account the composite score , it was found that Job satisfied women teachers exhibit high score of mean ( $M=150.42$ )than Dissatisfied women teachers'( $M=139.07$ ). The overall results favored superiority of Job satisfied teachers on Role Commitment to Dissatisfied teachers. Therefore, it can be revealed that Job satisfied women teachers show more commitment than Job Dissatisfied women teachers towards their profession. These finding have also been reflected in **Fig. 1.**

From the results observed above, the hypothesis number 1, which read as "There is a significant difference between the mean scores of Job Satisfied and Dissatisfied women teachers on their role commitment", is accepted.

**Table No. 2** shows the relationship between Job Satisfaction and Role Commitment among women teachers. The results of the table depicts that that there is positive relationship between Job Satisfaction and Role Commitment among women teachers with the Coefficient of Correlation  $r = 0.37$ . The observed data reveals that Job Satisfaction and Role Commitment have significant relationship i.e. higher the job satisfaction among women teachers, higher will be their role commitment.

From the results observed above, the hypothesis number 2, which read as "There is a significant relationship between Job Satisfaction and Role Commitment of elementary women teacher's, is accepted.

## VIII. CONCLUSION

1. Job Satisfied and Dissatisfied women teachers differ significantly on the composite score as well as on all the dimensions of Role Commitment. Job satisfied women teachers show more commitment than Job Dissatisfied women teachers towards their profession. They encourage and motivate students to ask questions, are seen to enthusiastically take part in the process of teaching and teach students according to their level and interest. They also teach the advantages

of unity which reveal that they perform the role of social reformers as well. This group helps the students' emotions as well as their academic and professional abilities.

2. There is a significant relationship between Job Satisfaction and Teachers Role Commitment. Higher the job satisfaction, higher will be the role commitment towards teaching profession among women teachers.

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