Research Paper | Commerce

A STUDY OF TEACHERS' COMMITMENT OF GOVERNMENT SCHOOLS OF DELHI

Shailly | Assistant Professor, Gargi College, Siri Fort Road, New Delhi

ABSTRACT A study of teachers' commitment of government schools of Delhi investigated the level of commitment towards their organization and differences in the level of commitment among Trained Graduate Teachers and Post Graduate Teachers. The sample of study consist of 10 Government Senior Secondary schools and 50 Trained Graduate Teachers and 50 Post Graduate Teachers. For the investigation of the study the questionnaire developed by M.V.Chinappan were used to measure the teachers' commitment. Mean of 100 teachers is 100.49 which indicate above average level of commitment. Further 22% are moderately committed and 88% are highly committed. Mean of 96.1 and 102.8 of the Trained Graduate Teachers and Post Graduate Teachers respectively indicates that Post Graduate Teachers have high level of commitment. There is significant difference between the Trained Graduate Teachers and Post Graduate Teachers in their level of commitment(t=2.25 , t> 0.05)The teachers show above average level of affective commitment, below average level of continuance commitment and average level of normative commitment.

KEYWORDS : Commitment

INTRODUCTION

Any organization which desires progress and sustained development must continuously seek ways by which the commitment of its workforce to work can be improved. Low productivity is often labelled as a contributor to our poverty and it has become an economic rallying cry. Productivity is simply a measure of how outcome is achieved from a given set of inputs. It is merely a measure of efficiency of the organizational system.

The important source of productivity is commitment. Without it people may fail to implement the new ideas or explore ideas and will have no interest in learning or its application.

The teacher plays a vital role in shaping the personality of their students and leaves an indelible impression on his pupil which goes a long way to determine their career. Gandhiji (1970) has also accepted teachers as "Custodian of future". Thus no educational system can thrive well without the help of competent and committed teachers. However the entire edifice of education is shaky if the teacher is not committed to their organization. A committed teacher is amongst the most crucial factor contributing to educational refinement and improvement.

CONCEPT OF COMMITMENT

Commitment comes into play at the cross roads of social organization objectives and individual experiences. An organization / social system services when it accounts simultaneously for positive experiences to its members and realization of specific objectives and goals through continued participation of positively involved persons – loyal , loving, dedicated and obedient who are willing to give of their energy and effort.

The most widely accepted and used definition of commitment is given by Porter , Steers , Mowday and Boulian(1974) who stated that commitment is the relative strength of an individual's identification and involvement in a particular organization.

They described commitment in three psychological factors:
- A strong belief in and acceptance of the organization's goals and values.
- A willingness to exert considerable effort on behalf of the organization and
- A strong desire to maintain membership in the organization.

COMMITMENT TO TEACHING
Commitment to teaching involves certain beliefs and values about the worth of teaching activity. It is the belief in certain fundamental moral convictions which do not require external witness .The teacher may by their own witness. The teacher affirms the goals and values of education and teaching profession to oneself, committing oneself in his own eyes.

There are basically two kinds of educators those who are committed to the calling a teacher and those who are not. The first group has made their profession an integrated part of their life style, whereas the second treats it merely as a job.

Commitment in teaching profession helps to understand why they are studying a particular subject and how much it, will benefit them as you do any other aspect of the learning process. The best teachers are those who have infused their students with the passionate desire to learn what they have to offer.

Passionately committed teachers take risk and moves forward to live interesting lives regardless of obstacles that hinder their journey. As a committed teacher always work to balance on the dimension of teaching. Caring and controlling are mutually committed person requires less supervision and certainly less disciplinary supervision and his behavior will be more within the tolerable limit.

TYPES OF COMMITMENT
Affective Commitment refers to employees' emotional attachment to, identification with and involvement in the organization.

Normative Commitment refers to employees feeling of obligation to remain with the organization.

Continuance Commitment refers to commitment based on the cost that employees associate with quitting the organization.

REVIEW OF RELATED LITERATURE
Elizur and Koslowsky (2001) examined the relationship between work values, gender and organizational commitment. A moderated regression analysis showed that work values especially the cognitive ones were positively related with commitment and the interaction of values with gender was also found to be a significant predictor of commitment.

Mishra and Srivastava (2001) tried to find out the moderating effect of the job stress on organizational commitment and job satisfaction relationship. The results of the study suggested that job stress had a moderating effect on the relationship of job satisfaction and organizational commitment. The multiple regression analysis revealed that more than 53 percent of the variance in organizational commitment was accounted by job satisfaction with the job, positive job perceptions and educational level.

Mathew (2003) studied the organizational commitment of teachers in relation to work values, self-actualisation and leadership behaviour of the principals. The major objective was to investigate whether differences in work values, self-actualisation and leadership behaviour of principals would account for significant differences in the organizational commitment of the teachers. The study reported a significant and positive relationship between organizational commitment (all components) and work values, organizational commitment (affective

and normative) and self-actualisation, organizational commitment (all components) and leadership behaviour of principals. The teachers having high work values were found to be more committed to the organization and the older teachers possessed more normative commitment than their counterparts.

Maheshwari (2003) analyzed the views and opinions of secondary school teachers regarding the ways and means through which commitment may be inculcated and their suggestions for reforms and improvements in the overall system to inculcate commitment among them. The findings revealed that majority of teachers suggested that for increasing commitment school environment should be healthy. 41 percent respondents suggested that more salaries and other facilities might enhance commitment among the teachers and 40.3 percent respondents were in the favour of motivation by the principals. The others suggestions included increased social recognition and prestige, disincentive to the non-committed teachers, participation in decision-making and curriculum construction, qualititative improvement in the teaching-learning programme etc. The study also suggested reforms in the existing education system, social climate and management, teachers' competencies and skills and social prestige of the teacher.

NEED FOR THE STUDY
One of the most difficult problem in educational institution is that of recognizing committed teachers towards their organization or differentiating more committed teachers from less committed teachers.

Role of the teachers in the teaching learning process is at pivot place. After all teacher acts as a bridge between educational system and the pupils. Also it has been observed that organizational culture is an important variable related to teacher commitment .There is need to understand the influence or relationship between organizational culture and teachers' commitment to understand the effect of good or bad organizational culture on commitment. Whether the good organization culture always lead to commitment on the part of teacher or it is within the individual who is committed towards their institution irrespective of the organizational culture.

OPERATIONAL DEFINITION
Commitment is referred to as "pledging of oneself in continuing course of action (Webster Collegiate Dictionary1979).

OBJECTIVES OF THE STUDY
- To study the level of commitment of teachers towards their organization
- To study the level of commitment of the Trained Graduate Teachers and Post Graduate Teachers with respect to their level of commitment towards their organization.
- To compare the Trained Graduate Teachers and Post Graduate Teachers with respect to their level of commitment towards their organization.

METHODOLOGY
POPULATION
The population comprised of all senior secondary schools spread over nine districts of Delhi.

SAMPLE
The sample comprised hundred teachers (TGT and PGT) who were selected from ten senior secondary Government schools of south Delhi.

Tools Used
For the investigation of the study the questionnaire developed by M.V.Chinappan were used to measure the teachers' commitment.

Analysis of data
Analysis of data was done quantitatively the statistics used were as follows

1. Mean
2. Standard deviation
3 t-tests

FINDINGS OF THE STUDY
- Mean of 100 teachers is 100.49 which indicate above average level of commitment. Further 22% are moderately committed and 88% are highly committed.
- Mean of 96.1 and 102.8 of the Trained Graduate Teachers and Post Graduate Teachers respectively indicates that Post Graduate Teachers have high level of commitment.
- There is significant difference between the Trained Graduate Teachers and Post Graduate Teachers in their level of commitment($t=2.25$, $t> 0.05$)
- The teachers show above average level of affective commitment, below average level of continuance commitment and average level of normative commitment.
- It is found that 2% of teachers are averagely committed, 17% are moderately committed and 81% are highly committed with respect to affective level of commitment.
- It is found that 5% of teachers are averagely committed, 40% are moderately committed and 55% are highly committed with respect to normative level of commitment.
- It is found that 5% of teachers are averagely committed, 47% are moderately committed and 48% are highly committed with respect to normative level of commitment.

IMPLICATIONS OF THE STUDY
The findings of the study may be utilized by educational planners and administrators, in order to access the commitment level of teachers in toning up, the educational atmosphere in the school. Findings of the study may also be utilized for updating and selection procedures for recruitment of school teachers.

SUGGESTION FOR FURTHER RESEARCH
- A research may be undertaken to identify the factors associated with high and low level of commitment teachers towards their organization.
- Studies may be conducted to ascertain the influence of the various factors on commitment and understand what sustain and stimulates the commitment of teachers towards their organization.
- There is lack of psychometrically standardized instruments to measure teachers' commitment attempts may be made to construct more valid and reliable tools for measurement of teachers 'commitment to their educational institution.
- A study may be conducted to find out the level of commitment of male and female teachers.

CONCLUSION
Thus we can conclude that teachers' commitment as a factor beyond mere loyalty to an organization. Commitment involves an active relationship with the organization to such an extent that teachers are willing to give something of themselves by way of contribution to the well-being of the organization . This implies that commitment not only indicates employees', belief and opinion but , in addition their willing actions towards promoting organizational health.

REFERENCES Angle, H. L (1983).Organizational commitment: Individual and organizational influences sociology of work and occupation, 10 | | Car, D.(2000). Professionalism and Ethics in teaching. Routeledge Taylor and Francis Group: London | | D'Souza, P.N (1990). Reltionship of Quality of work life and Employee Commitment – A comparative study .Unpublished doctoral dissertation , University of Bombay | Reyes ,P(1990) Teachers Workplace : Commitment, Performance ,Productivity. Newbury Park CA : Sage Publication || Ralph, Lenny.T (1986) A field study of the relationship of management communication style to organizational commitment and employee satisfaction. Kent State University DAI June 1987 Vol 47 No.12 P 4444 |