

Teacher Job Satisfaction: The Importance of School Working Conditions

Dr. Amit Tuteja

¹Guru Kashi University, Talwandi Sabo

ABSTRACT

The goal of the study was to look into and examine the influence of work satisfaction and dissatisfaction on women instructors' commitment to teaching. An initial sample of 1000 female elementary school teachers who had worked in their department for more than five years was taken from four districts in Kashmir valley. The final sample was obtained after the original sample was subjected to the Quartile Deviation (Q3) and Q1 techniques. The researchers employed Meena Buddhisagar Rathod and Madhulika Verma's "Teacher's Role Commitment Scale (TRCS)" and Meera Dixit's "Job Satisfaction Scale for Teacher (JSST)" respectively. The data was statistically treated appropriately, with Mean, Standard Deviation (SD), and a test of significance ("t"-test) being used. Job Satisfied and Dissatisfied women instructors differ considerably on all variables, including the composite score of Role Commitment, according to the data. This evidence indicated the superiority of Job Satisfied instructors in terms of role commitment over Job Dissatisfied teachers.

KEYWORDS: Elementary school, Job Satisfaction, Role Commitment, Women Teachers

I. INTRODUCTION

The importance of education in a country's growth is widely acknowledged, because a country's overall development is closely linked to the type and level of education available across the country. Education is a tool that gives people power. It is the second most essential basic need for human beings [1], and it is the mechanism of civilization development that moulds raw individuals into well-organized and polished citizens by exploiting their latent potential to acquire the greatest output. Education improves people's vision, understanding of human rights, and sensitivity to change, allowing them to move away from ignorance, abject poverty, and pessimism. And all these goals of education can only be achieved by nations if the teachers in their educational institutions are well educated, capable and visionary. A competent teacher is seen to have the ability to guide humanity to divinity. They save the world via education as reformers. Teaching is the finest of all vocations, and teachers are recognised as nation builders since the success of every country is dependent on the quality of its instructors. The teacher's professional abilities and competency help students see their future and prepare them to be excellent citizens of the future [2]. The highest traits of passion, dedication, and commitment are required in the job of teacher. A teacher must assume several responsibilities during his or her career since the teacher has a

significant effect on the personality, intellectual progress, attitudes, and values of future citizens. The role of a teacher in the educational process is always challenging and dynamic. The teacher's job is not only transmission of knowledge, but it is something more. Teacher's great task is inspiring and guiding the students towards cherished goals. The school without a teacher is a soul less body. Without competent and committed teachers, even the best school systems are bound to fail. Out of the poorest systems, a competent teacher may undoubtedly provide the finest outcomes [3]. Some occupations, such as teaching, attract more women than males for a variety of reasons. Their maladjustment or discontent with the teaching profession will not only harm their own personalities, but will also cause dissatisfaction among the students they teach. Women instructors must also be satisfied with their work and totally devoted in order to achieve skill. Teachers' work happiness and discontent are significantly tied to their role dedication, according to research. Teachers' work satisfaction is a potentially crucial topic for school administrators and educational policymakers because of these employment-related consequences. 'Role commitment' is made up of two words: 'role' and 'commitment.' The role is the societal expectation of an individual who has a specific position in the social system. This is determined by an individual's behaviour pattern when doing duties and how they respond in accordance with their current status. As a result, a role is a set of socially accepted behaviours that includes both responsibilities and privileges linked with a certain individual in a group. While devotion to one's career may be characterised as dedication.

The success of any endeavour depends upon the persons who operate it and are committed towards their work. Role commitment is defined as how the individuals prioritize between their works and important associations. Teacher commitment is actually much more than performing the normal duties assigned to a teacher. It is a complete dedication and devotion to the teaching profession. The level of teachers' commitment is considered a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice. Teacher Commitment differentiates those teachers who are concerned, devoted, committed and who take the job seriously from those who put their own interests first. Teachers' level of commitment reflects their personal interpretation of how absorbing and meaningful their work experiences are. Committed teachers have strong psychological connections with their school, students or their subject areas. Teacher commitment focuses towards a number of entities; for example, to the occupation of teaching, to student success, to specific programs, or to the school as an organization. Teacher commitment is one of the most significant factors for the future success of education and schools [4]. Schools become more effective when there are committed teachers. They must be capable to instill a love for learning among their students. They must be positive, fully committed and use unique and interesting approaches to learning in order to help each student engaged in learning. Commitment is a vital element of successful teaching. Committed teachers are concerned with the overall development of their students and they cultivate curiosity among students and interest in learning. The level of loyalty of committed teachers have towards their profession is one of their distinguished qualities and that plays a crucial role in the growth and development of students.

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.

III. HYPOTHESIS

The study was designed to test the following hypotheses:

1. There will be a significant difference between the mean scores of Job Satisfied and Dissatisfied women teachers on role commitment.

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 elementary schools of Kashmir valley, J&K through the technique of simple random sampling from government run elementary schools of four Districts of Kashmir namely Anantnag, Baramulla, Ganderbal and Srinagar. 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 each district.

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. **Teacher's Role Commitment Scale (TRCS):** This scale is developed by Meena Buddhisagar Rathod and Madhulika Verma. 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.
2. **Job Satisfaction Scale for Teacher (JSST):** This scale is developed by Meera Dixit. This scale consists of 52 items and measures the job satisfaction of teachers.

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.

Table No. 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		
Composite Score	JSWT	250	150.42	7.981	13.02	Significant at 0.01 level
	JDWT	250	139.07	11.230		

Acronyms: JSWT = Job Satisfied Women Teachers; JDWT= Job Dissatisfied Women Teachers

VII. INTERPRETATION AND DISCUSSION

The data presented in **Table No. 1** gives information about the Role Commitment of Job Satisfied and Dissatisfied women teachers. The results revealed Job satisfied women teachers with a higher mean score on Student dimension (M= 63.10) as compared to Job dissatisfied teachers who are reported to have obtained a low mean score on the same dimension (M= 58.05). The obtained “t”-value was observed to be significant at 0.01 level of confidence (t=10.93). The mean difference goes in the favour of Job satisfied women teachers and it can be inferred that Job satisfied teachers perform their role better in terms of dealing with students than Job-dissatisfied women teachers. On another dimension i.e. School, Job Satisfied women teachers were found with a higher mean value (M=20.40) as compared to Dissatisfied women teachers (M= 18.85). Both the groups were found to be different from each other at 0.01 level (t=6.78). It can be revealed that Job Satisfied teachers have a more positive inclination towards various school related matters. Job satisfied women teachers were again

compared on Parent dimension of teacher role commitment. The mean score in case of Job satisfied teachers was reported to be 10.73 and in case of Dissatisfied teachers it came to be 10.14. The obtained “t”-value came out to be 4.99, which is found to be significant at 0.01 level of confidence. It can be said that Job Satisfied women teachers have superiority over Job Dissatisfied women teachers on Role commitment towards parents. A quick observation of the results presented in table under discussion further shows a significant mean difference between Job Satisfied and Job Dissatisfied women teachers on the society dimension of role commitment. Although the mean score of Job satisfied teachers (M=15.07) is seen higher than Dissatisfied women teachers (M=13.77) on this dimension, and the obtained “t”-value established a significant mean difference at 0.01 level of confidence (t=5.77). On this basis, it can be revealed that Job Satisfied women teachers seem to remain more active in social and cultural activities as compared to Job Dissatisfied women teachers. Both the groups of teachers were further compared on teacher’s commitment towards Nation. The results revealed Job satisfied teachers with higher mean score (M=10.64) than the Job dissatisfied teachers (M=9.78) on this dimension. The obtained “t”-value came out to be significant at 0.01 level of confidence ((t=5.63). The table further reveals a significant mean difference between the two groups on commitment towards ‘Own Profession’. Job Satisfied teachers group is observed with a higher mean score (M=30.48) as compared to Dissatisfied women teachers (M=28.48) on this dimension. At a 0.01 level of confidence, the mean difference (t=6.58) is significant. The study revealed that job pleased women teachers (M=150.42) had a higher mean score (considering Composite Score) than dissatisfied women teachers (M=139.07) based on overall outcomes (considering Composite Score). When comparing Job Satisfied and Job Dissatisfied instructors on Role Commitment, the overall results favoured Job Satisfied teachers.

In the light of the results reported above, the hypothesis number one, which reads as, “There will be a significant difference between the mean scores of Job Satisfied and Dissatisfied women teachers on their role commitment.” stands accepted.

VIII. CONCLUSION

Women teachers who are content with their jobs and those who are dissatisfied with their jobs differ considerably on all aspects, including the composite score of Role Commitment. This evidence indicated the superiority of Job Satisfied instructors in terms of role commitment over Job Dissatisfied teachers. They were dedicated to their job and acted as counsellors in the absence of authority. They encourage and urge students to ask questions, are perceived to actively participate in the teaching-learning process, and instruct students according to their ability and interests. They also preach the benefits of togetherness, demonstrating that they are social reformers as well.

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