Journal of International
Academic Research for Multidisciplinary

A Global Society for Multidisciplinary Research

www.jiarm.com
Editorial Board

Dr. Kari Jabbour, Ph.D
Curriculum Developer,
American College of Technology,
Missouri, USA.

Er.Chandramohan, M.S
System Specialist - OGP
ABB Australia Pvt. Ltd., Australia.

Dr. S.K. Singh
Chief Scientist
Advanced Materials Technology Department
Institute of Minerals & Materials Technology
Bhubaneswar, India

PROF. Dr. Sharath Babu,LLM Ph.D
Dean, Faculty Of Law,
Karnatak University Dharwad,
Karnataka, India

Dr.S.M Kadri, MBBS, MPH/ICHID,
FFP Fellow, Public Health Foundation of India
Epidemiologist Division of Epidemiology and Public Health,
Kashmir, India

Dr.Bhumika Talwar, BDS
Research Officer
State Institute of Health & Family Welfare
Jaipur, India

Dr. Tej Pratap Mall Ph.D
Head, Postgraduate Department of Botany,
Kisan P.G. College, Bahrail, India.

Dr. Arup Kanti Konar, Ph.D
Associate Professor of Economics Achhuram,
Memorial College,
SKB University, Jhalda, Purulia,
West Bengal, India

Dr. S.Raja Ph.D
Research Associate,
Madras Research Center of CMFR .
Indian Council of Agricultural Research,
Chennai, India

Dr. Vijay Pithadia, Ph.D,
Director - Sri Aurobindo Institute of Management
Rajkot, India.

Er. R. Bhuvanewari Devi M.Tech, MCIHT
Highway Engineer, Infrastructure,
Ramboll, Abu Dhabi, UAE

Sanda Maican, Ph.D.
Senior Researcher,
Department of Ecology, Taxonomy and Nature Conservation
Institute of Biology of the Romanian Academy,
Bucharest, ROMANIA

Dr. Jake M. Laguador
Director, Research and Statistics Center,
Lyceum of the Philippines University,
Philippines.

Dr.Damarla Bala Venkata Ramana
Senior Scientist
Central Research Institute for Dryland Agriculture (CRIDA)
Hyderabad, A.P, India

PROF. Dr.S.V.Kshirsagar, M.B.B.S,
M.S Head - Department of Anatomy,
Bidar Institute of Medical Sciences,
Karnataka, India.

DR ASIFA NAZIR, M.B.B.S, MD,
Assistant Professor, Dept of Microbiology
Government Medical College, Srinagar, India.

Dr.AmitaPuri, Ph.D
Officiating Principal
Army Inst. Of Education
New Delhi, India

Dr. Shobana Nelasco Ph.D
Associate Professor,
Fellow of Indian Council of Social Science Research (On Deputation),
Department of Economics,
Bharathidasan University, Trichirappalli. India

M. Suresh Kumar, PHD
Assistant Manager,
Godrej Security Solution,
India.

Dr.T.Chandrasekarayya,Ph.D
Assistant Professor,
Dept Of Population Studies & Social Work,
S.V.University, Tirupati, India.
TEACHER’S COMMITMENT TOWARDS INSTITUTION AND STUDENTS AMONG MALE AND FEMALE HIGHER SECONDARY LEVEL TEACHERS- A STUDY

DR. PRAMOD KUMAR NAIK*
SWETA SINGH**

*Professor & Head, Dept. of Education, Dean Arts, Dr. C.V. Raman University, Bilaspur, India
**Ph.D Scholar, Dept. of Education, Dr. C.V. Raman University, Bilaspur, India

ABSTRACT
The commitment of the teachers is essentials for the survival strength, efficiency and success of the institution. A school may have excellent material resources-equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The main objectives of the topic are to find out the Teacher’s Commitment towards Institution and Students among Male and Female Higher Secondary Level Teachers. A sample size of 100 Male and Female Higher Secondary Level Teachers was selected and taken up for the study. Teacher Commitment Inventory (NTCI) prepared by the Dr.(Mrs.) Noorjehan N.Ganihar. is used for the study. It is found that there is no significant difference of commitment towards the Institution and Students dimensions of Teachers Commitment among Male and Female higher secondary level teacher.

KEYWORDS: Teachers Commitment, Commitment towards the Institution and Students, Male and Female Higher Secondary Level Teachers.

INTRODUCTION
Educational Organization is a system, where by all the educational activities and resources are grouped in a formal manner to facilitate the attainment of specific objectives and all round development of child is possible. To improve school standards and overall growth of the institution, teacher’s commitments are must. Thus the role of teacher becomes a challenging one. Educational organizations that have a strong organizational mission are likely to have high levels of commitment. Generally teachers who show a great deal of enjoyment and satisfaction in their tasks exhibit higher levels of commitment to the school. Therefore the researcher attempts to provide information whether teacher’s commitment is necessary for institutional effectiveness and student’s academic achievement or not.
SIGNIFICANCE OF THE STUDY

The commitment of the teachers is essentials for the survival strength, efficiency and success of the institution. The fundamental responsibility of teachers is to maintain the institution in a state of healthy necessary to carry on its work. It is generally agreed that the goodness of an educational programme to a large extent is dependent on quality of teachers available to implement it. A school may have excellent material resources-equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. While a lot of literature is available on employee commitment, very few studies have been used in educational institution as the unit of analysis. This may be due to the belief that educational profession is widely known to have high levels of commitment. Yet today people have different motives for joining teaching profession. Some still have internal drive to serve regardless of work conditions, whereas others may join it as an alternative. Consequently teacher’s commitment becomes a critical issue for the principals, as the destiny of any educational system is directly linked with its teachers. The syllabus, text books and various teaching aids lose their significance and utility if the teaching personnel do not perform their duties satisfactory. Thus teacher commitment is a significant building force in an organization. It is an essential requirement of success in any school.

Reyes and Imber's (1990) study on the perceptions of workload fairness among secondary school teacher shows that those who had perceptions of unfair workload exhibited lower levels of commitment to the school than those who perceived their workload to be fair. Analyzing the effects of school incentives, Reys demonstrates that career ladders seem to have a negative effect on teacher commitment to school. He also suggests that gender, educational level, and district size are associated with levels of teacher commitment.

Work in administrative studies at the school level still centre around policy formulation and planning mainly. Although some new concepts like teacher effectiveness, organizational climate, teachers morale, self actualization of teachers, are being looked into, but it seems that spheres like teachers commitment(Govt. & Private, Male & Female) are yet to be ventured into. Hence the study will make
sincere effort to verify and test the different level of the commitment of the male and female teachers of higher secondary school.

**STATEMENT OF THE PROBLEM**

The problem for the present study is stated as follows:

Teacher’s Commitment towards Institution and Students among Male and Female Higher Secondary Level Teachers- A Study

**OPERATIONAL DEFINITION THE TERMS USED**

In the present study a few terms have been frequently used that have got specific meaning for the present investigation.

A. **Commitment**

A commitment involves dedicating yourself to something. Before you make a commitment, think carefully. A commitment obligates you to do something. Some commitments are large like marriage. When you take a job, you are making a commitment to show up and do the job well and your employer makes a commitment to pay you. Commitment is what transforms the promise into reality.

B. **Teacher Commitment**

Meyer and Allen (1997) define teacher commitment as a psychological state that characterise a teacher’s relationship with his or her profession, and has implications for the decision to remain involved with it. Teachers’ commitment is regarded as a power or quality needed to approach stress and change.

C. **Commitment towards the Institution** - Commitment towards the institution refers to the core values/beliefs of the organization which may increase the probability that members will act in ways consistent with organizational purposes, work more cooperatively and collaboratively with others who also share institutional goals and seek ways to enhance the effectiveness of the organization.

D. **Commitment towards the Students** - Teacher commitment is likely to influence the level of performance of both students and teachers themselves. Students who work with a committed teacher generally outperform students who work with an uncommitted teacher.

**OBJECTIVES OF THE STUDY**

1. To study the significant mean difference of Teachers Commitment among Male and Female Higher secondary level teachers.
2. To study the significant mean difference of institution dimensions of Teachers Commitment among Male and Female Higher secondary level teachers.

3. To study the significant mean difference of students dimensions of Teachers Commitment among Male and Female Higher secondary level teachers.

HYPOTHESES OF THE STUDY

- There exist no significant mean differences of Teachers Commitment among Male and Female Higher secondary level teachers.
- There exist no significant mean differences of institution dimensions of Teachers Commitment among Male and Female Higher secondary level teachers.
- There exist no significant mean differences of student’s dimensions of Teachers Commitment among Male and Female Higher secondary level teachers.

SAMPLING

All the teachers working in the higher secondary schools of Kota District of Rajasthan formed the population of the study. In order to collect the data for the present study 20 higher sec. schools were selected through stratified random sampling techniques. Out of these 20 higher Sec. Schools 10 are government and 10 are private schools. Again 100 male and female teachers have taken randomly as the subjects of the present investigation from the selected government and private schools of Kota District of Rajasthan.

TOOLS USED

The researcher decided to use the following tools for the present study.

Teacher Commitment Inventory (NTCI) prepared by the Dr.(Mrs.) Noorjehan N.Ganihar.

STATISTICAL TECHNIQUES USED

The scores obtained were subject to statistical treatment using proper statistical techniques. For this purpose Mean, Standard Deviation, t-test, was used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.
FINDINGS

Table 1
T.C. among Male and Female higher secondary level teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>90.5</td>
<td>5.67</td>
<td>1.13</td>
<td>0.088</td>
<td>9</td>
<td>0.05=1.98</td>
<td>HO -1 Accepted</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>90.4</td>
<td>5.64</td>
<td></td>
<td></td>
<td>8</td>
<td>0.01=2.63</td>
<td></td>
</tr>
</tbody>
</table>

It has been found that, there is no significant difference of Teachers Commitment among Male and Female higher secondary level teachers.

Table 2
Comm. tow. Inst. dimen. of T.C. among Male and Female secondary level teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>50</td>
<td>20.54</td>
<td>1.39</td>
<td>0.35</td>
<td>0.22</td>
<td>98</td>
<td>0.05=1.98</td>
<td>HO -2 Accepted</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>50</td>
<td>20.46</td>
<td>2.06</td>
<td></td>
<td></td>
<td>0.01=2.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It has been found that, there is no significant mean difference of commitment towards the institution dimensions of Teachers Commitment among Male and Female secondary level teachers.

Table 3
Comm. tow. Stud. dimen. of T.C. among Male and Female secondary level teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>50</td>
<td>13.34</td>
<td>1.26</td>
<td>0.31</td>
<td>0.51</td>
<td>98</td>
<td>0.05=1.98</td>
<td>HO -3 Accepted</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>50</td>
<td>13.18</td>
<td>1.8</td>
<td></td>
<td></td>
<td>0.01=2.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It has been found that, there is no significant mean difference of commitment towards the student’s dimensions of Teachers Commitment among Male and Female secondary level teachers.
CONCLUSION

The commitment of the teachers is essentials for the survival strength, efficiency and success of the institution. The fundamental responsibility of teachers is to maintain the institution in a state of healthy necessary to carry on its work. It has been found that there is no significant difference of commitment towards the Institution and Students dimensions of Teachers Commitment among Male and Female higher secondary level teacher. But today people have different motives for joining teaching profession. Some still have internal drive to serve regardless of work conditions, whereas others may join it as an alternative. Thus teacher commitment is a significant building force and essential requirement of success in any school.

Education is a human process. In this process the most important influence is that of the teacher. The teacher’s impact on pupil’s personality development is tremendous and so it is essential that our schools should have committed teachers who are able to cope-up with the stress of their work and adjust with their environment and are able to give quality results in terms of student’s achievement and learning outcomes. The students would be directly affected by the teacher’s positive and healthy happiness and cheerfulness. Teachers should consider their profession as a service to the society rather than a wage earner. Teachers should constantly try to improve themselves with the latest development in the educational field. There should not be discrimination among male and female teacher in any case with regard to salary, work distribution or sharing of responsibilities. The government should constantly keep a watch on causes that result in dissatisfaction and stress among teacher. Steps should be taken immediately to remove irrelevant factors.

REFERENCES