

## A Study of Teacher's Commitment of Primary School Teachers



### Education

**KEYWORDS :** Teacher's commitment, Gender, Age and Qualification

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### ABSTRACT

*Teachers still provide valuable and unique professional service to the nation. By guiding students in the development of high ideals and true appreciation of the freedom and responsibilities of Indian citizenship and by assisting them to develop the skill of clear and critical thinking, teachers contribute significantly to the character of adults who will determine India's future. To a considerable extent, it is true that the destiny of a nation lies in hands of those who guide its youth. Truly has it been said that the quality of nation depends upon the quality of its schools. The tone and character of life in a country is conditioned largely by the tone and quality of its schools, which depends primarily upon the quality of teachers.*

### INTRODUCTION

The universe of teaching learning process will be complete only when external accountability and external accountability learn to an internalized sense of commitment in every teacher. The same good also is possible if such a sense of commitment is also internalized at the institution level and in its functional efficacy. To sustain commitment every teacher requires acquisition of certain identified competencies and the level of willingness to perform for the benefit of the learner. With a sense of devotion and dedication to the cause of educational excellence at all levels and grades. The following points define a committed teacher: Capacity and competence to understand the learning requirements and other needs of the children that influence the teaching learning process and acquisition of knowledge. Willingness to act and fulfill the identified needs. This requires sense of commitment and willingness to work for others with a sense of responsibility and understanding. Commitment towards proper valuation of the affective domain of the individual with all the humility that one can portray in the process.

Gandhi also tried and formulated the scheme of basic education with the focus on all-round development of three H's i.e., out the best of the body, mind and soul in the process of education. Unfortunately, in the present days, the same has been much neglected and efforts to generate motivation, commitment and devotion often do not receive adequate emphasis in the teacher community.

### DIMENSIONS OF TEACHER COMMITMENT

Teacher's Commitment may be effected by many factors, which directly or indirectly can stimulate or subdue the inner zeal to do a work. These factors would help every teacher to perform better and serve as role model before the learners. Considerations like these have led to the identification of four major areas of commitment namely:

- 1. Commitment to the learner:** Which leads to total development of the child? The teacher should imbibe love, Affection and tolerance. Young children need sensitive handling. The need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities.
- 2. Commitment to the profession:** Teaching is considered as one of the noblest profession in India and the nation has had a long tradition of importing knowledge and wisdom. In an indigenous approach. An internal confidence in nobility of teaching has a profession and that teaching as a task that prepares in individual learners for nation building could provide tremendous professional motivation and satisfaction. Capacity to work with colleagues, develop a spirit of cooperation with fellow teachers and active participation

in professional organizations will help the teacher with the professional commitment among the teachers.

- 3. Commitment to the Society:** In the heterogeneous society, children came from backgrounds and strata of society. Their problems are different. Their need to be looked after depending upon their specific individual situations. In this type of unequal situation, the teachers are supposed to develop a sense of equity for all children, resource mobilization from the community, interaction amongst learner. Community and schools are also responsible for the Teacher's Commitment Teachers like committed to the society alone can develop a sense of belongings amongst its members.
- 4. Commitment to the Basic Human Values:** Value inculcation developmental values, value education are the issues that invite consistent debate and the educational system everywhere. Children should acquire and internalize values for their future adult life. Teaching learning process with out streaming the values is useless. Therefore, every teacher has to realize the importance of values and he should commit to the values in his day-to-day teaching learning process. Teachers have to accept this responsibility on their own and they should be conscious about the conduct art to be spot less hence the need to explore teachers to a vast variety situations contributory to the development and inculcation of values as an integral part of teaching learning process.

Lulla, T. P. (1974) found that the study revealed that the pupils who were taught by the teachers trained in using indirect behaviour scored higher as compared to their counterparts studying under the teachers who were provided any training. Malhotra, S. P. (1976) investigated that there was a negative relationship between the age of the teachers and indirect-direct teacher classroom behaviour. Verne M.R., (1985) Found that The F- ratios for the effect of fluency were significant for dominance reserved vs.

Singh, R.S., (1987) found that no significant difference in the mean scores of male and female teachers in their effectiveness of was observed. Prakash, D.V. (2008) found that gender, management and teaching experience on the teacher's commitment of secondary school teachers. Rama Mohan Reddy, D. (2009) found that qualification, in – service programmes attended, management and teaching experience on the teacher's commitment of secondary school teachers. Sujatha, P (2010) found that age, management and qualification on the teacher's commitment of secondary school teachers.

**Scope of the study:** The main intention of the study is to find

the relation of teacher's commitment of primary school teachers with gender, age and qualification. .

**Objective of the study:** To study the influence of gender, age and qualification on the teacher's commitment of primary school teachers.

#### DATA COLLECTION

The sample for the investigation consisted of 100 primary school teachers in Chittoor district in Andhra Pradesh. The stratified random sampling was applied, in total 62 male and 38 female teachers. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical techniques such as 't' test (critical ratio) and 'F' test were employed to test different hypotheses. The obtained numerical results are adumbrated by graphical representations

#### RESULTS AND DISCUSSION

**1. Gender:** The relationship of teacher's commitment of primary school teachers with their gender is studied in the present investigation. On the basis of gender, the primary school teachers are divided into two groups. The male teachers form with the Group - I and Group - II forms with the female teachers. The teacher's commitment of primary school teachers of the two groups were analyzed accordingly. The teacher's commitment of primary school teachers for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

**Hypothesis - 1:** There would be no significant impact of 'gender' on the teacher's commitment of primary school teachers. The above hypothesis is tested by employing 't' - test. The results are presented in table - 1.

**Table - 1: Influence of gender on the teacher's commitment of primary school teachers**

S. No.	Gender	N	Mean	S.D.	't' - Test
1.	Male	62	108.95	8.49	3.460**
2.	Female	38	113.68	5.18	

\*\*Indicates significant at 0.01 level

It is found from the table -1 that the computed value of 't' (3.460) is greater than the critical value of 't' (2.63) for 1 and 98 df at 0.01 level of significance. Hence the Hypothesis - 1 is rejected at 0.01 level. Therefore it is concluded that the gender has significant influence on the teacher's commitment of primary school teachers.

**2. Age:** The relationship of teacher's commitment of primary school teachers with their Age is studied in the present investigation. On the basis of age, the primary school teachers are divided into two groups. The teacher's age is below 35 years form as Group - I, Group - II forms with the teacher's is above 35 years. The teacher's commitment of primary school teachers of the two groups were analyzed accordingly. The teacher's commitment of primary school teachers for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

**Hypothesis - 2:** There would be no significant impact of 'age' on the teacher's commitment of primary school teachers.

The above hypothesis is tested by employing 't' - test. The results are presented in table-2

**Table - 2: Influence of age on the teacher's commitment of primary school teachers**

S. No.	Age	N	Mean	S.D.	't' - Test
1.	Group - I	57	112.03	7.60	2.390*
2.	Group - II	43	108.56	6.98	

\*Indicates significant at 0.05 level

It is found from the table-2 that the computed value of 't' (2.390) is greater than the critical value of 't' (1.98) for 1 and 98 df at 0.05 level of significance. Hence the Hypothesis -2 is rejected at 0.05 level. Therefore it is concluded that the age has significant influence on the teacher's commitment of primary school teachers.

**3. Qualification:** The relationship of teacher's commitment of primary school teachers with their qualification is studied in the present investigation. On the basis of qualification, the primary school teachers are divided into three groups. The teacher's qualification is Intermediate with D.Ed. form with the Group - I, Group - II forms with the teacher's qualification is Under Graduation with B.Ed. and Group - III forms with the teacher's qualification is Post Graduation with B.Ed. and above. The teacher's commitment of primary school teachers of the three groups were analyzed accordingly. The teacher's commitment of primary school teachers for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

**Hypothesis - 3:** There would be no significant impact of 'qualification' on the teacher's commitment of primary school teachers.

The above hypothesis is tested by employing 'F' - test. The results are presented in table-3.

**Table-3: Influence of qualification on the teacher's commitment of primary school teachers**

S. No.	Qualification	N	Mean	S.D.	'F' - Test
1.	Group - I	28	107.76	6.48	4.280*
2.	Group - II	43	111.81	7.21	
3.	Group - III	29	115.26	8.64	

\*Indicates significant at 0.05 level

It is found from the table - 3 that the computed value of 'F' (4.280) is greater than the critical value of 'F' (3.09) for 2 and 97 df at 0.05 level of significance. Hence the Hypothesis - 3 is rejected at 0.05 level. Therefore it is concluded that the qualification has significant influence on the teacher's commitment of primary school teachers.

**Findings:** There is significant influence of gender at 0.01 level, age and qualification at 0.05 level on the teacher's commitment of primary school teachers.

**Conclusions:** Gender, age and qualification have significant influence on the teacher's commitment of primary school teachers.

#### EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the primary school teachers with special reference to their teacher's commitment.

1. Gender is the highly influenced in the teacher's commitment of primary school teachers. Female teachers have positive teacher's commitment scores than the male teachers. The administrators to provide better amenities for the male teachers.
2. Age is the highly influenced in the teacher's commitment of primary school teachers. Low age group teachers have positive teacher's commitment scores than the high age group teachers. The administrators to provide facilities for the high age teachers.
3. Qualification is the highly influenced in the teacher's commitment of primary school teachers. High qualified teachers have positive teacher's commitment scores than the low qualified teachers. The administrators to provide facilities for the low qualified teachers.
4. In addition to above administrators should try to create betterment life among primary school teachers.

**Acknowledgements**

Dr.M.Sateeshnadha Reddy as Post-Doctoral Fellow gratefully acknowledges the financial support for publication of the paper by "Indian Council of Social Science Research (ICSSR), New Delhi.

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