

Dated: 08/05/2025

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Topic of Research: A Study of Attitude of Elementary School Teachers Towards Total Quality Management in Relation to Their Self-Efficacy, Professional Commitment and Job Satisfaction.

Keywords: Attitude of Elementary School Teachers, Total Quality Management, Self-Efficacy, Professional Commitment and Job Satisfaction.

Findings

1. 13.17% Elementary School Teachers hold a low level of attitude towards TQM, 77.32% Elementary School Teachers exhibits a moderate level, intensity and degree of attitude towards TQM and the remaining 9.51% Elementary School Teachers possess higher degree of attitude towards TQM.
2. 12.44% Elementary School Teachers demonstrate a low level of Self-Efficacy, 78.78% Elementary School Teachers exhibits an average level of Self-Efficacy and the remaining 8.78% Elementary School Teachers stand out with a high level of Self-efficacy.
3. 16.34% Elementary School Teachers showcase a modest level of Professionally Committed, 71.22% Elementary School Teachers demonstrate an average level of Professionally Committed and 12.44% Elementary School Teachers possess high level of Professionally Committed.
4. 15.12% Elementary School Teachers hold a low level of Job Satisfaction, 69.27% Elementary School Teachers exhibits a moderate level of Job Satisfaction and 15.61% Elementary School Teachers stand out with a higher degree of Job Satisfaction.
5. The Researcher observed that Total Quality Management was positively correlated with Self-Efficacy and was statistically significant at 0.01 level ($r = .348$, $p < 0.01$) for that total sample.

6. The Researcher found that Total Quality Management was positively correlated with Professional Commitment and was statistically significant at 0.01 level ($r = .388$, $p < 0.01$) for that total sample.
7. The Researcher also found that Total Quality Management was favourably, strongly and effectively correlated with Job Satisfaction and was statistically significant at 0.01 level ($r = .203$, $p < 0.01$) for that total sample.
8. After the analysis, the researcher discovered that among the three predictive variables (Self-Efficacy, Professional Commitment and Job Satisfaction) two of them significantly contribute to predicting the criterion variable (Total Quality Management) of Elementary School Teachers within the total sample. These variables were Self-Efficacy and Professional Commitment. Researcher found that Professional Commitment and Self-Efficacy was important or significant predictors of Total Quality Management of Elementary School Teachers for the total sample. These two predictors combinedly can best predict up to 21.5% of variance ($R^2 = .215$, $F = 55.67$, $p < 0.01$) in TQM. In this current investigation, the primary contributor to TQM, causing the most variance in the model, was Professional Commitment (R^2 Change = 0.151 and F Change = 72.31), accounting for 15.1% of the variance with a p -value < 0.01 . And the Secondary contributor to Total Quality Management, causing the most variance in the model, was Self-Efficacy contributes to 6.4% of the variance (R^2 Change = 0.064 and F Change = 33.32) with a p -value < 0.01 of Elementary School Teachers for the total sample.
9. The Researcher observed a significant difference between Male and Female ESTs towards TQM ($t' 2.74$, $p < 0.05$ level). It was also revealed from the study that Female Elementary school teachers ($M = 117.89$, $SD = 13.60$) had more positive attitude towards TQM than Male ESTs ($M = 113.54$, $SD = 15.74$).
10. The investigator found there was a significant difference between Rural and Urban Elementary School Teachers concerning their Total Quality Management (t' value 6.52, $p' < 0.05$ level). It was very clear from the study that Urban Elementary school Teachers (119.65, $SD = 11.99$) had more positive attitude towards Total Quality Management than Rural Elementary School Teachers ($M = 110.32$, $SD = 16.57$).
11. The Researcher found there was a significant difference between Govt. and Private ESTs with regards to Total Quality Management (t' value 6.87, $p > 0.05$ level). This study also observed that Private Elementary School Teachers ($M = 123.75$ and

SD=9.27) had more positive attitude towards Total Quality Management than Government Elementary School Teachers (M=112.24, SD=15.64).

12. This study revealed that there was a significant difference in Total Quality Management based on teaching experience ('F' value 12.16, 'p'<0.05). It was also clear from the study that the teachers having below 10 years of experience (M = 117, SD= 13.22), below 20 year of teaching experience (M= 108.11, SD= 19.44) and above 20 year of teaching experience (M=113.14, SD =14.88) differ significantly.
13. The Researcher found that there was a significant difference in Total Quality Management based on their age groups ('F' value 12.67, 'p'<0.05). It was also come in light that teachers who had age like below 30 years (M= 120.60, SD = 11.52), From 31-40 years (114.74, SD = 14.63) and Above 41 years (M= 109.36, SD = 18.07) differ significantly, substantially while considering their attitude towards TQM.
14. The investigator observed that there was a significant difference between Male (M= 183.72, S.D = 18.91) and Female (M = 189.70, S.D = 21.30) ESTs with respect to their Self-Efficacy ('t' value 2.88, 'p'<0.05).
15. The Researcher found that there was a significant difference between rural (M = 182.19, S.D = 22.11) and urban (M= 189.19, S.D = 16.71) ESTs in pertaining to their Self-Efficacy ('t' value 3.61, p<0.05).
16. The researcher found there was no significant difference between Government (M =186.02, SD = 21.65) and Private (M = 184.53, SD = 12.74) Elementary School Teachers with regards to their Self-Efficacy ('t' value .645, p>0.05).
17. This study revealed there was significant difference in Teachers Self-Efficacy based on Teaching Experience ('F' value 4.54, 'p'<0.05). It was also clear from the study that the teachers having below 10 year of teaching experience (M = 187.40, SD= 18.72), below 20 year of teaching experience (M= 180.49, SD= 22.90) and above 20 year of teaching experience (M=181.62, SD =2.27) differ significantly.
18. The Researcher found there was no significant difference in Teachers Self-Efficacy based on their age groups ('F' value 2.31, 'p'>0.05). It was also come in light that teachers who had age like below 30 years (M= 187.32, SD = 16.64), From 31-40 years (186.35, SD = 20.32) and Above 41 years (M= 181.61, SD = 21.65) do not differ significantly in their Self-Efficacy.
19. 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, $p>0.05$).

20. 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, $p<0.05$).
21. 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 $p>0.05$).
22. 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 ($M = 189.00$, $SD = 21.13$), 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.
23. The Researcher found there was a significant difference in Professional Commitment based on their age groups ('F' value 4.35, 'p' value 0.014 $p<0.05$). It was also come in light that the teachers who had age like below 30 years ($M = 184.35$, $SD = 20.41$), From 31-40 years ($M = 191.57$, $SD = 20.98$) and Above 41 years ($M = 185.80$, $SD = 26.09$) differ significantly in their attitude towards Professional Commitment.
24. The Researcher observed there was significant difference between Male ($M = 167.94$, $SD = 17.92$) and Female ($M = 179.44$, $SD = 15.58$) ESTs pertaining to their Job Satisfaction ('t' value 6.35, 'p' value 0.000 $p<0.05$).
25. There was a significant difference between Rural ($M = 168.03$, $SD = 18.22$) and Urban ($M = 175.40$, $SD = 17.03$) ESTs concerning their Job Satisfaction ('t' value 4.22, 'p' value .000; $p<0.05$).
26. There was no significant difference between Government ($M = 172.47$, $SD = 18.88$) and Private ($M = 169.20$, $SD = 14.60$) ESTs pertaining to their Job Satisfaction.
27. The Researcher observed that there was no significant difference in Job Satisfaction among ESTs based on their Teaching Experience ('F' value 2.59; 'p' value 0.076; $p>0.05$). It was also clear that the teachers who had below 10 years of experience ($M = 172.78$, $SD = 18.16$), below 20 years of experience ($M = 167.78$, $SD = 16.33$) and above 20 years of experience ($M = 171.70$, $SD = 20.69$) do not differ significantly in their Job Satisfaction.

28. The investigator revealed there was a significant difference in Job Satisfaction based on their age groups ('F' value 4.93; 'p' value 0.008; 'p'<0.05). It was also come in light that the teachers who had age like below 30 years (M= 171.13, SD = 1.79), From 31-40 years (173.56, SD = 1.16) and Above 41 years (M= 166.40, SD = 2.04) differ significantly in their level of Job Satisfaction.