



Study of Teacher Commitment and Teacher Effectiveness at Secondary Level in Punjab

Dr. Nand Kishor
Choudhary

(Principal), Babe Ke College of Education, Daudhar (Moga)

Ms.Meena Arora

Research Scholar Babe Ke College of Education, Daudhar (Moga)

ABSTRACT

This research was conducted to study teacher commitment and teacher effectiveness at secondary level in Punjab. Sample consisted 200 teachers belonging to Moga & Ludhiana district and taken through random sampling method. Teacher commitment scale by T. Pardeep Kumar 201 and Teacher Effectiveness scale by Promod Kumar 1974. Data was analyzed by employing mean, S.D., t-test. It is also reflected that factors like locality, gender and area do not influence teacher commitment at secondary level. It was found that there was no significant difference of teacher effectiveness found between urban and rural, government & private and male and female teachers of Punjab at secondary level.

KEYWORDS : Teacher Commitment, Teacher Effectiveness Secondary Level.

INTRODUCTION

Teacher commitment is actually much more than performing the normal duties assigned to a teacher. It is complete dedication and devotion to the teaching profession. It is an inner realization of the fact that teaching is the noblest of all professions and that it is a service to the society. It is a service with a mission. Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of majority and learning in the life span of a teacher. This concept of effectiveness as the height of majority and learning indicates that as the teacher grows with experience and the duty of the teacher develop in youth those behaviour patterns that holds promise of increasing the effectiveness of living in democratic society in a democratic country like ours. In educational process, a good and effective teacher occupies a place of tremendous importance.

RATIONALE OF THE STUDY

Commitment teacher is one who, when employed as a teacher commits or binds oneself to teaching. I.e. to the duties and to the role of a teacher and a bound to a certain behavior but not as if in a prison. The ultimate aim of any school education is the total personality development of the child. The total personality development includes development of effective, cognitive & psycho motor aspects. For the innate & induced characteristics are to be developed through some process which we call education. The success of any process of education depends mostly on the efficiency of the teacher. The efficiency in teaching is the product of many factors associated with teacher characteristics, the style & method of his teaching, his mental set towards teaching, the external forces acting on him & the co-ordination he draws from student & his colleagues. Hence in the present study an attempt is made to study the teacher effectiveness from this dimension. The interdependency of teacher effectiveness on one variable namely teacher commitment here taken up for the present investigation.

OBJECTIVES

- (1) To determine the significant difference in teacher commitment between male and female teachers at secondary level.
- (2) To determine the significant difference in teacher commitment between urban resident and rural resident teachers at secondary level.
- (3) To determine the significant difference in teacher commitment between government and private teachers at secondary level.
- (4) To determine the significant difference in teacher effectiveness between male and female teachers at secondary level.
- (5) To determine the significant difference in teacher effectiveness between urban and rural teachers at secondary level.
- (6) To determine the significant difference in teacher effectiveness between government and private teachers at secondary level.

HYPOTHESES

- (1) There exists no significant difference in teacher commitment between male and female teachers of secondary level.
- (2) There exists no significant difference in teacher commitment between urban resident and rural resident teachers of secondary level.
- (3) There exists no significant difference in teacher commitment between government and private teachers of secondary level.
- (4) There exists no significant difference in teacher effectiveness between male and female teachers of secondary level.
- (5) There exists no significant difference in teacher effectiveness between urban resident and rural resident teachers of secondary level.
- (6) There exists no significant difference in teacher effectiveness between government and private teachers of secondary level.

METHOD

In the present study descriptive survey method was used.

SAMPLE

Sample consisted 200 teachers belonging to Moga & Ludhiana district.

TOOLS USED

Teacher commitment scale by T. Pardeep Kumar 2010.
Teacher Effectiveness scale by Promod Kumar 1974.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used to analyze the data.

1. Descriptive statistical techniques namely- mean and S.D. S.E.M. were computed.
2. 't' - ratio.

DATA ANALYSIS

There exists no significant difference in teacher commitment between male and female, rural and urban and govt., and private teachers of secondary level.

Significance of the Difference between Means of Teacher Commitment at Secondary Level of Male and Female ,Rural & urban, Govt. and private Teachers

Group	N	M	SD	SE _m	t-ratio	Level of significance
Male	100	65.64	10.70	1.07	0.23	Not significant
Female	100	65.99	10.92	1.09		
Urban	100	64.40	11.52	1.15	0.23	Not significant
Rural	100	67.23	9.84	0.98		

Government	100	67.27	14.21	1.42	1.92	Not significant
Private	100	64.36	5.26	0.53		

Table 1 revealed that the mean scores of teacher commitment of male and female teachers at secondary level as 65.64 and 65.99 respectively. The t-ratio is 0.23 with $d_f=198$ which not significant at .05 level of confidence. This revealed that there is no significant difference exists between mean scores of teacher commitment of male and female teachers at secondary level. It is also revealed that the mean scores of teacher commitment of urban and rural teachers at secondary level as 64.40 and 67.23 respectively. The t-ratio is 1.87 with $d_f=198$ which not significant at .05 level of confidence. This revealed that there is no significant difference exists between mean scores of teacher commitment of urban and rural teachers at secondary level. It is shown that the mean scores of teacher commitment of government and private teachers at secondary level as 67.27 and 64.36 respectively. The t-ratio is 1.92 with $d_f=198$ which not significant at .05 level of confidence. There is no significant difference of teacher commitment between the mean scores of male and female, urban and rural and govt. and private teachers.

There exists no significant difference in teacher effectiveness of male and female teachers at secondary level.

Significance of the Difference between Means of Teacher Effectiveness at Secondary Level of Male and Female, Urban and Rural or Govt. and private Teachers

Group	N	M	SD	SE _m	t-ratio	Level of significance
Male	100	260.15	29.96	3.00	1.97	Not significant
Female	100	268.49	29.83	2.98		
Urban	100	263.99	31.53	3.15	0.15	Not significant
Rural	100	264.65	28.78	2.88		
Government	100	264.66	35.58	3.56	0.16	Not significant
Private	100	263.98	23.60	2.36		

Table 2 revealed that the mean scores of teacher effectiveness of male and female teachers at secondary level as 260.15 and 268.49 respectively. The t-ratio is 1.97 with $d_f=198$ which not significant at .05 level of confidence. This revealed that no significant difference exists between mean scores of teacher effectiveness of male and female teachers at secondary level. It is revealed that the mean scores of teacher effectiveness of urban and rural teachers at secondary level as 263.99 and 264.65 respectively. The t-ratio is 0.15 with $d_f=198$ which not significant at .05 level of confidence. This revealed that no significant difference exists between mean scores of teacher effectiveness of urban and rural teachers at secondary level. Therefore the hypothesis 5 stating that there exists no significant difference in teacher effectiveness of urban and rural teachers at secondary level stands accepted. It is shown that the mean scores of teacher effectiveness of government and private teachers at secondary level as 264.66 and 263.98 respectively. The t-ratio is 0.16 with $d_f=198$ which not significant at .05 level of confidence. There is no significant difference of teacher effectiveness between the mean scores of male and female, urban and rural and govt. and private teachers.

CONCLUSIONS

The results indicate that

- There is no significant difference exists between mean scores of teacher commitment of male and female teachers at secondary level.
- There is no significant difference exists between mean scores of teacher commitment of urban and rural teachers at secondary level.
- There is no significant difference exists between mean scores of teacher commitment of government and private teachers at secondary level.
- There is no significant difference exists between mean scores of teacher effectiveness of male and female teachers at secondary level.
- There is no significant difference exists between mean scores of teacher effectiveness of urban and rural teachers at secondary level.
- There is no significant difference exists between mean scores of teacher effectiveness of government and private teachers at secondary level

SUGGESTIONS

- The study can be replicated on large sample.
- The study can be conducted on CBSE school teachers.
- More variables in relation to teacher commitment can be studied like teacher efficacy and job satisfaction.

EDUCATIONAL IMPLICATIONS

1. Different method of teaching like seminar, Discussion lecture cum demonstration, use of ICT, learning by doing, excursions etc. must be used beyond translation method.
2. In service teacher training programmes must be provided to Government School teachers. These programmes must be compulsory for all.
3. Proper supervision of teaching of all teachers must be done by the higher authorities regularly.
4. Regular seminars and workshops must be organized in the Government schools.
5. It will give immense help to Government and Private school teachers, Guidance worker, parents and school and college counselor to develop suitable method of teaching and congenial environment for maintaining good level of teacher commitment.

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