



## Role commitment of teachers in relation to their life satisfaction

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### Abstract

The aim of this study was to investigate the Role commitment of school teachers in relation their life satisfaction levels. The sample of the study consisted of 200 school teachers (male and females) chosen using a random sampling method from secondary schools (govt. and private) in Ludhiana District of Panjab State of India. The investigator has adopted normative survey method for the present study. The tools named TRCS developed by Dr. Meena Buddhisagar Rathod and Madhulika Verma (2003) and Life Satisfaction Scale by Q.G. Alam and Ramji Shrivastava (2001) were used for data collection. For the analysis of data, the descriptive statistics like mean, standard deviation, correlation and 't'-test was employed. A significant difference was found in Role commitment of male and female teachers. Whereas, no significant difference was found in Role commitment of teachers teaching in government and private schools. The results of the study showed that there was a positive correlation between the Role commitment of secondary school teachers and their life satisfaction levels.

**Keywords:** school teachers, TRCS

### Introduction

Provision of quality education is of paramount importance for facilitating a nation's development. Research has found that, to improve individual learners' values, attitudes, behaviours, and skills, quality education is indispensable. It is believed that, to generate teachers' commitment to the school, overall life satisfaction and perceptions of school support are key emotional and cognitive attributes. Teachers' life satisfaction operates through various independent channels to mediate the impact of work experiences on their commitment to the school.

Teachers' Role commitment is recognized as a natural ingredient of teaching profession. It is closely connected to teacher's work performance, absenteeism, burnout and turnover as well as having an important influence on students' achievement in, and attitudes towards school (Louis, 1998) [8].

Teachers' Role commitment may be enhanced or diminished by certain factors. Elliot & Crosswell (2001) [5] analyzed personal context factors which revolved around personal crisis or consequences of particular life-stage diminish teachers' commitment. The Role commitment on the part of teachers is obviously and essentially related to several variables and life satisfaction is definitely one of them.

Life satisfaction is considered as degree to which a person positively evaluates the overall quality of his/her whole life. It is therefore necessary that teacher being corner stone of the arch of education must be satisfied with his life only then he will be able to discharge his duties and responsibilities intelligently or effectively. A dissatisfied teacher is lost not only to himself but also to the entire society. Hence, it is essential to see that teachers are satisfied with their life, as it helps in sustaining their professional commitment.

### Rationale of the study

Teachers form a crucial element of the educational system in a world where globalization is occurring at lightning speed, pressure is exerted on teachers to form not only disciplined, skilled and quick learners but also students who are flexible and dynamically team players. To perform this task effectively, teachers have to be professionally committed and satisfied with their job as educators. They need to have realistic and balanced outlook on life. Teachers' personal factors are significantly related to teachers' commitment in teaching. Teaching efficacy is expected to decrease with teachers' lowering of confidence and drives in teaching. Passion and commitment would begin to fade as teachers become debilitated by the daily demands of students, the environment and personal life factors (Day, 2004) [4].

The satisfaction we derive from our life is a major factor contributing Role commitment of teachers. Since a teacher will be a role model for the students, the life satisfaction and eventually the Role commitment of a teacher becomes very vital in the field of education. Thus, the researcher felt the need to investigate the relationship between life satisfaction and the Role commitment of secondary school teachers.

### Review of related literature

Balaji (1986) [3] measured commitment as an affective state of the individual. He found positive correlations between organisational commitment and age, level of position in the organisational hierarchy, and life satisfaction. Verma and Roy (1988) [12] reported a positive effect of need satisfaction (i.e., work motivation) and job satisfaction on organisational commitment. Healy (1999) [9] drawing on a larger study of professional teachers found that commitments change overtime

and commitments of returners to job are the outcome of the interplay between ‘choices’ and ‘conditions’ encountered by them during their life cycle. Usha & Shashikumar (2007) [11] revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Bala (2009) [3] carried out a study on teachers’ role commitment in relation to their life satisfaction and found positive and significant relationship between role commitment and life satisfaction. Khanifar, Jandaghi & Shojaie (2010) [7] explored a significant relationship between opportunities for inner life satisfaction and affective commitment of teachers.

From what has been stated so far about research involving life satisfaction as a variable, it can be solidly and definitely stated that research works need to be undertaken involving the variable of life satisfaction on a much larger scale in almost all areas of life whether professional or non- professional. It has been repeatedly and since long noted that life satisfaction tends to have positive effect on the work efficiency and Role commitment of teachers.

**Objectives of the study**

The objectives of the study were-

1. To compare the Role commitment of male and female secondary school teachers.
2. To compare the Role commitment of government and private secondary school teachers.
3. To compare the Life satisfaction of male and female secondary school teachers.
4. To compare the Life satisfaction of government and private secondary school teachers.
5. To study the relationship between the Role commitment and Life satisfaction of secondary school teachers.

**Hypotheses**

- There is no significant difference in the Role commitment of male and female secondary school teachers.
- There is no significant difference in the Role commitment of government and private secondary school teachers.
- There is no significant difference in the Life satisfaction of male and female secondary school teachers.
- There is no significant difference in the Life satisfaction of government and private secondary school teachers.
- There is no significant relationship between the Role commitment and Life satisfaction of secondary school teachers.

**Methodology**

**Population:** Population for the purpose of this study has been defined as secondary school teachers of Private and Govt. schools of Ludhiana District of Punjab State.

**Sample:** The participants selected for the study comprised of 200 secondary school teachers of Ludhiana District of Punjab State. 100 of which were males and 100 were female teachers. Equal representation was given to teachers of government and private schools.

**Design:** The present study is an empirical study therefore, the researcher decided to use the descriptive survey method for the investigation

**Statistical Techniques Used:** In this study, descriptive statistics like mean and SD’s were used. To see the

relationships between the variables, Coefficient of correlation and ‘t’ test was employed.

**Tool used:** Following tools were used in the present study:-

1. Teachers Role Commitment Scale by Dr. Meena Buddhisagar Rathod and Madhulika Verma (2003) [9] and
2. Life Satisfaction Scale by Q.G. Alam and Ramji Shrivastava (2001).

**Analysis and interpretation**

Comparison of the Role commitment of male and female secondary school teachers:

To compare the Role commitment of male and female secondary school teachers the researcher formulated the hypothesis as “There is no significant difference in the Role commitment of male and female secondary school teacher” and tested the hypothesis.

**Table 1:** Significance of difference in the Role commitment of male and female secondary school teachers

Group	N	Mean	S.D.	t-value	Inference
Male teachers	100	159.28	10.60	4.35	Significant at 0.01 level.
Female teachers	100	150.86	16.21		

Table-1 shows that the t value is 4.35 which is greater than the table value (2.75) at 0.01 level of significance. Thus, the null hypothesis is rejected and it is concluded that there is a significant difference in the Role commitment of male and female secondary school teachers.

**Comparison of the Role commitment of government and private secondary school teachers**

To compare the Role commitment of government and private secondary school teachers the researcher formulated the hypothesis as “there is no significant difference in the Role commitment of government and private secondary school teachers” and tested the hypothesis.

**Table 2:** Significance of difference in the Role commitment of government and private secondary school teachers

Group	N	Mean	S.D.	t-value	Inference
Govt. school teachers	100	154.20	14.93	0.86	Not Significant
Private school teachers	100	155.94	13.66		

Table-2 shows that the t- value is 0.86 which is not significant. Thus, the null hypothesis is accepted and it is concluded that there is no significant difference in the Role commitment of government and private secondary school teachers.

**Comparison of the Life satisfaction of male and female secondary school teachers**

To compare the Life satisfaction of male and female secondary school teachers the researchers formulated the hypothesis as “there is no significant difference in the Life satisfaction of government and private secondary school

teachers.”

**Table 3:** Significance of difference in Life satisfaction of male and female secondary school teachers

Group	N	Mean	S.D.	t-value	Inference
Male teachers	100	53.59	4.27	4.35	Significant at 0.01 level.
Female teachers	100	53.48	4.45		

Table-3 shows that the t -value is 4.35 which is greater than the table value (2.75) at 0.01 level of significance. Thus, the null hypothesis is rejected and it is concluded that there is a significant difference in the Life satisfaction of male and female secondary school teachers.

**Comparison of the Life satisfaction of government and private secondary school teachers**

To compare the Life satisfaction of government and private secondary school teachers the researcher formulated the hypothesis as “There is no significant difference in the Life satisfaction of government and private secondary school teachers” and tested the hypothesis.

**Table 4:** Significance of difference in the Life satisfaction of government and private secondary school teachers

Group	N	Mean	S.D.	t-value	Inference
Government School teachers	100	53.82	4.80	0.94	Not significant
Private School teachers	100	53.24	3.85		

Table-4 shows that the t- value is 0.94 which is not significant. Thus, the null hypothesis is accepted and it is concluded that there is no significant difference in the Life satisfaction of government and private secondary school teachers.

**Relationship between the Role commitment and Life satisfaction of secondary school teachers:**

To study the relationship between the Role commitment and Life satisfaction of secondary school teachers the researcher formulated the hypothesis as “There is no significant relationship between the Role commitment and Life satisfaction of secondary school teachers” and tested the hypothesis.

**Table 5:** Coefficient of correlation between the Role commitment and Life satisfaction of secondary school teachers

Variable	N	Coefficient of Correlation	Inference
Teachers’ Role commitment	200	0.33	Significant at .01 level
Life satisfaction	200		

Table-5 shows that the value of correlation between the Role commitment and Life satisfaction of secondary school teachers is 0.33. The value is significant at 0.01 level of confidence so, the null hypothesis that “There is no significant

relationship between the Role commitment and Life satisfaction of secondary school teachers” is rejected and it can be inferred that the Role commitment of secondary school teachers is significantly and positively related with their level of Life satisfaction.

**Findings and discussion**

1. There is significant difference in the Role commitment of male and female secondary school teachers
2. There is no significant difference in the Role commitment of government and private secondary school teachers.
3. There is a significant difference in the Life satisfaction of male and female secondary school teachers.
4. There is no significant difference in the Life satisfaction of government and private secondary school teachers.
5. There is significant and positive correlation between the Role commitment and Life satisfaction of secondary school teachers.

**Discussion of results**

The analysis of results proved that there was a significant relationship between the Role commitment and Life satisfaction of secondary school teachers. The said results are straight way on expected lines as the individuals with high life satisfaction are enthusiastic and are more likely to be inspired and are ready to devote their time and energy for performing their professional duties hence are more professionally committed. It was expected that the data in question collected on scientific lines would go to prove the proposition to the effect that higher the level of life satisfaction the higher would be the level of Teachers’ Role commitment. Life satisfaction is great stabilizing factor in life; it keeps individuals free from worries, anxieties and unnecessary uneasiness and tensions and thereby enables them to pursue their vocational and professional goals vigorously and energetically.

**Recommendations**

In order to enhance the Role commitment of teachers and to achieve the goal of maximizing the extent of job and life satisfaction of teachers, the investigator has purposed a few recommendations that can be implemented by educational authorities.

- To enable the teachers to function at their highest level of satisfaction and commitment it is recommended that good organizational climate be created at all the educational institutions.
- To build a positive image about themselves and their profession, teachers could be provided with guidance and counselling with the help of experts in psychology to derive maximum life satisfaction.
- It is recommended that there be, on and off campus orientation programmes conducted for the teachers with the help of experts in the field of education for enhancing teacher’s life satisfaction and Role commitment.
- Reduction of anxieties, Stress and burnout, an awareness of the need for life-work balance, coupled with support from colleagues and others, under a good leadership in the school, would have to be formulated in order to restore teachers’ life satisfaction, passion and commitment in teaching.

Since life satisfaction is crucial adjunct in the Role commitment in the field of education, human societies need to be aware of the factors that enhance the life satisfaction of teachers working in educational institutions and also the factors that militate against it. This awareness would lead to undertake the steps that can effectively contribute to their life satisfaction and commitment towards teaching.

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