

A Study of Commitment of School Teachers in Relation to Some Background Variables

*Dr. Kamalpreet Kaur Toor**

ABSTRACT

The need for the improvement and enhancement of teacher commitment of teachers at various teaching level is now universally emphasized. Hence in the present study an attempt was made to express the effect of teaching level (elementary and secondary level), locale (urban and rural) and gender on commitment of 300 school teachers selected from three districts of Punjab. The data were collected by Teacher Commitment Inventory (NTCI) by Dr. Noorjehan N. Ganihar (2010). The ex-post facto research design was used to study main and interaction effects of independent variable namely, teaching level, locale and gender on teacher commitment among school teachers. From the findings of the study it was concluded that elementary school teachers have significantly higher level of teacher commitment as compared to secondary school teachers. Rural school teachers are significantly more committed as compared to urban teachers. From interaction triple order (Gender x Locale x Teaching Level) effects, it was found that differences in commitment of elementary and secondary school teachers are conjoint dependent upon both independent variables of gender and location. Elementary school teachers have significantly higher level of commitment than secondary school teachers only in case of male teachers of rural areas.

Introduction

Education is one of the greatest services provided by teachers. The role played by teachers becomes a very important component and in fact it can be said that they are in a way considered as our nation builders. The role of a teacher in a student's life is very crucial right from the time when a child joins a day care centre to the stage when he/she takes a step forward establishing a professional career. Today with challenging environment in any school or college, everything primarily depends on the teachers. It is quite essential for teachers to be social, serious, understanding and of friendly nature so that a student feels comfortable to seek any help without hesitation. Hence teaching is a profession that

* Department of Education and Community Service, Punjabi University, Patiala.

requires a good level of commitment. This includes knowing and understanding their discipline, continuing to grow with the changes in their chosen field and dedication to caring about their student. Commitment is defined as the degree of positive and affective bond between the teacher and the school/college. It does not refer to passive type of loyalty where teachers stay with their jobs, but are not really involved in the schools/colleges or their work. Rather it reflects the degree of internal motivation/enthusiasm and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs (National Center for Education Statistics, 1997). Commitment is part of a teachers' affective or emotional reaction to their experience in a school setting (Ebmeier and Nicklaws, 1999). Teachers' commitment is closely connected to teachers work performance and their ability to innovate and to integrate new ideas into their own practices and having an important influence on students achievement in and attitudes towards school (Firestone, 1996; Graham, 1996; Lovis, 1998; Nias, 1981; Tsui and Change, 1999). Personal factors such as educational setting, teaching level (Punia, 2000), age, employment of spouse, academic level, administrator attitude and practices and support of administratory are highly correlated with teachers' professional commitment (Kang, 1982), further educational experience and salary (Bloom, 1988), caste categories have some influence in determining levels of commitment (Shishupal, 2001).

Teachers engaged in higher education were found to be more committed in comparison to the teachers in secondary schools (Sharma, 2001), departmental commitment comes much closer to job commitment (Parthiban, 2008). Teachers who were committed towards organization are more satisfied with their job (Kumar and Patnaik, 2004; Jennifer, 2006). Burnout had positive links with employee responsibility and commitment (Pierece and Molly, 1990), mobility patterns and frequent transfer were negatively correlated with professional commitment (Bisaria, 1991).

Some social and psychological variables are also related with teacher commitment like perceived status, intrinsic motivation, interest in the profession, desire to improve skills, social support choice satisfaction and perceived challenges (Mohan, 1992), teachers' emotional experiences and their psychological state to teaching (Choi and Tang, 2011), healthy school environment enhances commitment among teachers (Maheshwari, 2003), quality of supervision and pay satisfaction had significant positive influence on organizational commitment (Malik, 2010).

In the present era of globalization, privatization and liberalization teachers are required to meet the growing and challenging changes uncertainties and expectations of the society. So teacher is expected to be committed to his profession, learner, and society. If quality education is to goal, it cannot be achieved without sincere efforts of dedicated and committed teachers. In such a complex environment effective career long teacher development programmes that build teacher capacities and commitment are of crucial importance to quality education.

The need for the improvement and enhancement of teacher commitment of teachers at various teaching level is now universally emphasized. Hence in the present study on attempt was made to express the effect of teaching level (Elementary and Secondary level), locale

Dr. Kamalpreet Kaur Toor

(Urban and Rural), gender on commitment of school teachers. Thus study will be helpful in finding out the empirical reality regarding teacher commitment and explore the ways and means of increasing the commitment which ultimately contribute to enhance the quality of education.

Objectives of the Study

1. To study and compare commitment among school teachers in terms of teaching level, locale and gender.

Hypotheses of the Study

1. There will be significant difference in teacher commitment between elementary and secondary level school teachers.
2. There will be significant difference in teacher commitment between urban and rural school teachers.
3. There will be significant difference in teacher commitment between male and female school teachers.
4. There will be significant interaction effect of teaching level, locale and gender on teacher commitment of school teachers.

Methodology

Sample

In the present study stratified random sample was used. Out of 22 districts of Punjab three districts were randomly selected from three regions Majha, Malwa and Doaba i.e. Amritsar, Jalandhar and Patiala. From each district 12 schools from rural and 13 from urban were selected on random basis, both from elementary (if only elementary) or secondary (having either secondary or both elementary and secondary sections). From these 75 selected 300 school teachers (150 elementary and 150 secondary school teachers) were selected by giving equal weightage to gender and locale.

Tool Used

The data were collected by Teacher Commitment Inventory (NTCI) by Dr. Noorjehan N. Ganihar (2010), consisting of 21 items to be distributed among five dimensions. The range of score on scale is 21 to 105, minimum showing low and maximum showing high level of teacher commitment.

Formation of Factorial Design

The ex-post facto research design was used to study main and interaction effects of independent variable namely, teaching level, locale and gender on teacher commitment among school teachers. The teaching level x locale x gender (2x2x2) design i.e. 'elementary and secondary', 'male and female', and 'urban and rural' was formed. The distribution of sample in terms of 2x2x2 factorial design is shown in table 1.

Table-1: Distribution of Sample in terms of Teaching Level x Locale x Gender Factorial Design

	Elementary Level		Secondary Level	
	Male	Female	Male	Female
Urban	38	38	38	38
Rural	37	37	37	37
Total	75	75	75	75

Keeping in view the requirements of analysis of variance to have equal number of cases, 30 subjects were randomly assigned to each cell in 2x2x2 factorial design for computational purposes. So out of 300 only 240 subjects were included in teaching level x locale x gender factorial design which is 80% of the sample, under study.

Results and Discussions

The mean teacher commitment scores of school teachers along with standard deviation in teacher level x locale x gender factorial design are given in table 2.

Table-2: Means and SDs of Teacher Commitment Scores of School Teachers in terms of Teaching Level x Locale x Gender Design

		Elementary (A ₁)		Secondary (A ₂)		Total
		Male (B ₁)	Female (B ₂)	Male (B ₁)	Female (B ₂)	
Urban (C ₁)	Mean	84.33	87.9	86.06	85.43	85.93
	SD	7.92	6.32	9.60	7.70	7.80
Rural (C ₂)	Mean	93.03	87.73	85.86	87.30	88.48
	SD	8.12	7.85	8.01	6.60	7.64
Total	Mean	88.68	87.82	85.96	86.36	87.20
	SD	8.02	7.07	8.80	7.15	7.72

It may be noted from table 2 that male urban elementary schools teachers have lowest mean teacher commitment score of 84.33 as compared to highest mean teacher commitment score of 93.03 in case of male rural elementary schools teachers. The mean teacher commitment score of other groups of school teachers in terms of teaching level, locale and gender factorial design lie in between these two mean scores.

In order to find out the significance of main and interaction effects of teaching level, locale, gender on teacher commitment three way analysis of variance was worked out. The summary of ANOVA is given in table 3.

Table-3: Summary of Analysis of Variance (Teaching Level x Gender x Locale) on Teacher Commitment

Source of Variation	SS	df	MS	F-ratio
Teaching Level	260.83	1	260.83	4.12*
Gender	3.17	1	3.17	0.05
Locale	390.15	1	390.15	6.61*
Teaching Level x Gender	24.2	1	24.2	0.38
Teaching Level x Locale	176.47	1	176.47	2.78
Locale x Gender	173.4	1	173.4	2.74
Teaching Level x Gender x Locale	448.81	1	448.81	7.09**
Within	14682.01	232	63.28	
Total	16159.05	239		

It can be observed from table 3 that F-ratio for the main effect of teaching level on teacher commitment turned out to be 4.12 which is significant at 0.05 level. It may be concluded that elementary school teachers have significantly higher level of teacher commitment as compared to secondary school teachers (88.25 vs 86.16).

The F-ratio for the main effect of gender on teacher commitment came out to be 0.05 which is not significant at 0.05 level. This shows that male and female school teachers do not differ significantly in their teacher commitment (87.32 vs 87.09).

It can be observed that from table that F-ratio for the main effect of locale on teacher commitment turned out to be 6.61 which is significant at 0.05 level. It shows that rural school teachers are significantly more committed as compared to urban teachers (85.92 vs 88.48).

The F-values for the double order interaction effects of gender x teaching level, gender x location and teaching level x location turned out to be 0.38, 2.28 and 2.74 respectively. None of these F-values is significant at 0.05 level. It may be seen from table 3 that the F-value for the triple order interaction of teaching level x locale x gender was found to be significant as F-ratio, 7.09 is significant at 0.01 level. This is suggestive of the fact that the differences in commitment of elementary and secondary school teachers are conjoint dependent upon both independent variables of gender and location. As may be seen from table that elementary school teachers have significantly higher level of commitment than secondary school teachers only in case of male teachers coming in rural schools ($t=3.49$; $p<0.01$) (Figure 1 and Table 4).

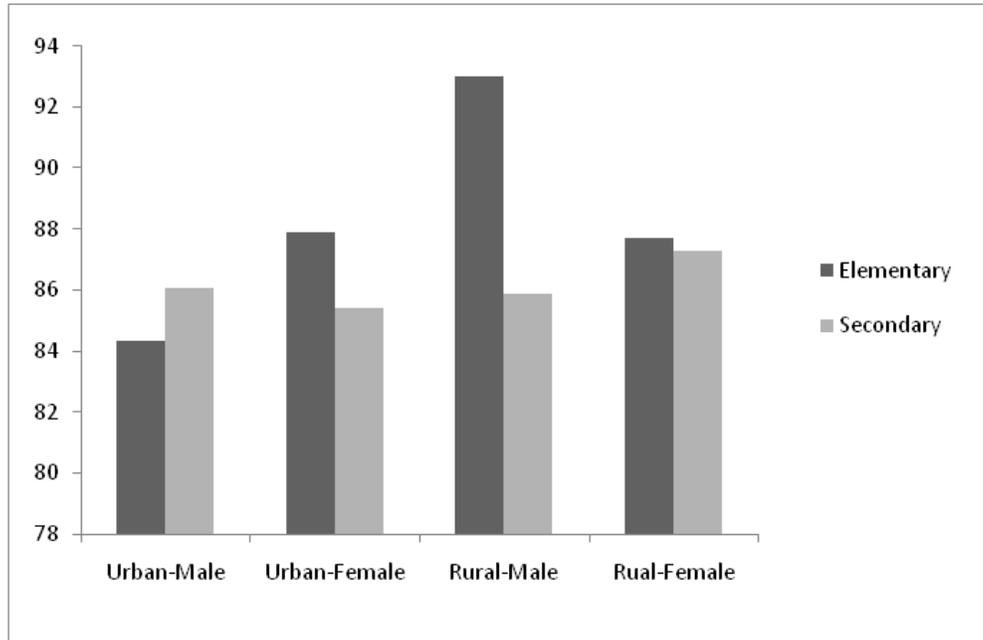


Figure 1: Mean Commitment Scores of Elementary and Secondary School Teachers Across Gender and Locality

This means that significant difference in commitment of elementary and secondary school teachers is restricted to rural male teachers.

Table-4: Significance of Mean Differences between Elementary and Secondary School Teachers Across Gender and Location Levels

Group	Gender			
	Male		Female	
	M _D	t	M _D	t
Urban	1.73	0.84	2.47	1.20
Rural	7.17	3.49**	0.43	0.229

**p<0.01

Though male secondary school teachers have higher level of commitment than male elementary school teachers coming from urban schools, but this difference is not significant (t=0.84; p>0.05), also female elementary school teachers have higher level of commitment than female secondary school teachers coming from urban and rural areas, but these differences are not significant (t=1.20 and 0.229; p>0.05).

The reason regarding differences in teacher commitment of elementary and secondary school teachers in terms of gender and locale may be due to some job compulsions, public pressure, administrative checks, social recognition, inadequate infrastructural facilities,

Dr. Kamalpreet Kaur Toor

shortage of staff. From results it was also clear that female elementary school teachers have more commitment level than female secondary school teachers, the reason may be teaching is always considered a feminine job, as they are more comfortable and satisfied with their profession. In Punjab, there is always more enrollment of girls in education colleges as compared to boys. Further elementary teachers have to be mother teacher and humble for being able to deal with younger children as compared to secondary school teachers. It was also found that school elementary teachers have higher level of teacher commitment than secondary school teachers coming from rural teachers. It means location has specific effect on teacher commitment of elementary and secondary teachers. The reason may be that in rural areas, there is lack of vocational choices, as compared to urban areas. In the era of urbanization and technology there are diversification of jobs. This may be hamper their teacher commitment.

The results of present investigation can be seen in the light of findings of Hrebiniak and Alutto (1972), Punia (2000) and Sharma (2001). While these findings are contrary to the findings of Maheshwari (2003) that there is no significant effect of locale on teacher commitment.

Recommendations

Steps should be taken for enhancing commitment of secondary school teachers. Refresher courses and seminars may be arranged for developing affective and emotional characteristics. They should attend to all the students in their classes and be sensitive to how they respond to each situation. New appointment should be regularize soon because uncertainty or contractual system in jobs may also hampering their commitment. In this line government should take appropriate steps in securing, nurturing and retaining committed teachers.

There should be synchronization between the activities of the teacher education institutions and those of schools, resulting in adequate practical experiences at the training stage. The teacher education system needs to give practical shape to the critical role of teacher education in the content of providing a good quality school education for all.

Urban teachers should be convinced as to desirability of accepting jobs in rural, remote areas. Surplus teachers in urban school should be appointed in rural areas. In this line rationalization of teachers is fruitful. Government should provide infrastructural facilities, adequate institutional material and more incentives to teachers who are working in rural areas.

References

- Bisaria, S. (1991) Mobility Patterns and Professional Commitment of Higher Secondary Teachers: A Pilot Study. *Fifth Survey of Educational Research*, 1988-92. 1, New Delhi : NCERT, 451.
- Bloom, P.J. (1988) Factors Influencing Overall Job Satisfaction and Organizational Commitment in Early Childhood Work Environment. *Journal of Research in Childhood Education*, 32(2), 107-122.

- Choi, P.L. and Tang, S.Y.F. (2011) Satisfied and Dissatisfied Commitment: Teachers in Three Generations. *Australian Journal of Teacher Education*, 36(7), 45-75.
- Ebmeier, H. and Nicklaws, J. (1999) The Impact of Peer and Principal Collaborate Supervision on Teachers' Trust, Commitment, Desires for Collaboration and Efficacy. *Journal of Curriculum and Supervision*, 14(4), 351-369.
- Firestone, W.A. (1996) Image of Teaching and Proposals for Reform: A Comparison of Ideas from Cognitive and Organizational Research. *Educational Administration Quarterly*, 32(2), 209-235.
- Ganihar, N.N. (2010) *Teacher Commitment Inventory*. Agra : National Psychological Corporation.
- Graham, K.C. (1996) Running Ahead : Enhancing Teacher Commitment. *Journal of Physical Education, Recreation and Dance*, 67(1), 45-47.
- Herbiniak, L.G. and Alutto, J.A. (1972) Personal and Role-related Factors in the Development of Organizational Commitment. *Administrative Science Quarterly*. 17(4), 555-573.
- Jennifer, G. (2006) Independent School Teacher Satisfaction : A Study of Commitment and Intent to Stay in the Profession. *Proquest Dissertation and Thesis*, 67(2), 406.
- Kang, W.Y. (1982) Professional Commitment to Teaching in Korean Special Education. *Dissertation Abstracts International*, 42(11), 4791-A.
- Kumar, S. and Patnaik, P.S. (2004) A Study of Organizational Commitment, Attitudes towards Work and Job Satisfaction of Post Graduate Teachers. *Journal of Educational Research and Extension*, 4(2), 1-15.
- Lovis, K.S. (1998) Effects of Teacher Quality of Work Life in Secondary Schools on Commitment and Sense of Efficacy. *School Effectiveness and School Improvement*, 9(1), 1-27.
- Maheshwari, A. (2003) Inculcating Commitment among Teachers. *Asian Journal of Psychology and Education*, 36(1 & 2), 28-32.
- Malik, M.E. (2010) Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan. *International Journal of Business and Management*, 5(6), 1-26.
- Mohan, R.P. (1992) A Study of Factors Contributing to Commitment to the Teaching Profession. *Ph.D. Thesis in Education*, University of Delhi, Delhi.
- National Center for Education Statistics (1997) *Teacher Professionalization and Teacher Commitment: A Multi Level Analysis*. U.S. Department of Education, Washington D.C. www.nces.ed.gov.
- Nias, J. (1981) Commitment and Motivation in Primary School Teachers. *Educational Review*, 33(3), 181-190.
- Parthiban, V. (2008) Comparative Analysis of Dimensions of Teacher Commitment. *Ushus Journal of Business Management*, 7(2), 1-12.
- Pierce, M.C. and Molly, G.N. (1990) Psychological and Biographical Difference between Secondary School Teachers Experiencing High and Low Levels of Burnout. *British Journal of Educational Psychology*, 30(1), 37-51.
- Punia, B.K. (2000) Commitment among University Teachers – A Comparative Analysis. *University News*. 38(18), 7-10.
- Sharma, A. (2001) A Study of Commitment among Teachers. *M.Ed. Dissertation*, Chaudhary Charan Singh University, Meerut.
- Shishupal (2001) A Study of Commitment of Teacher Trainees of B.Ed. Classes Towards Teaching Profession. *M.Ed. Dissertation*, Chaudhar Charn Singh University, Meerut.
- Tsui, K.T. and Chang, Y.C. (1999) School Organizational Health and Teacher Commitment; A Contingency Study with Multi Level Analysis. *Educational Research and Evaluation*, 5(3), 249-263.