



TOTAL QUALITY MANAGEMENT AND PROFESSIONAL COMMITMENT: A SYNERGISTIC APPROACH TO ORGANIZATIONAL EXCELLENCE

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RESEARCH ARTICLE



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Abstract

The purpose of this study to determine the total quality management on teacher's professional commitment among elementary school teachers in Murshidabad District, West Bengal. Investigator Selected 313 Government and 97 Private Elementary School Teachers, as a sample and used Stratified Simple Random Sampling technique for conducting this study. Four research hypotheses directed, guided the study. Professional Commitment scale was used for this research developed by R. kaur, S. K. Ranu, Mrs. S.K. Brar (2011). Data were analysed using frequency, percentage, 't' test and ANOVA. The researcher showed there was no significant difference between Male and Female Elementary school Teachers concerning their Professional Commitment ('t' value .853, 'p' value .394, $p>0.05$). The Researcher found that there was a significant difference between rural and urban Elementary School Teachers in pertaining to their Professional Commitment ('t' value 2.12, $p<0.05$). The investigator found that there was no significant difference between Government and Private Elementary School Teachers concerning their Professional Commitment ('t' value 1.09, 'p' value .274 $p>0.05$). The Researcher found that there was no significant difference in Professional Commitment among Elementary School Teachers based on their Teaching Experience ('F' value 0.801, 'p' value 0.450 $p>0.05$). It was also clear that the teachers who had below 10 years of experience below 20 years of teaching experience and above 20 years of teaching experience do not differ significantly in their Professional Commitment.

Keywords: *Total Quality management, Professional Commitment, Elementary school*

Introduction

Education is a systematic, planned, organized and continuous process of acquiring and integrating values, attitudes, knowledge, and skills, and is deeply interconnected with the human experience. Its scope is as vast as life itself, encompassing a wide range of implications and effects. Education is a lifelong journey, beginning at birth and continuing until death. UNESCO (United Nations Educational, Scientific, and Cultural Organization), meticulously expressed and defined literacy as "an individual who can read and write, understand the sentences of daily life." Education should aim to foster the overall development of students, providing them with knowledge, comprehension, understanding and facts, information, actualities while also cultivating individual's traits, attributes, temperament and disposition. It should expand their horizons, enhance their skills and caliber, capabilities, potentialities and abilities, and prepare well equipped and trained individuals and get them ready for the challenges encountered and faced in life and the complexities of the world.

In 2002, Dreze and Sen, argue that education, learning, instruction and health, wellness, well-being are crucial, vital, substantial, significant "enabling factors" for growth, betterment, development and advancement. Education serves as the foundation for a country's economic, social, and cultural growth. A well-structured education system fosters knowledge, enhances skills, and instills positive values and attitudes in individuals. It is a powerful force that significantly impacts people's quality of life. In today's world, the importance of education is greater than ever, as it plays a vital role in shaping both current and future outcomes. Thus, the main purpose, motive, objective and goal of education is not only to impart skills and knowledge but also to develop a strong mind and a positive attitude, shaping individuals into responsible citizens. As a result, nations strive to enhance the productivity and quality of their education systems by implementing new educational policies.

The National Education Policy (NEP) 2020 focuses on improving the quality of education at the school level in India. It aims to make learning more student-centered and holistic by introducing a flexible curriculum. The policy emphasizes foundational literacy and numeracy in early education and promotes critical thinking and creativity. Teachers' training and development are

key priorities to ensure better teaching methods. Additionally, NEP 2020 encourages the use of technology in classrooms and emphasizes inclusive education for all students aiming to bridge gaps and provide equal opportunities for every child.

Total Quality Management

A.V. Feigenbaum (1983) of Japan is credited with first conceptualizing the term Total Quality Control (TQC). TQC would eventually evolve into TQM. TQM is a management concept for large corporations that acknowledge the intertwined nature of meeting customers' requirements and achieving company objectives. The Total Quality Management (TQM) approach is both a concept and a collection of guiding principles that forms the basis of a company committed to ongoing improvement. The objective of total quality management (TQM) is to achieve results that are superior to those expected by customers, as well as to eliminate defects and waste, and encourage all personnel. Voice of the Customer, Benchmarking, Controlling Cycle Time, and Employee Involvement are the Initiatives That Make up Total Quality Management. TQM emphasizes putting the customer's needs first, fostering an environment in which employees feel valued and fostering a culture in which resources are used efficiently and mandating that senior management participates in all decision-making processes.

Professional Commitment

The term "Professional Commitment" is composed of two elements: "Professional" and "Commitment." A professional refers to an individual who completed a comprehensive academic and apprenticeship, training programmes in a specific field or multiple fields. Additionally, this term encompasses the educational and apprenticeship or training standards that provide professionals with the particular understanding, specialized knowledge and unique skills required to carry out their professional duties effectively and efficiently. (Wikipedia).

The term 'professional' carries significant implications for an individual both within an organization and in their occupation. Organizations expect a certain standard of behaviour from their employees, which aligns with the standards set by external peers in the field. The extent to which an individual's meet these expectations exhibits or demonstrates their commitment to both the profession and the organization.

Commitment pertains to the fundamental values or beliefs that an instructor, educator or teacher upholds. It represents an attitude—a psychological state of mind that drives individuals to strive towards specific objectives. This involves dedication, loyalty and an active engagement in taking on responsibilities. Commitment is not merely a passive form of loyalty, where teachers remain in their positions without genuine involvement in their school or work. Instead, it signifies the level, degree and intensity of internal, innate, natural motivation, enthusiasm, zeal, determination and JS that teachers experience from teaching, as well as the efficacy, proficiency, productivity and effectiveness they attain in their roles, duties and responsibility. Simpson and Hood, in 2000 stipulated, outlined and described PC in a very sophisticated way that "A committed teacher reflects certain behavioural characteristics. For him professional development is a top priority; reflects excitement about teaching and learning; connects with students; shows positive attitude about students; is perceptive about student motives, strengths, needs and situations".

In today's competitive world, maintaining the quality is the utmost importance. For an organization to survive and grow well in today's cutthroat competitive environment, everyone who works within organizational system must take part or engage in value-adding activities in classroom teaching-learning practices directed by predetermined aims and objectives. And we all know that continuous improvement system is a part and parcel of total quality management (TQM). Professional commitment (PC) ensures that teachers are dedicated enough to their work and continuously strive for excellence. Thus they are interchangeably related to each and others. So this paper tries to explore relationship between total quality management and professional commitment among elementary school teachers.

Review of Related Literature

Punica (2000) A study was conducted to explore the levels of dedication, devotion among university instructors and examine, analyze, evaluate the relationship, degree of association, connection between their institutional commitment and job commitment. Additionally, the factors that contribute to commitment were investigated. The sample consisted of 130 participants from three universities in Haryana, selected through convenience sampling. The findings revealed that university instructors exhibited a higher level of job commitment compared to employees in other organizations.

Day, Elliot & Kington (2005) A qualitative research study was undertaken to explore the challenges, standards, and teaching identity related to teacher commitment. The study focused on a cohort of teachers from English and Australian backgrounds, and the findings revealed distinct factors that either enhanced or diminished teacher commitment. Notably, personal and school environment factors emerged as the most significant variables contributing to reduced teacher commitment. By acknowledging and attending to aspects concerning both the individual and institutional context within schools, it became evident that the role of the principal was pivotal in fostering and sustaining teacher commitment. Furthermore, the principal's position played a crucial role in addressing contextual issues that exerted an influence on teachers' level of commitment.

Sood and Anand (2010) Conducted a study to assess, analyze, evaluate and explore the degree, intensity, nature of professional dedication, devotion among pupil educators, instructors employed in secondary TTI in H.P. Data was gathered, collected, and compiled from 135 pupil teachers working in twenty five B.Ed. colleges throughout Himachal Pradesh. The findings indicated that the level, degree, intensity of PC among B.Ed. pupil teachers in H.P was moderate. The study also revealed significant

variances in professional commitment based on factors such as gender, TE and marital status. However, this investigation also demonstrated no substantial, notable disparity, discrepancy, variation in the level of dedication, devotion, commitment between teacher educators who were NET qualified and those who were not.

Choi and Tang (2011) Delves into the self-evaluation of teacher dedication and the emotions they experience during the initial decade of their teaching careers, encompassing three generations of teachers in Hong Kong. The findings confirm previous perspectives that instructors, educators with a higher degree level, intensity of dedication, commitment, devotion are emotionally attached to their professional obligations. However, in the evolving educational landscape, the connection between heightened teacher commitment, time devoted to work, and psychological attachment to teaching appears to be ambiguous, prompting the authors to introduce the notion of contented and discontented commitment among teachers who choose to remain in the profession.

Gupta and Jain (2013) A research, investigation was performed, carried out, conducted to investigate the PC of Pupil teachers, considering factors such as their location, gender, and academic qualifications. The study included a sample of 70 teacher educators, consisting of 21 males and 49 females. Out of the total, 44 were from urban areas while 26 were from rural areas. In terms of academic qualifications, 26 participants held NET qualifications, M.Phil., or Ph.D. degrees, while the remaining participants had only M.Ed. degrees. To gather data for the study, the researchers utilized the 'Professional Commitment Scale for Teacher Educators' constructed, developed by Dr. V. Sood. The results, findings demonstrated that there was no substantial discrepancy, disparity, variation in the PC of Pupil teachers based on their location or gender. However, a significant difference was observed when considering their academic qualifications.

Objectives of the Study

1. To identify the level of professional commitment among elementary school teachers.
2. To determine gender, locality, types of management and experiences difference in total quality management and teachers professional commitment.

Hypothesis of the Study

1. There would be no significant difference in professional commitment between male and female elementary school teachers.
2. There would be no significant difference in professional commitment between rural and urban elementary school teachers.
3. There would be no significant difference in professional commitment between government and private female elementary school teachers.
4. There would be no significant differences in the mean scores of Professional Commitment of Elementary School Teachers With respect To Teaching Experience.

Research Methodology

Descriptive Survey Method was being used which conducting this study

Population: Elementary school teachers both working in government and private sectors of Murshidabad district incorporated the target population of this present study.

Sample: 313 government and 97 private elementary school teachers were selected as a sample for this present study.

Sampling technique: Stratified Simple Random Sampling Method was used while collecting the data.

Variable of the Study: Researcher used professional commitment as a quantitative variable and gender, locality, types of management, teaching experience as categorical variables.

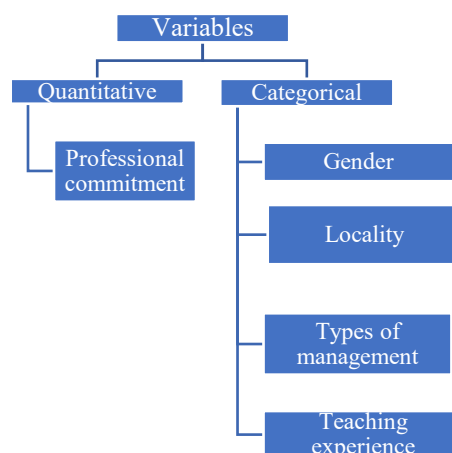


Fig 1: Variables of the Study

Table 1: Distribution of Sample for the present study

Sample	Categories of Sample	Sub Sample	Size	Percentage
Elementary School Teachers	Gender	Male	276	67.3%
		Female	134	32.7%
	Locality	Rural	206	50.2%
		Urban	204	49.8%
	Management	Government	313	76.3%
		Private	97	23.7%
	Teaching Experience	Below 10 Years	304	74.1%
		Below 20 Years	85	20.7%
Above 20 Years		21	5.1%	

Source: (Research Result)

Research Tool: Researcher used Professional Commitment scale developed by R. kaur, S. K. Ranu, Mrs. S.K. Brar (2011).

Statistical Technique: T test and ANOVA were used for analyzing the data.

Analysis and Interpretation of the Data

Objective 1: To identify the level of professional commitment among elementary school teachers.

Level of Professional Commitment among Elementary School Teachers

Mean, Median, Mode and SD obtained for the variable Professional Commitment were scrutinized, analyzed and the details are given in the following

Table 2: Descriptive Statistics of Professional Commitment among Elementary School Teachers

Variable	Mean	Median	Mode	Standard deviation
Professional Commitment	188.78	193	198	22.6

It can be noticed, seen and observed from the table above that the Mean, Median, Mode have been calculated and the obtained values for the variable Professional Commitment are 188.78, 193 and 198 respectively. And the obtained value of standard deviation for the variable is 22.6.

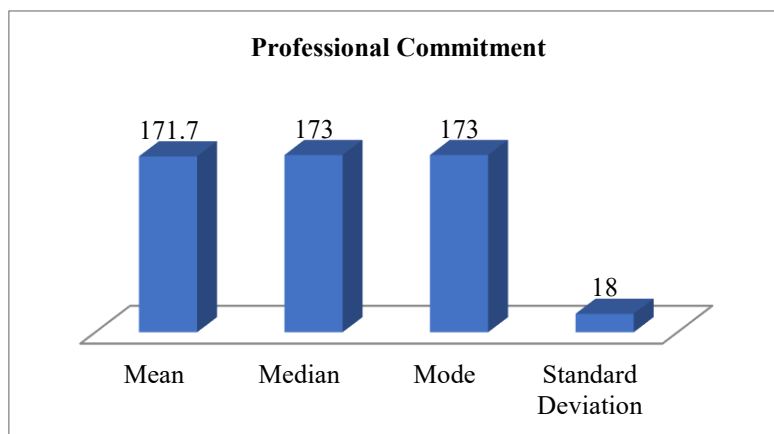


Figure 2: Representation of Mean, Median, Mode and Standard Deviation of Professional Commitment

This study utilized, used M and SD to figure out the degree, intensity and level of PC. Those teachers who scored 211 ($X + SD$) and above, categorized that they have a higher degree, intensity and level of Professional Commitment, while teachers who achieved a score of 166.18 ($X - SD$) and below, considered that they have a moderately lesser degree, intensity and level of PC. The middle group, falling between high and low scores (Between 211 and 166.18), was leveled as average. The table below shows the percentage of ESTs level of PC.

Table 3: Level of Professional Commitment among Elementary School Teachers

Category	Numbers of ESTs	Percentage (%) of ESTs
High	51	12.44%
Average	292	71.22%
Low	67	16.34%
Total	410	100%

It has been observed from the above mentioned table that there is different level of PC among ESTs. And the findings indicate that 12.44% Elementary school teachers’ exhibit high level of Professional Commitment, while 71.22% ESTs show average Level of Professional Commitment and 16.34% ESTs demonstrate low level of Professional Commitment. Consequently, in its conclusion, we can say that the overall degree, level of PC among ESTs is average.

Objective 2

Influence of Gender on Professional Commitment among Elementary School Teachers

H01. There would be no significant difference in professional commitment between male and female elementary school teachers.

The details of the mean comparisons of Professional Commitment among Male and Female ESTs have been scrutinized or analysed. And the details are given below:

Table 4: ‘t’ value obtained for PC of ESTs with respect to Gender

Variable	Gender	Mean	Standard Deviation	‘t’ Value	‘p’ Value
Professional commitment	Male	188.11	22.21	.853	.394
	Female	190.14	23.39		

Note: ‘#’ Not Sig at 0.05 level

It has been observed from the above table no 4 that researcher employed ‘t’ test to see the mean comparison of PC with respect to ‘Gender’. Here, the obtained ‘t’ value for the variable Professional Commitment with regard to gender is 0.853 . Thus, it is failed to reject the null hypothesis H015 because the “p value” .394 is > 0.05 level. The mean values of PC of male and female ESTs are 188.11 and 190.14 respectively. So, it can be said, Male and Female ESTs have same level of Professional Commitment. So, Male and Female ESTs do not differ substantially, considerably, noteworthy while concerning their attitude towards Professional Commitment.

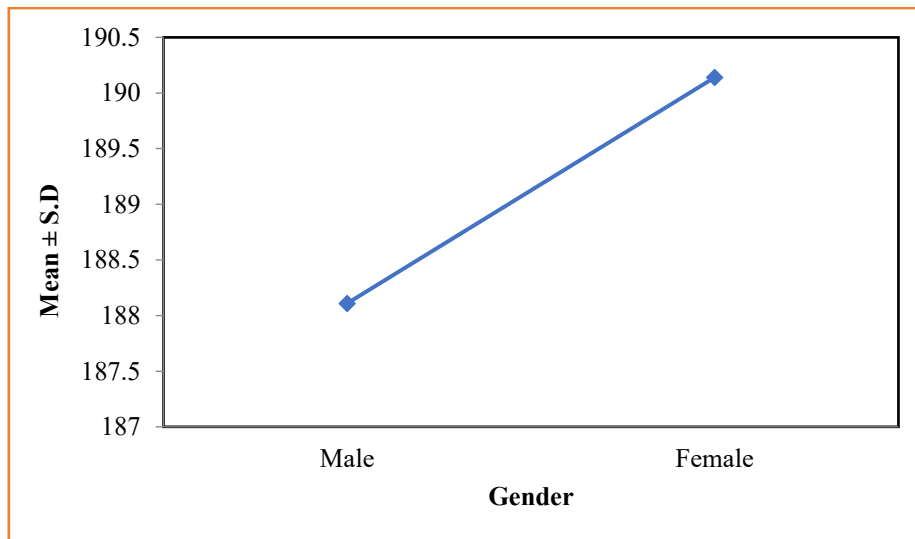


Figure 3: Representation of Mean ± S.D of Professional Commitment pertaining to Gender

Objective 3

Influence of Locality on Professional Commitment among Elementary School Teachers

H02. There would be no significant difference in professional commitment between rural and urban elementary school teachers.

The details of the mean comparisons of PC among Rural and Urban ESTs have been scrutinized or analysed. And the details are given below

Table 5: ‘t’ value obtained for Professional Commitment of ESTs with respect to Locality

Variable	Locality	Mean	Standard Deviation	‘t’ Value	‘p’ Value
Professional Commitment	Rural	186.43	23.99	2.12	.034
	Urban	191.15	20.88		

Note: ‘*’ Sig at 0.05 level

It has been observed from the above table no 5 that researcher employed ‘t’ test to see the mean comparison of Professional Commitment with respect to Locality. Here, the obtained ‘t’ value for the variable Professional Commitment with regard to Locality is 2.12. Thus, the null hypothesis H016 is rejected because “p value” is < 0.05. The average, mean value of PC of Rural

and Urban ESTs are 186.43 and 191.15 respectively. So, it can be understood or said, Urban ESTs are more Professionally Committed than Rural Elementary school teachers. So, Rural and Urban Elementary school teachers differ significantly in their attitude towards Professional Commitment.

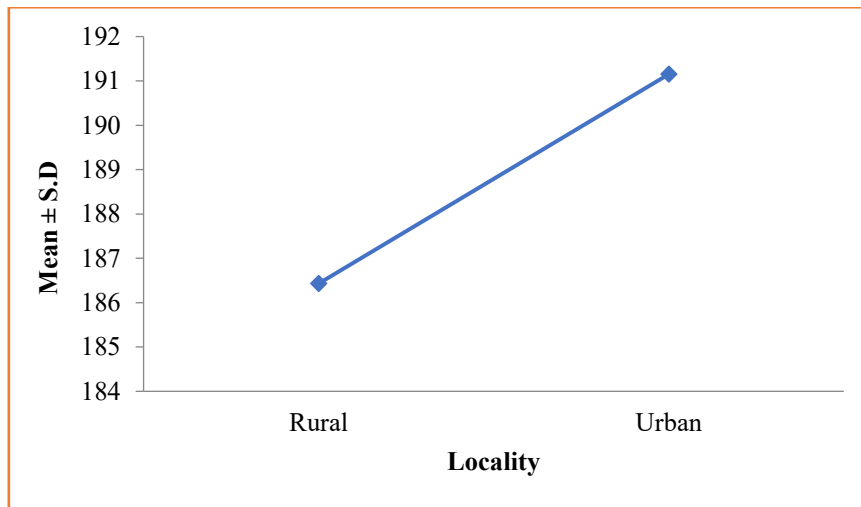


Figure 4: Representation of Mean ± S.D of Professional Commitment pertaining to Locality

Objective 4

Influence of Types of Management on Professional Commitment among Elementary School Teachers

H03. There would be no significant difference in professional commitment between Government and Private elementary school teachers.

The details of the mean comparisons of PC between Government and Private ESTs have been scrutinized or analysed. And the details are given below:

Table 6: ‘t’ value obtained for PC of ESTs with respect to Management

Variable	Management	Mean	Standard Deviation	‘t’ Value	‘p’ Value
Professional Commitment	Government	189.46	23.24	1.095	.274
	Private	186.58	20.35		

Note: ‘#’ Not Sig at 0.05 level

It can be perceived, noticed and seen from the Table. No 6 above that researcher employed ‘t’ test to see the mean comparison of Professional Commitment with respect to Management. Here, the obtained ‘t’ value for the variable Professional Commitment with regard to management is 1.095 . Thus, it is failed to reject the null hypothesis H₀17 because the “p value” .274 is > 0.05 level. The mean value of PC of Government and Private ESTs are 189.46 and 186.58 respectively. So, it can be understood that Government and Private ESTs have same level of attitude towards Professional Commitment. So, Government and Private ESTs do not differ substantially, considerably, notably while concerning their attitude towards Professional Commitment.

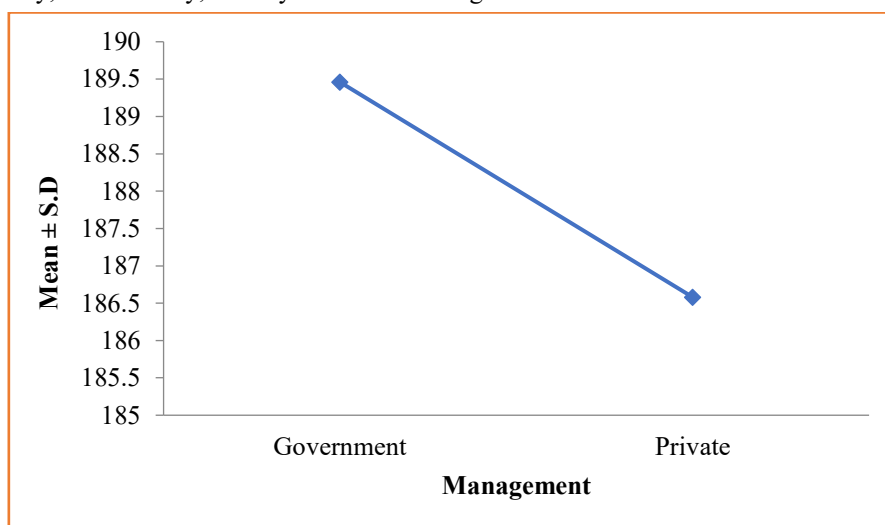


Figure 5: Representation of Mean ± S.D of Professional Commitment pertaining to types of Management

Objective 5

Influence of Teaching Experience on Professional Commitment among ESTs

H₀₄ There would be no significant differences in the mean scores of Professional Commitment of Elementary School Teachers With respect To Teaching Experience.

To explore, ascertain and investigate whether there is any substantial disparity, discrepancy and variation in mean scores of Professional Commitment among distinct teaching experience group, i.e., ‘Below 10 Years, Below 20 Years and Above 20 Years of Teaching Experience’. Thus, One-way ANOVA was applied, used, utilized because of presence of multiple categories or more than two categories. The outcome of Analysis of Variance (ANOVA) conducted on Professional Commitment concerning Teaching Experience categories are given below:

Table 7: Descriptive Statistics of PC of ESTs with respect to TE

Teaching Experience	N	Mean	Standard Deviation
Below 10 Years	304	189.00	21.13
Below 20 Years	85	189.49	24.56
Above 20 Years	21	182.76	33.26

Table 8: ANOVA of PC of ESTs with respect to TE

Source of Variance	Sum of Squares	df	Mean Squares	‘F’ Value	‘p’ Value
Between Group	818.62	2	409.312	0.801	0.450
Within Group	208101.057	407	511.305		
Total	208919.680	409			

It is clearly perceived, noticed and seen from the Table no 8 above that obtained ‘F value’ and ‘t value’ for the variable PC of ESTs with regards to TE are 0.801 and 0.450 (‘p’) respectively. Considering the ‘p value’ which is >0.05, means it is failed to reject the Null Hypothesis H₀18. It means that there is no significant difference in Professional Commitment based on Teaching Experience of the Teachers. So, it can be said that Teaching Experience among ESTs do not influence or has not an impact on Professional Commitment. As a result, the teachers who have Teaching Experience like as ‘Below 10 years, Below 20 years and Above 20 years of Experience’ do not considerably, notably and substantially differ while concerning their level of attitude towards Professional Commitment.

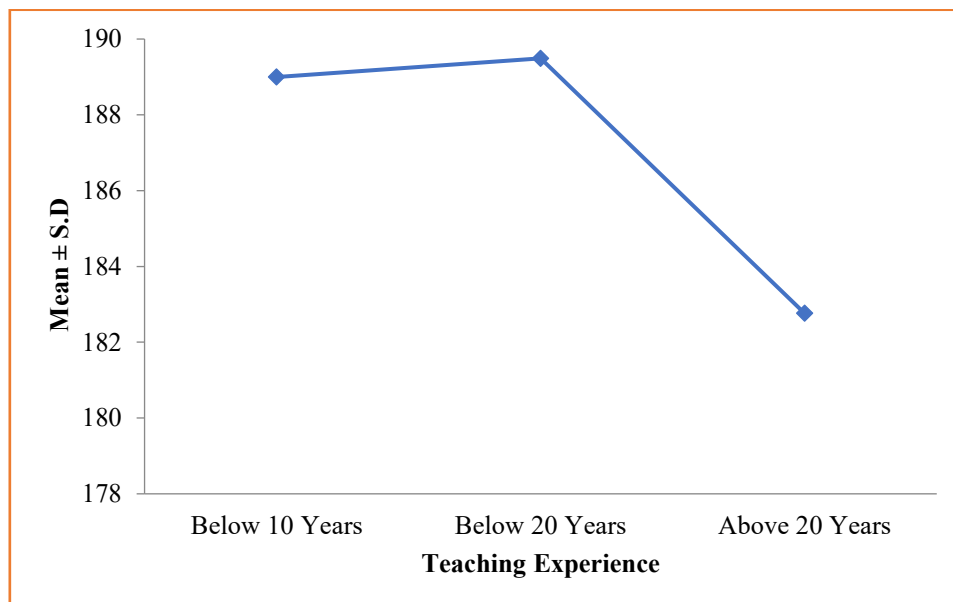


Figure 6: Representation of Mean ± S.D of Professional Commitment pertaining to Teaching Experience

Following the determination of insignificant results, there is no need for Tukey test for multiple comparisons because all the pairs here are same. The outcomes of this Tukey test for multiple comparisons are encapsulated within the subsequent table

Table 9: Multiple Comparisons of PC of ESTs with regard to TE

Teaching Experience (I)	Teaching Experience (J)	Mean Differences	Std. Error	Sig.
Below 10 Years	Below 20 Years	-.494	2.77	.983
	Above 20 Years	6.24	5.10	.440
Below 20 Years	Below 10 Years	.494	2.77	.983
	Above 20 Years	6.73	5.51	.441
Above 20 Years	Below 10 Years	6.24	5.10	.440
	Below 20 Years	-673	5.51	.441

Findings of the Study

1. The researcher showed there was no significant difference between Male (M = 188.11, SD = 22.21) and Female (M = 190.14, SD = 23.39) Elementary school Teachers concerning their Professional Commitment ('t' value .853, 'p' value .394, p>0.05).
2. The Researcher found that there was a significant difference between rural (M = 186.43, SD = 23.99) and urban (M= 191.15, SD = 20.88) Elementary School Teachers in pertaining to their Professional Commitment ('t' value 2.12, p<0.05).
3. The investigator found that there was no significant difference between Government (M =189.46, SD = 23.24) and Private (M = 186.58, SD = 20.35) Elementary School Teachers concerning their Professional Commitment ('t' value 1.09, 'p' value .274 p>0.05).
4. The Researcher found that there was no significant difference in Professional Commitment among Elementary School Teachers based on their Teaching Experience ('F' value 0.801, 'p' value 0.450 p>0.05). It was also clear that the teachers who had below 10 years of experience (189.00, SD = 21.13), below 20 Y of T.E (M = 189.49, SD = 24.56) and above 20 Y of T.E (M = 182.76, SD = 33.26) do not differ significantly in their Professional Commitment.

Discussion of Results

The researcher showed that there was no significant difference between Male (M = 188.11, SD = 22.21) and Female (M = 190.14, SD = 23.39) Elementary school Teachers concerning their Professional Commitment. Similar result has been reported by Sen, Sapna (2017) there was no significant difference between M and F school educators based on their Professional Commitment. On the other hand, some contradictory results have been found by Wera (1982): Coladarci (1992): Marridoaras (2000): Sood and Anand (2011): Malik (2013): Swarnalatha (2016): Beri and Beri (2016): Politis (2017) Ekta (2019); there was a significant difference between male and female school educators pertaining to their PC.

Researcher observed that female elementary school teachers and male elementary school teachers had no difference in their professional commitment because both male and female teachers got equal opportunities for professional development, career advancement and enjoying the same status and respect leading to a similar level of professional commitment. Investigator noticed that as for the cultural and social norms, the role of both female and male teachers were valued equally which helped to develop a similar sense of professional dedication irrespective of their gender. Researcher also experienced that the working environment was very congenial, supportive which emphasized team work, collaboration, co-ordination and focused on professional growth and development regardless of gender, promoting the same level of commitment. Both the female and male teachers were intrinsically motivated enough which caused a uniform level of professional development.

In this present study, the Researcher found that there was a significant difference between R (M = 186.43, SD = 23.99) and U (M= 191.15, SD = 20.88) ESTs in pertaining to their PC. Similar findings have been reported by Gupta and Rani (1988) and Tapodhan (1991) that urban school educators had more dedicated, motivated to their profession than rural counterparts. A research conducted by Khuswinder, Kaur (2013) found that rural school educators, instructors were greater professionally dedicated, motivated and confined against urban counterparts.

Researcher observed that urban elementary school teachers were more professionally committed than rural elementary school teachers because urban elementary schools had better resources, infrastructure and teaching materials as compared to rural elementary schools which facilitated them to feel more supported and motivated hence enhancing their commitment. Investigator noticed that urban areas often offered more opportunities for professional growth and development and career advancement including training and workshop which in turn strengthened their professional commitment as compared to rural areas school. Researcher also observed that diverse needs of students, higher number of enrolments, career opportunities and community expectations were more in urban elementary schools than rural school, thus fostering a strong sense of professional commitment among urban elementary school teachers than their rural counterpart.

In this present study, the investigator found that there was significant difference between Government (M =189.46, SD = 23.24) and Private (M = 186.58, SD = 20.35) Elementary School Teachers concerning their Professional Commitment. But some opposite findings have been reported by Somech & Bogler (2002): Ross & gray (2006): Gupta & Nain (2015): Thoker (2017) and Ekta (2019) found that there was a significant difference between Government and Private school teacher based on or concerning their Professional Commitment.

Researcher observed that government and private elementary school teachers had same level of professional development because both government and private elementary school teacher's main aims and objective was to continuously improve the quality of education and all round development of students. This common mission fostered a similar sense of professional commitment. Both government and private elementary school's teachers got opportunities for professional development and training, thus demonstrated a similar level of professional dedication. Researcher also observed that both the government and private elementary schools' teachers were intrinsically motivated towards their personal values, passion for teaching and career goals which helped in shaping a similar level of professional commitment.

The researcher found that there was no significant difference in PC among ESTs based on their T.E. Similar findings have been reported by Khuswinder, Kaur (2013) and Sen, Sapna (2017) that there was no significant difference across school educators, instructors based on their teaching experience. Some contradictory findings have also been reported by Goyal (1980): Gupta and Rani (1988): Rosenholtz and Simpson (1990): Day and Gu (2007): karakus and Battal (2009) and Sood and Anand (2011) that there was a significant difference among school educators, instructors based on their teaching experience.

Researcher observed that there was no difference in professional commitment among elementary school teachers based on their teaching experience as regardless of their teaching experience they had same motives, objectives and aims which was to improve the quality of education, to foster collaboration, co-operation, co-ordination and team work which imparted a similar level of professional dedication and commitment irrespective of their teaching experience. Investigator noticed that teachers had to maintain the professional standards and expectations in teaching continuously which invigorated and strengthened a similar sense of professional commitment regardless of their teaching experience. Researcher also noticed that teachers were intrinsically motivated, had suitable working environment and got continuous professional development opportunities and training, leading to a similar level of commitment irrespective of their teaching experience.

In this present study, the investigator found that there was a considerable, notable and substantial disparity, discrepancy and variation in PC based on their age groups.

Researcher observed that there was a difference in professional dedication, commitment among elementary school teachers based on age group but it was a very minute difference because every teacher regardless of their age group had same aims and objectives which was to make the teaching-learning process more effective, efficient and successful and to improve the quality of education and focus on overall development of students. Investigator noticed that young teachers were more enthusiastic to accept the challenge and welcome modern methods and techniques in their teaching-learning process. Although older teachers accepted innovative methods, but they were not much welcoming to it like the younger ones.

Educational Implication

1. Administrator should develop a good rapport with his/her sub-ordinates so that they can share their emotions, values, feelings and mental health. Because a friendly environment and a supportive leader motivates to work hard which fosters dedication, devotion, commitment towards their profession. Government, policy makers should make sure that every school's leader fosters a democratic attitude, supportive, friendly and amicable environment. Government and administrator should also ensure that every school should have well equipped and well- structured infrastructure to make the teachers and students comfortable, develop a good connection with them, give respect to them, involve them in decision-making process which energises and strengthens their commitment to their profession and this will create a sense of positive attitude towards TQM.
2. It may be suggested that government, administrators and policy makers should ensure that teachers should get good incentives and other benefits which motivates them to remain committed to their work and profession. Administrator should also take care of teacher's physical, mental and emotional health because excessive burden or load can deteriorate or channelize their energy negatively, resulting a low level of commitment to their profession. Thus leader should organize faculty and career advancement programme for their growth and development, meditation programme for managing their mental and emotional health which helps them to channelize their energy in a right direction and excel their efficiency leading to an increase their commitment to the profession. Thus, a group of committed teachers can improve the quality of education and institutional system and it will foster a strong sense of positive attitude towards TQM.
3. It may be suggested that government, administrator, authority should make sure that every teacher would remain professionally committed to their work regardless of their gender, locality and age group as investigator found that there was a difference in their work commitment in terms of above mentioned demographic variables. Thus, government, administrator and policy makers should make a plan and talk to them to know the reason behind it and should work accordingly to improve the condition. It will motivate them to work hard and improve their efficiency thereby increasing the commitment level regardless of the above mentioned factors.
4. A happy working environment and professionally committed teachers who always want to improve the teaching-learning process are those who are satisfied or enjoy their job. Thus, job satisfaction plays a crucial role for overall development of an institution. So, government, administrator and authority should take care of it and make a plan to improve or enhance their satisfaction towards their profession because satisfied teachers work hard to improve the lacuna of the system and always try to bring qualitative change. A satisfied teacher is always fit be it mentally, physically and emotionally which in turn helps to develop a good rapport with students and administrator as well. This will help to create a positive self-concept among teachers and fostering a positive attitude towards continuous improvement and qualitative change of the system.

5. It may be suggested that government, leader and authority should ensure that disbursement of payment system should be on a regular basis and should focus on other benefits if required. A special facility should be given to the teachers who are working in the remote area so that the teachers get motivation to work there and remain committed to the profession. Government and policy makers should also make an effort to ensure that posting of the teachers should be on the basis of distance from his/her hometown. If the distance is too far from their native place, it creates a conflict of work and personal or family conflict. Thus, government and policy maker should make sure that policy on mutual transfer should be framed and drafted from time to time to solve this work conflict which helps to develop their intrinsic motivation to work very sincerely and show their dedication to their profession. This will lead to work for overall betterment and continuous improvement

Suggestions for Further Research

Considering or based on current and on-going investigation and its conclusions, it is recommended to pursue and carry out the succeeding studies:

- This research may be performed, conducted and carried out using and employing various samples and different locations.
- Similar research and investigation may be performed, undertaken and conducted with teachers at other levels, such as HS, HSS and tertiary education.
- The present study addressed, examined and investigated Professional Commitment as Dependent variable. Thus, the influence, effect and impact of various dimensions and components of PC on additional variables can be carried out, performed and studied.

List of Abbreviations

TQM	Total Quality Management
EE	Elementary Education
NEP	National Education Policy
PC	Professional Commitment
TE	Teaching Experience
ESTs	Elementary School Teachers

Acknowledgment: No

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