

Professional Satisfaction and Commitment of Primary School Teachers in China

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Abstract: Two critical elements that influence the effectiveness of instruction and the general wellbeing of Chinese primary school teachers are professional dedication and satisfaction. The degree to which instructors are vested in their work and identify with the teaching profession is referred to as professional commitment. How satisfied teachers are with their work is referred to as satisfaction. In the study of Wang H. et al. entitled exploring teachers job satisfaction in Rural China 2022, they found an alarming highly prevalence of dissatisfaction in rural China roughly 21% of rural teachers were less than satisfied with their job hence there is a need for further research and policy intervention to improve teacher job satisfaction in rural schools. On the other hand engagement in one's career and satisfaction are closely related. Teachers who put more effort into their profession are also more likely to be happy in their positions. This is so because dedication increases a teacher's sense of purpose and pleasure in their work.

Keywords: Professional Satisfaction; Commitment ; Primary School Teachers ;China

Introduction :

Teachers in China's elementary schools may be more or less committed to their jobs, depending on a variety of variables. In the study of Liu, Peng 2016 Chinese teachers' perspective on teachers' commitment to change, he cited Rosenholtz 1990 and Tang & Choi on their perspective on commitment and stated that teachers' commitments are inclined to be affected by management support, autonomy, quality of chore instructional task and teachers career stages. These variables need further research to determine teachers' commitment. Teachers who are committed to and content with their careers are more likely to work in schools with good working conditions. This includes elements like sufficient resources, a manageable task, and encouraging coworkers, also teachers who receive a fair wage are more likely to be dedicated to and content with their careers. This is so because a teacher's income has a significant impact on their financial security and general well-being. In terms of professional development teachers who have the chance to advance their careers are more likely to be committed to and satisfied with their jobs. This is done so that educators can stay up-to-date on the most effective methods of instruction and develop their skills. Lastly, support from parents and the community teachers who have the support of their parents and the community are more likely to be committed to and satisfied with their careers. Because of the support of parents and the community, this is necessary so that teachers can feel respected and valued. On the other hand, the Chinese government has taken action to enhance the working environment, pay, and possibilities for professional growth for elementary school teachers. These initiatives have enhanced teachers' professional dedication and happiness. To raise the status of teachers in China, nevertheless, more needs to be done. The Chinese government may contribute to ensuring that teachers are dedicated and content with their professions by enhancing the working conditions, pay, and opportunities for professional development for primary school teachers. The quality of education in China will benefit as a result of this. This prompted the researcher to delve into the study of primary school teachers' satisfaction and commitment because the issue of how to improve teachers' job satisfaction and commitment in China is the concern of the school and government. This will have a positive impact on the quality of education in China and on the future of the country, hence this study.

Objectives of the Study:

The general aim of this study was to assess the professional satisfaction and commitment of primary school teachers in China. Specifically, it described the profile

of the respondents in terms of gender, age, educational attainment, civil status, employment status, and years in service. It determined the level of satisfaction in terms of internal factors in the dimensions of teachers' professional development, recognition of teachers on the job, teacher work achievement, and teacher work responsibility. Furthermore, it also explored the external factors of job satisfaction in terms of teachers' promotion on the job, school policy, and administration, teachers' supervision practices, income, work relationships with other teachers, and their work conditions. In addition, it discussed the level of commitment in terms of affective, continuance, and normative commitment. It tested the differences in the responses when grouped according to profile and tested the relationship between job satisfaction and commitment. A proposed training was recommended to improve teachers' jobs and commitment in primary schools in China.

Related Literature

Job Satisfaction

Everyone has a goal in life that ends with satisfaction. When you have attained the goal you have a feeling of satisfaction. According to Shiyani(2020), job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not self-satisfaction, happiness, or self-contentment but satisfaction on the job. Hence it is important in an educational setting that teachers nurture a feeling of satisfaction in their work.

In the study of Werang et al. (2017), "Teachers' Job Satisfaction, Organizational Commitment, and Performance in Indonesia: A Study from Merauke District." The academic success and future employment of kids are directly impacted by teachers' job satisfaction. In the rural state elementary schools in Merauke District, Papua, Indonesia, this study sought to describe the relationship between teachers' organizational commitment and job performance and their level of job satisfaction. The following two issue statements served as the basis for this study: (a) In the far-flung state primary schools in Merauke District, Papua, does teachers' job satisfaction have a favorable and significant impact on their organizational commitment? ; And (b) in the far-flung state primary schools of Merauke District, Papua, does teachers' job contentment have a favorable and significant impact on their job performance? 105 instructors were randomly selected from 117 teachers at distant state elementary schools in the Merauke District of Papua and given three quantitative surveys. The study's findings showed that in the distant state elementary schools of Merauke District, Papua, teachers' organizational commitment and job performance were positively and significantly impacted by their job satisfaction. The study suggests strategic measures to improve teacher job satisfaction in Merauke District, Papua, fostering organizational commitment and improved job performance.

Other studies were indicating the conditions of teaching environment of job satisfaction, Other studies were indicating the conditions of teaching environment of job satisfaction, according to Tzu-Huang HUANG et. al. 2021, Using professional learning communities (PLCs), this study examines how environmental constraints and principle transformational leadership affect teachers' job satisfaction. Although there are limits to the Teacher Questionnaire, advice for school administrators include overcoming these problems. Consider measures to lessen EO's harmful effects as well as strategies for obtaining adequate educational materials. Become a transformational leader since this leadership style can assist TJS and PLC both directly and indirectly. When the majority of instructors participate in PLC, the school can develop into a learning organization that can thrive in any situation and in the constantly changing environment brought on by globalization or competitive forces. TJS can be enhanced by positively addressing teachers' psychological needs when promoting PLC, on the other hand. As a result, it is possible to improve the quality of education, school effectiveness, and teacher professional development. Further discussion included implications for research and practice, and the following studies might use data from various nations or areas to allow for cross-region comparison.

Conclusions

1. There was an almost equal number of male and female primary school teachers, aged 20-25, college degree holders and temporarily employed.
2. The respondents generally agreed on the internal and external indicators of job satisfaction as well as the indicators of the extent of teachers' affective, continuance, and normative commitments.
3. There was a significant difference in the responses on the internal and external factors the on job satisfaction of teachers when grouped according to age, sex, and educational attainment.
4. There was also a significant difference when grouped according to civil status, employment status, and length of service, however only on selected sub-domains only. The significant differences were in those who were single, temporary, and working for more than fifteen years.

5. There was a significant difference in the responses on the extent of teachers' commitment when grouped according to age, sex, and civil status, educational attainment and employment status on continuance and normative commitments, and length of service for affective and normative commitments.

6. There was a significant relationship between internal and external factors of job satisfaction and the extent of teachers' commitment.

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