



Study of Teacher Commitment Between Male and Female Teachers at Secondary Level in Punjab

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ABSTRACT

This research was conducted to study teacher commitment between male and female teachers 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 2010 was employed. 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.

KEYWORDS : Teacher Commitment, Secondary Level.

INTRODUCTION

Teacher commitment puts the teacher on that high pedestal where the child sees the former as repository of all knowledge and where the child builds a relationship, which is not temporary. Understanding the orientation of an individuals' commitment is crucial as a teacher may behave differently according to those aspect of the profession and organization to which they are committed. Teacher is the real maker of history. The teacher's place in society is very important. He is the professional source which can take the generation to either peace or war. Hence, they are known for nation builders. Children are like raw material, the teacher can mold them into any shape. Thus the teachers are the core of whole educational process. Teacher plays an important role in the educational process.

E.S. Fuller (2010), "To be a teacher takes many qualities. Such as having patience, understanding, and having a sense of values while being able to recognize the changing dynamics in the world that is outside the classroom, It's not just being able."Teacher commitment is actually much more than performing the normal duties assigned to a teacher. Teacher commitment transforms the apparent relationship between the teacher and the taught into that of an intimate relationship where the teacher 'feels' for the child and its willing to do all that is possible and necessary for the child's development.

Hizam (2002) Commitment to organization is compatible with commitment to profession and their organizational commitment.

RATIONALE OF THE STUDY

Committed teacher is one who, when employed oneself to teach as a teacher. 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. Commitment may in time; lead to emotion and dedicational committed teacher can be transformed into a devoted teacher and further into a dedicated teacher. Commitment is important for teacher because it reflects a personal interpretation of work experience as absorbing and meaningful commitment to students learning includes teacher dedication in helping students to learn regardless of their academic or social background. Commitment of teachers in various stages of their professional careers has been looked at studied the differential incentive places such as merit pay career ladders, school intensive programs and mentor programs affect on teacher commitment.

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 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 char-

acteristics, 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.

Cognitive factors like intelligence, memory & creativity which contribute to teacher effectiveness were studied so much thoroughly that a lot of theory has already been developed with specific direction & universal acceptance. But factors like teacher stress, coping strategies & personality factors were not given much attention, more so towards the teacher commitment. Hence in the present study an attempt is made to study the teacher commitment at secondary level in Punjab.

STATEMENT OF THE PROBLEM

STUDY OF TEACHER COMMITMENT BETWEEN MALE AND FEMALE TEACHERS AT SECONDARY LEVEL IN PUNJAB

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.

HYPOTHESES

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

METHOD

In the present study descriptive survey method was used.

SAMPLE

Sample consisted 200 teachers belonging to Moga & Ludhiana district.

TOOL USED

Teacher commitment scale by T. Pardeep Kumar 2010.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used to analyze the data.

Descriptive statistical techniques namely- mean and S.D. S.E.M. were computed.

't' – ratio.

DATA ANALYSIS

Hypothesis1.

There exists no significant difference in teacher commitment

between male and female teachers of secondary level.

Significance of the Difference between Means of Teacher Commitment at Secondary Level of Male and Female 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		

Table 4.1 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 $df = 198$ 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.

Therefore, the hypothesis 1 stating that there exists no significant difference in teacher commitment between male and female teachers at secondary level has been accepted.

Hypothesis 2. There exists no significant difference in teacher commitment

between urban resident and rural resident teachers of secondary level.

Significance of the Difference between Means of Teacher Commitment at Secondary Level of Urban and Rural Teachers

Group	N	M	SD	SE _m	t-ratio	Level of significance
Urban	100	64.40	11.52	1.15	1.87	Not significant
Rural	100	67.23	9.84	0.98		

Table 4.2 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 $df = 198$ which not significant at .05 level of confidence. This revealed that there is no significant difference exists in mean scores of teacher commitment between urban and rural teachers at secondary level.

Therefore, the hypothesis 2 stating that there exists no significant difference in teacher commitment of urban and rural teachers at secondary level has been accepted.

Hypothesis 3 There exists no significant difference in teacher commitment between government and private teachers of secondary level.

Significance of the Difference between Means of Teacher Commitment at Secondary Level of Government and Private Teachers

Group	N	M	SD	SE _m	t-ratio	Level of significance
Government	100	67.27	14.21	1.42	1.92	Not significant
Private	100	64.36	5.26	0.53		

Table 4.3 revealed 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 $df = 198$ which not significant at .05 level of confidence. This revealed that no significant difference exists in mean scores of teacher commitment between government and private teachers at secondary level.

Hence, the hypothesis 3 stating that there exists no significant difference in teacher commitment of government and private teachers at secondary level has not been rejected.

CONCLUSIONS

The results indicate that

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

Different method of teaching like seminar, Discussion lecture cum demonstration, use of ICT, learning by doing, excursions etc. must be used beyond translation method.

In service teacher training programmes must be provided to Government School teachers. These programmes must be compulsory for all.

Proper supervision of teaching of all teachers must be done by the higher authorities regularly.

Regular seminars and workshops must be organized in the Government schools.

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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