

ROLE COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO SOME DEMOGRAPHIC VARIABLES

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ABSTRACT

Teacher commitment and engagement has been identified as one of the most critical factor in the success of Education. The phenomenon of teacher commitment has attracted research attention in different parts of the world because of its implications for teacher retention. The purpose of the present study is to investigate the effect of various factors like age, gender, experience and type of School on role commitment of Secondary School teachers. Sample consists of 100 school teachers of Bahadurgarh. The tool used for the study is Teacher's role commitment scale by Dr. Meena Budhisagar & Madhulika Verma.

INTRODUCTION

The greatness of a country does not depend on lofty buildings and gigantic projects, it depends on teachers. A teacher has been respected and worshipped throughout human history because of his/her noble profession. A teacher is the topmost person in professional pyramid because the teacher makes all other professionals. So to discharge his duties efficiently and effectively a teacher must have professional ethics in the form of commitment (Sharma 2008). When we talk about teaching profession it is regarding teacher's moral responsibilities and personal values. The factors that make a good teacher cannot be categorized. Successful teachers represent a variety of personalities, level of mental abilities, types of training and of course their commitment towards their job. Role commitment consists of two words, namely role and commitment. An individual occupies a hierarchical position in a system along with the ensuing power and privileges and performs certain functions in response to his member's expectations. All expectation together with one's response comprises the role. Every person occupies a whole set of social roles. A teacher has the role of worker, husband or wife, parent, club member and citizen (Keeves 2010).

The role of teacher is dynamic aspect of his/her status. It has also been defined as pattern or sequence of teaching actions performed by a person in an interactive school situation, and the

commitment is the proper customary function to pledge or promise or obligation for work.

Commitment is a term that teachers frequently use in describing themselves and each other (Nias, 2001). It is a word they use to distinguish those who are caring, dedicated and who take the job seriously from those who put their own interests first. Some teachers see their commitment as part of their professional identity, it defines them and their work and they get a lot of enjoyment from this. Others feel the demands of teaching to be significant, requiring great personal investment and view it as a job that cannot take over your life. These teachers often limit their commitment and their engagement with the school, as a means of survival. Commitment of teacher may be enhanced or diminished by factors such as student behaviour, administrative support, parental demands and national education policies. Report of an international conference on education by UNESCO suggest that reform policies in many countries in recent years have led to deterioration in the working conditions of teachers, in turn producing demoralization, abandonment of the profession, absenteeism, and a negative impact on the quality of Education offered to students (Cheng 2009). Despite these trends, however there remain a significant number of teachers who display deep commitment to their profession, dedication to their students and innovative and cooperative teaching practices. The level of

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teacher's commitment is seen as a key factor in the success of current educational reform agenda.

The phenomenon of teacher commitment has attracted research attention in different parts of the world because of its implications for teacher retention (Kelchtermans, 2005; Mayer, 2006; Troman, 2008). Some researchers suggest that novice teachers in the 21st century show less commitment in teaching (Ha, et al., 2008; Mayer, 2006), and in the West there is evidence that the attrition rate among beginning teachers is around 40% to 50% (Ingersoll & Smith, 2003). Since 1980s, teacher commitment has been a topic of interest in education discourses. However, the word commitment is a slippery term. The notion committed teachers, for example, has been used interchangeably with quality teachers (Darmawan & Keeves, 2010), or as a synonym of teachers with dedication (Taylor & Merseth, 2010). Some literature refers commitment to characteristics of being or behaving as a professional. Although the meanings of commitment are hardly conclusive, it is generally regarded as a desirable attribute and a committed teacher is considered to be coupled with a sense of professionalism.

OBJECTIVES OF THE STUDY

The main objectives of this study are

1. To study the role commitment of teachers.
2. To compare the role commitment among teachers with respect to type of school.
3. To compare the role commitment among teachers with respect to their Gender.
4. To compare the role commitment among teachers with respect to their age.
5. To compare the role commitment among teachers with respect to teaching experience.

HYPOTHESES

1. Role commitment among teachers does not differ significantly with respect to type of school.
2. Role commitment among teachers does not differ significantly with respect to their gender.

3. Role commitment among teachers does not differ significantly with respect to their age.
4. Role commitment among teachers does not differ significantly with respect to teaching experience.

SAMPLE

Data has been collected from 100 secondary school teachers of Bahadurgarh city. The sample was drawn from the age range of 20-60 years using simple random sampling method.

TOOL

Teacher's role commitment scale by Dr. Meena Budhisagar Rathore and Madhulika Verma was used as a tool for study. Scale consists of 58 items which measure six dimensions of commitment. Reliability of the scale was established through test-retest method and split half method. The coefficient of correlation was found to be 0.843.

STATISTICAL TECHNIQUE USED

The mean and S.D.'s for the Role Commitment of senior secondary school teachers with the t-ratios for the difference between the means of two groups were computed.

RESULTS

Comparison of role commitment of senior school teachers with respect to type of schools Table- 1

Variables	Groups	Mean	Standard Deviation	t-value
Type of school	Govt. schools	141.9	6.28	1.36*
	Private schools	153.3	7.47	*NS

It has been observed that mean of role commitment score of Govt. school teachers is 149.1 and the Standard deviation is 6.28 and mean of Role commitment is scores of Private school teachers is 153.3 and Standard deviation is 7.47. The t-ratios for the difference between the means of two groups were not found significant at 0.05 and 0.01 level of confidence. Hence, the

hypothesis that role commitment among secondary school teachers does not differ significantly with regard to the type of school was accepted.

Comparison of Role Commitment of secondary school teachers with respect to gender
Table- 2

Variable	Groups	Mean	Standard Deviation	t-value
Gender	Male	144.16	5.01	3.92* *Significant
	Female	154.2	5.77	

It has been observed that that mean of role commitment score of male teachers is 144.16 and Standard deviation is 5.01 and mean of Role commitment scores of female teachers is 154.2 and Standard deviation is 5.77 The t-ratios for the difference between the means of two groups was found significant at 0.05 and 0.01 level of confidence. Hence the hypothesis that the role commitment among secondary school teachers does not differ significantly with regard to gender was rejected.

Comparison of Role Commitment of senior secondary school teachers with respect to teaching experience
Table- 3

Variable	Groups	Mean	Standard Deviation	t-value
Teaching Experience	Above 10 years	150.7	9.10	3.32* *Significant
	Below 10 years	151.5	5.71	

It has been observed that mean of role commitment score of teachers having experience more than 10 years is 150.7 and standard deviation is 9.10 and the mean of role commitment of teachers having teaching experience less than 10 years is 151.5 and Standard deviation is 5.71. The t-ratios for the difference between means of two groups was found significant at 0.05 and 0.01 level of confidence. Hence the hypothesis that role

commitment among secondary school teachers does not differ significantly with respect to their teaching experience was rejected.

Comparison of role commitment of secondary school teachers with respect to their Age
Table- 4

Variable	Groups	Mean	Standard Deviation	t-value
Age	Above 40 years	151.6	6.29	0.30* *NS
	Below40 years	150.6	8.16	

It is clear that mean of role commitment score of teachers having age more than 40 years is 151.6 and standard deviation is 6.29 and the mean of role commitment of teachers having age less than 40 years is 150.6 and Standard deviation is 8.16. The t-ratios for the difference between means of two groups was not found significant at 0.05 and 0.01 level of confidence. Hence the hypothesis that role commitment among secondary school teachers does not differ significantly with respect to their age, was accepted.

DISCUSSION OF RESULTS

1. Type of school produce no difference in role commitment among teachers.
2. Female teachers are found to be more committed in comparison to male teachers.
3. Experience produces differences in role commitment among teachers.
4. Age produce no differences in role commitment among teachers.

CONCLUSION

Fostering commitment among teachers has important implications for educational institutions. Highly committed teachers would make a positive contribution to their respective institutions and may lead to increase the effectiveness of the educational institutions. Thus, institutions which seek to retain their teachers by building strong organizational commitment are in a better position to reap the benefits of a more dedicated, motivated, and reliable teaching staff. As per the results of

present study type of school and age produce no difference in Role Commitment of secondary school teachers where as experience and gender affect the commitment. So it can be concluded that commitment depicts the firm and not changing orientation in support of one's belief in the principles. Age and type of school has nothing to do with this belief.

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