

ROLE COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO SOME DEMOGRAPHIC VARIABLES

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ABSTRACT

The role is the expectation of the society from an individual occupying a particular position in the social system. This depends on the behavior pattern of an individual who is doing his duties and the way of behaving in accordance with the actual status. Every person occupies a whole set of social roles. A teacher has the roles of worker, husband or wife, parent, club member and citizen. In describing the roles of teachers as persons, but instead with the various roles occupied by persons when they are teachers. In this sense, we refer to the person as a teacher, and not to the teacher as a person. So, here we are discussing only the role of teacher related with school, pupil, society, parents and nation.

The teacher's role is the behavior pattern of teachers according to certain rules and norms concerning with imparting knowledge, values, balanced emotions, competencies skills, discipline and guidance etc. for betterment of pupil and also for attaining of goals of education.

Teacher's commitment and engagement has been identified as one of the most critical factors in the success and future of education. It contributes to teachers' work performance, absenteeism, burnout and turnover, as well as having an important influence on students' achievement in, and attitudes toward school.

Commitment is best conceived in terms of two dimensions an ideological dimension and a practice dimension. The significant point about these two dimensions is that while the particular characteristics of the ideological dimension are modified across the career span (in response to person and professional experiences) levels of commitment to particular practices vary. It appears that one of the critical contextual factors that influence this commitment to practice is the extent to which leadership (both at the school and system level) is perceived to understand the teachers' ideological commitment. In the study an attempt was made to explore the role commitment among teachers with regard to some of the demographical variables.

INTRODUCTION

The greatness of a country does not depend on lofty buildings and gigantic projects, it depends on teachers. A teacher has been respected and worshipped throughout human history because of his/her noble mission. A teacher is the top most person in professional pyramid because the teacher makes all other professionals. So to discharge his duties efficiently and effectively, a teacher must have professional ethics in the form of commitment. When we talk about teaching profession, we talk about teacher's moral responsibilities and personal values. Role commitment is in general teacher's moral responsibilities and personal values. The factors

that makes a good teacher cannot be categorized. Successful teachers represent a variety of personalities, level of mental abilities, types of training and of course their commitment towards their job.

Commitment is a term that teachers frequently use in describing themselves and each other. It is a word they use to distinguish those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'. Some teachers see their commitment as part of their professional identity, it defines them and their work and they 'get a lot of enjoyment from this. Other teachers feel the demands of teaching to be significant, requiring great

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personal investment and view it as a job that can 'take over your life'. These teachers often limit their commitment and their engagement with the school, as a means of survival. In some cases, these teachers choose to leave the profession altogether.

Role commitment consists of two words, namely 'role' and 'commitment'. In any social system such as the family, religion, community, work organization etc. Individuals have certain obligations towards the system which, in turn, gives each one of them a defined place in the society. This system of mutual obligation can be called as 'role'.

An individual occupies a hierarchical position in a system alongwith the ensuing power and privileges and performs certain functions in response to his members expectations. All expectations together with one's response comprise the role. The role is the expectation of the society from an individual occupying a particular position in the social system. This depends on the behavior pattern of an individual in doing his duties and the way of behaving in accordance with the actual status.

OBJECTIVES OF THE STUDY

The objectives of this study were

- 1) To study about the role commitment
- 2) To compare the role commitment among teachers with regard to type of schools.
- 3) To compare the role commitment among teachers with regard to their gender.
- 4) To compare the role commitment among teachers with regard to their teaching experience.
- 5) To compare the role commitment among teachers with regard to their age.

HYPOTHESES

The hypotheses of this study were:

- 1) Commitment among teachers does not differ significantly with regard to type of schools.
- 2) Commitment among teachers does not differ significantly with regard to their gender.
- 3) Commitment among teachers does not differ significantly with regard to their teaching experience.

- 4) Commitment among teachers does not differ significantly with regard to their age.

METHODOLOGY SAMPLE

100 Teachers teaching in secondary schools of Bahadurgarh in the age group of 20 to 62 years were taken by random sampling technique .

Serial No.	Name of School	Number of teachers
1	Vijaya Senior Secondary School	15
2.	Adarsh Senior Secondary School	15
3.	St. Thomas School	20
4.	Govt. Senior Secondary School Bahardurgarh	15
5.	Govt. Secondary School Sankhol	15
6.	Govt. Senior Secondary School (Girls)	20

Sample 100 Teachers

Type of School	Govt. Schools – 50	Private Schools - 50
Gender	Male – 30	Female – 70
Experience	Below 10 years – 55	Above 10 years – 55
Age	Below 40 years – 45	Above 40 years – 55

TOOLS

'TEACHER'S ROLE COMMITMENT SCALE' by Dr. Meena Buddhisagar Rathod and Madhulika Verma was used. It consists of 58 items. It is standardized on 20 to 62 years male and female teachers. It measures six dimensional commitment towards 1) Studens 2) Parents 3) School 4) Society 5) Nation 6) Own Profession

COLLECTION OF DATA

Data was collected from 100 Teachers teaching in Schools of Bahadurgarh (secondary stage) in the age group of 20 to 62 years were taken by random sampling technique. 50 teachers were selected from Govt. Schools and 50 Teachers from Private schools.

STATISTICAL TECHNIQUES USED

Statistical techniques like Mean, Standard Deviation and t-test of significance were used for comparing the role commitment among teachers with regard to their gender, experience, age and type of school.

ANALYSIS AND INTERPRETATION

Objective 1:

To study about the Role Commitment of secondary school teachers

The mean, Standard deviation and Standard error of the mean of the total sample was calculated and have been recorded in Table 1

Table 1

Total number of Teachers	Mean	Standard Deviation	Standard Error of mean
100	151.2	7.21	1.61

Significance of the mean at 5% and 1% levels of confidence was computed through the following confidence limits:

At 5% level of confidence

$$M \pm 1.96 \sigma_m$$

$$= 148.06 \text{ to } 154.36$$

It means that there are only 5 chances out of 100 that the Role commitment of Secondary school teachers lie beyond the limit 148.06 154.36

At 1% level of confidence

$$M \pm 2.58 \sigma_m$$

$$= 147.05 \text{ to } 155.35$$

It means that there is only 1 chance out of 100 that the Role commitment of Secondary School Teachers lie beyond the limit 147.05 to 155.35.

Objective 2:

Comparison of Role Commitment of secondary school teachers with regard to type of schools

Teachers were divided into two groups according to that type of schools

A) Govt. School Teachers

B) Private School Teachers

The mean, S.D. and t-ratio for the difference between the means of two groups was calculated and have been recorded in Table 2

Table 2

Variables	Groups	Mean	Standard Deviation	t-value	Significance
Type of School	(A) Govt. school	149.1	6.28	t(A-B)=1.36	Not Significant
	(B) Pvt. school	153.3	7.47		

We have observed that mean of Role commitment score of Govt. school teachers is 149.1 and Standard deviation is 6.28 and mean of Role commitment score of Private school teachers is 153.3 and Standard deviation is 7.47. From this may be observed that t-ratio for the difference between means of two groups was not found significant at 0.05 and 0.01 level of confidence. Hence the hypothesis that role commitment among secondary school teachers does not differ significantly with regard to type of school was accepted.

Objective 3:

Comparison of Role Commitment of secondary school teachers with regard to gender

The mean, S.D. and t-ratio for the difference between the means of two groups was calculated and have been recorded in Table 3

Table 3

Variables	Groups	Mean	Standard Deviation	t-value	Significance
Gender	(A) Male	144.16	5.01	t(A-B)=3.92	Significant
	(B) Female	154.2	5.77		

We have seen that mean of Role commitment score of male teachers in 144.16 and standard deviation is 5.01 and mean of Role commitment score of female teachers is 154.2 and standard deviation is 5.77. It may be observed that t-ratio

for the difference between means of two groups was found significant at 0.05 and 0.01 level of teachers does not differ significantly with regard to Gender was rejected. It implies that Female teachers differ significantly from male teachers as far as their role commitment is concerned.

Objective 4:

Comparison of Role Commitment of secondary school teachers with regard to their teaching experience

Teachers were divided into two groups according to the experience of teachers

- A) Above 10 years experience teachers
- B) Below 10 years experience teachers

The mean, S.D. and t-ratio for the difference between the means of two groups was calculated and have been recorded in Table 4

Table 4

Variables	Groups	Mean	Standard Deviation	t-value	Significance
Teaching Experience	(A) Above 10 years	150.7	9.10	t(A-B)=0.22	Not Significant
	(B) Below 10 years	151.5	5.71		

We have seen that mean of Role commitment score of teaches having teaching experience more than 10 years is 150.7 and standard deviation is 9.10 and mean of Role commitment score of teachers having teaching experience less than 10 years is 151.5 and standard deviation is 5.71.

It may be observed that t-ratio for the difference between means of two groups was not found significant at 0.05 and 0.01 level of confidence. Hence the hypothesis that role commitment among secondary school Teachers does not differ significantly with regard their teaching experience was accepted.

Objective 5:

Comparison of Role Commitment of secondary school teachers with regard to their age

Teachers were divided into two groups according to their Age:

- A) Above 40 years teachers
- B) Below 40 years teachers

The mean, S.D. and t-ratio for the

difference between the means of two groups was calculated and have been recorded in Table 5

Table 5

Variables	Groups	Mean	Standard Deviation	t-value	Significance
Age	(A) Above 40 years	151.6	6.29	t(A-B)=0.30	Not Significant
	(B) Below 40 years	150.6	8.16		

We have seen that mean of Role Commitment score of teachers having age more than 40 years is 151.6 and standard deviation is 6.29 and mean of Role commitment score of teachers having age les that 40 years is 150.6 and standard deviation is 8.16. It may be observed that t-ratio for the difference between means of two groups was not found significant at 0.05 and 0.01 level of confidence. Hence the hypothesis that role commitment among secondary school teachers does not differ significantly with regard to their age was accepted.

FINDINGS

In the light of above results we can say that:

- 1) Hypothesis 1 is to be retained which implies that there is no significant difference between Role Commitment of Secondary School Teachers with regard to Type of School.
- 2) Hypothesis 2 is to be rejected which implies that there is significant difference between Role Commitment of Secondary School Teachers with regard to Gender. Female Teachers possess more Role Commitment than Male Teachers.
- 3) Hypothesis 3 is to retained which implies that there is no significant difference between Role Commitment of Secondary School Teachers with regard to their Teaching Experience.
- 4) Hypothesis 4 is to be retained which implies that there is no significant difference between Role Commitment of Secondary School Teachers with regard to Type of School.

Hence it may be concluded that Role Commitment of Secondary School teachers does not differ with regard to type of school, age and their Teaching experience. As regards the Gender, Female teachers are more committed as compare to Male teachers.

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