

Professional Commitment of The Primary School Teachers – A Comparative Study

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Abstract

The following article explores and compares the professional commitment of the Primary School Teachers with both government schools as well as public schools which are affiliated to CBSE. The objective of the study is to measure the professional commitment of primary school teachers in relation to various factors such as type of school and sex differences.

Primary education has been the concern of all today. Primary education forms base on which the edifice of successful society is built. It is actually the preparatory stage for further education. The need for quality primary education has been realised long back but we have not achieved satisfactory success.

There may be many factors responsible for this. The teachers who impart education may change the scenario of education. The teacher is the real dynamic force of the school and education system. The ideal teacher is supposed to be the builder of man and of the nation, a foundation of educational system.

Teacher's place in the society is of vital importance. The teacher should have faith in their profession. Only faith and commitment motivate them to work. If they don't have faith in their profession, they would impede development of themselves and their profession.

According to NCTE (1998) teacher commitment is a complete dedication and devotion to teaching profession. It is an inner realisation of the fact that teaching is noblest of all professions. Teacher commitment implies-

- (i) Complete dedication to the task;
- (ii) Commitment to the objective of education;

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- (iii) Deep concern for the child;
- (iv) Consciousness about one's role and responsibilities; and
- (v) A high degree of professionalism.

But sometimes there may be many other factors responsible for diluting the quality of education. These are difference in educational environment, lack of effective administration (Usmani Shaheen, 1998), Work style of the school (Verma, K.P., 1990). Indifferent attitude of teachers towards teaching. (Jain Rashmi Ganj Asrar UI, 2004), level of teaching competencies of teachers (Singh, Vinod Kumar, 2008) etc.

In the present study, teachers of government primary schools and public primary schools have been selected. Government primary schools are 'Parishadiya Vidyalayas' and public schools are the schools affiliated to CBSE.

In this study the attempt is to know what is the difference in the professional commitment of teachers working in government and public primary school? How does sex difference affect professional commitment? How do the teachers of government and public primary school differ in various commitment areas? Keeping all these questions in mind, the researcher selected this problem.

Objectives

1. To study the effect of the type of school on professional commitment of the primary school teachers.
2. To study the professional commitment of the primary school teachers in relation to sex difference.
3. To study the interactional effect of the type of school and sex difference on professional commitment of primary school teachers.
4. To compare areas of professional commitment of the primary school teachers working in government and public primary schools.

Hypothesis

- (i) The type of school does not affect the professional commitment of the teachers.
- (ii) Sex difference does not affect the professional commitment of the teachers.
- (iii) There is no significant interactional effect of the type of school and sex difference on the professional commitment of the teachers.
- (iv) There is no significant difference in areas of commitment of government and public school teachers.

Research Design

To test the hypotheses related to the objective of the study, Descriptive Survey Method was selected. 2 2 factorial design was used to study the independent and interactional effect of the type of school and sex difference.

Tool: To assess professional commitment of teachers "**Teacher's Role Commitment Scale**" by **Rathod & Verma** was used. It has

been developed to assess teacher's commitment under six major dimensions. Commitment towards (i) Students (ii) Parents (iii) School, (iv) Society, (v) Nation and (vi) Own Profession.

This tool contains 58 items with three point rating scale. The test-retest reliability was found to be 0.843 and the split half reliability was found to be 0.879. Teacher's role commitment scale was found to possess both face as well as content validity.

Sample: In the present study, Multi-

stage Semi-probability method was employed. There are 17 blocks in Agra District Out of these; three blocks were selected randomly for the study. In these three blocks 46 schools were selected randomly. 200 teachers of these schools were selected for the study. Distribution of units according to type of school and sex difference is shown in the following table : 1.

Statistical Techniques

For analysis of data, mean, standard deviation, t-value, analysis of variance, critical ratio were used.

Table : 1

Showing No. of units selected for the study according to type of school & sex difference

Type of School Sex Difference	Government School	Public School	Total
Female	50	50	100
Male	50	50	100
Total	100	100	200

Table : 2

Mean values of professional commitment scores in relation to type of school and sex difference

Type of School Sex Difference	Government School	Public School	Total
Female	145.7	152.1	148.9
Male	144.5	148.9	147.2
Total	145.1	149.50	148.00

Findings of the Study

1. To study the independent and interactional effect of type of school and sex difference, first of all mean values of professional commitment scores of different groups were calculated which are shown in table : 2.

It is clear from table ; 2 that there is difference in mean values of professional commitment scores of male and female teachers and also government and public school

teachers. To know the extent to which this difference is real or by chance, analysis of variance was done and results are shown in table 3.

It is clear from table : 3 that –

- i) Type of School does not affect the professional commitment of the teachers (f-2.77, $p > 0.05$, df-1 & 196)
- ii) Sex difference does not affect the professional commitment. (f-0.45, $p > 0.05$, df-1 & 196)
- iii) There is no significant interactional effect of type of school and sex

Table – 3

Result of Analysis of Variance showing Independent and Interactional Effect of Type-of School and Sex difference on Professional Commitment

S.No.	Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F- Ratio	Level of Significance
1.	Among the Groups	3	1443.74	481.25	1.13	>0.05
2.	Between the Groups					
i.	Type of school	1	1185.85	1185.85	2.77	>0.05
ii.	Sex Difference	1	194.05	194.05	0.45	>0.05
iii.	Type of school & Sex Difference	1	63.84	63.84	0.15	>0.05
3.	Within the Groups	195	83655.46	426.81		
	Total	199	85099.20			

difference on the professional commitment of the teachers. (f=0.15, p>0.05, df-1&196)

To assess the professional commitment of teachers in various areas, dimension wise analysis was also done.

It is clear from table : 4 that –

- i) Professional commitment of public school teachers towards their students (Mean value — 61.21) is higher than that of the government primary school teachers (Mean value — 60.4). But this difference in mean values is insignificant at 0.05 level.
- ii) Professional commitment of public

school teachers towards their school (Mean value – 20.94) is higher than that of the government school teachers (Mean value – 19.72). This difference is significant at 0.05 level.

- iii) Public school teacher have higher professional commitment towards parents of students (Mean value-10.9) than government school teachers (Mean value-10.2) and this difference is insignificant at 0.05 level.
- iv) Public school teachers are more committed towards society (Mean value-16.16) than government school teachers (Mean value-15.04)

Table – 4

Showing dimension wise analysis of professional commitment scores.

S.No.	Commitment area	Government School Teachers			Public School Teachers			Critical Ratio	Level of Significance
		N	Mean	S.D.	N	Mean	S.D.		
1.	'A' Student	100	60.4	7.6	100	61.21	5.35	0.87	>0.05
2.	'B' School	100	19.75	2.79	100	20.94	2.29	3.38	<0.05
3.	'C' Parents	100	10.2	0.98	100	10.90	1.14	1.52	>0.05
4.	'D' Society	100	15.04	2.51	100	16.16	1.47	3.86	<0.05
5.	'E' Nation	100	10.32	1.87	100	10.76	1.54	1.81	>0.05
6.	'F' Own Profession	100	30.70	4.29	100	31.15	2.95	0.86	>0.05

and this difference is significant at 0.05 level.

- v) Public school teachers were found to have higher professional commitment towards nation (Mean value-10.76) than government school teachers (Mean value-10.32) and this difference is insignificant at 0.05 level.
- vi) There is insignificant difference in the professional commitment of public school teachers (Mean value-31.15) and government school teachers (Mean value-30.70) towards their own profession.

Conclusion and Discussion

On the basis of above findings it can be concluded that the possible reason for the lower professional commitment of government primary school teachers may be that government school teachers have permanent jobs and job security decreases the professional commitment.

In government schools teachers having B.Ed. degree have been appointed through B.T.C. scheme (in U.P.). These teachers have been trained to teach at secondary level and not to teach at primary level. Hence, they fail to commit themselves fully towards their profession.

Another possible reason for the lower professional commitment of the government school teachers may be extra work load. There are so many jobs such as duty in pulse polio, election, census, Mid-day meal etc., in which, help of the government school teachers is needed. Besides this most of the government schools are situated in rural areas and there is no proper conveyance to reach the school. Female teachers face a great difficulty in reaching the school situated in rural area. There is also lack of physical and manual resources. (Amar Ujala 2008, प्राथमिक शिक्षा की दुर्गति: दोषी कौन? Agra Edition pg.-7, 25-3-2008) Lack of infrastructural facilities, lack of proper educational environment and lack of teachers are responsible for lowering the professional commitment of government school teachers.

In the present study there is no significant difference in the professional commitment of male and female teachers. This may be due to the reason that women are getting equal opportunities to prove themselves. They are contributing the same to the national development as males do.

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