

Role commitment of primary and secondary school teachers: A comparative study

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Abstract

This paper presents the comparative study of role commitment of primary and secondary school teachers. A sample of 108 school teachers (55 Primary and 53 secondary) was selected through stratified random sampling technique. Teacher's Role Commitment Scale (TRCS) developed by Rathod and Varma was used for data collection. Mean, SD and t- test was employed to analyze the data. The study found that there is significant difference between the role commitment of primary and secondary school teachers. There is no significant difference between the role commitment of primary male and female school teachers. There is significant difference between the role commitment of secondary male and female school teachers. Also, there is significant difference between the role commitment of primary and secondary male school teachers. However, there is no significant difference between the role commitment of primary and secondary female school teachers.

Keywords: role commitment, teaching profession, primary, secondary, school teachers

Introduction

Teaching is considered as the noblest profession in the world and hence naturally it demands more commitment than any other profession. A teacher has to show commitment in a multi-dimensional aspect because the future of society and nation lies on the shoulders of a teacher. The teacher commitment is conceptualized as being multi-dimensional (Nias, 1981) [11]. In this way, a teacher must be committed to the children, parents, school, employers, society and nation. Commitment stands for the degree of positive, affective bond between the teacher and the educational organization. It does not refer to a passive type of loyalty where teachers stay with mere act of teaching, but are not completely involved in the curricular and co-curricular activities of the students. 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. In other words we can state that the dimensions of professional commitment, defined as organizational commitment, professional commitment, and union commitment, are expressed through the exchange relationship between individuals and organizations, which may be examined by means of a number of variables. These variables include: personal needs (such as achievement, affiliation, autonomy, and dominance or power); job task characteristics (such as variety, autonomy, friendship, and feedback); leadership (including task and person orientations); role stress (such as ambiguity, conflict, and overload); participation in decision making; group cohesion; and intent to stay in teaching.

"The strength of any profession depends upon the degree of commitment of its members; Teaching is no exception" (Fox, 1964) [7]. Hence a teacher who is professional, s/he should have the characteristics of expertise, autonomy, commitment to work and the profession, identification with the profession, ethics, and collegial maintenance of standards. It should result in knowledge, skills and values that will always shed light for the students. It is widely accepted that a distinguishing feature

that teachers have is their dedication and commitment to the development of students' achievement. Commitment to teaching contributes to teachers' behaviours, attitudes, perceptions and performances (Thapan, 1986) [15]. According to Dave and Rajput (1998) [2] there are five dimensions in teachers' commitment they are - commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence, and commitment to basic human values. Crosswell and Eliot (2001) [4] stated that teacher commitment is a multi-dimensional one and some external factor may influence degree of commitment. They are the school or organization, students, career continuance, professional knowledge base, and the teaching profession.

Review of literature puts light on different types of results on teachers' role commitment. Kushman (1992) [9] and Rosenholtz (1989) [14] in their studies put forward the relationship between teacher commitment and student achievement. Marks and Louis (1997) [10] stated that teacher commitment to the school affects pedagogical quality and student academic performance. Fried (2001) [8] supporting this idea states that there is a strong connection between passionate teaching and the quality of student learning. Maheshwari (2003) [12] revealed that majority of teachers suggested that for increasing commitment, school environment should be healthy. Kumar and Patnaik (2004) revealed that organizational commitment and job satisfaction are found to be highly correlated. Nabila (2008) found that competence have a positive significant relationship with organizational commitment. Zilli and Zahoor (2012) found that the female teachers possessed significantly higher level of organizational commitment than their male counterparts. Anari (2012) reported that there were no significant differences among high school teachers of different genders and ages concerning their organizational commitment.

It is obvious that the commitment of the teacher will reflect in the achievement of the children at school. If the teacher is working genuinely and with dedication, the output will be surely productive in abundance. On the other hand, if the

teacher is teaching only for the sake of teaching, it will add nothing to the students. This is why wise men say that if you want to become a teacher, the first thing you need is a passion and dedication for your students. It is why the researcher thinks it relevant to conduct a study on the role commitment of primary and secondary school teachers. The researcher hopes that the findings of the present study can be of great help primarily for the teachers themselves as they can have an introspection based on it. The school authority and the parents can also make use of the results of the present study to give more attention for the activities of teachers for the well being of students.

Objectives

1. To find out the role commitment of primary and secondary school teachers.
2. To study the role commitment of primary school male and female teachers.
3. To compare the role commitment of secondary school male and female teachers.
4. To study the role commitment of primary and secondary school male teachers.
5. To find out the role commitment of primary and secondary school female teachers.

Hypotheses

1. There will be no significant difference between the role commitment of primary and secondary school teachers.
2. There will be no significant difference between the role commitment of primary school male and female teachers.
3. There will be no significant difference between the role

commitment of secondary school male and female teachers.

4. There will be no significant difference between the role commitment of primary and secondary school male teachers.
5. There will be no significant difference between the role commitment of primary and secondary school female teachers.

Methodology

For the present study, survey type descriptive research method is adopted. A sample of 108 school teachers (55 primary and 53 Secondary) was selected through stratified random sampling technique from 25 Urdu medium Government schools (13 primary and 12 secondary)) of Hyderabad City of Telangana State, India. For the sake of data collection, Teacher’s Role Commitment Scale (TRCS) developed by Rathod and Varma was used. This tool is intended to serve as a tool measuring teacher’s role commitment towards – student, school, parent, society, nation, and profession and consists of 58 items. After collection of the data, the scoring was done according to the scoring procedure given in manual of the scale. The mean, SD and t- test was employed to analyze the data.

Results and Discussion

1. To verify the first hypothesis, the mean score of the role commitment of primary and secondary school teachers, the two groups are subjected to t-test and the results are presented in the table-1.

Table 1: Significant difference between the role commitment of primary and secondary school teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Primary School Teachers	55	112.93	9.04	106	2.39	1.98	Significant
Secondary School Teachers	53	108.68	9.36				

As seen from the table-1, the mean score of the role commitment among primary school teachers is 112.93 with an SD of 9.04, while the mean of secondary school teachers is found to be 108.68 with an SD of 9.36. The calculated t-value is 2.39 and the tabulated t-value is 1.98. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between the role commitment of primary and secondary school teachers’, is rejected. Thus, it is concluded

that there is a significant difference between the role commitment of primary and secondary school teachers. Primary school teachers are found to have significantly better role commitment than secondary school teachers.

2. To verify the second hypothesis, the mean score of the role commitment among primary school male and female teachers, the two groups are subjected to t-test and the results are presented in the table-2.

Table 2: Significant difference between the role commitment of primary school male and female teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Primary School Male Teachers	30	111.20	9.36	53	1.57	2.01	Not Significant
Primary School Female Teachers	25	115.00	8.35				

From the table-2, it can be observed that the mean score of the role commitment among primary school male teachers is 111.20 with an SD of 9.36, while the mean of primary school female teachers is found to be 115.00 with an SD of 8.35. The

calculated t-value is 1.57 and the tabulated t-value is 2.01. Since, the calculated t-value is less than tabulated t-value which is not significant at 0.05 levels. Hence, the null hypothesis, ‘There will be no significant difference between

the role commitment of primary school male and female teachers', is accepted. Thus, it is concluded that there is no significant difference between the role commitment of primary school male and female teachers.

3. To verify the second hypothesis, the mean score of the role commitment among secondary school male and female teachers, the two groups are subjected to t-test and the results are presented in the table-3.

Table 3: Significant difference between the role commitment of secondary school male and female teachers

1Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Secondary School Male Teachers	28	104.82	9.17	51	3.49	2.01	Significant
Secondary School Female Teachers	25	113.00	7.65				

As seen from the table-3, the mean score of the role commitment among secondary school male teachers is 104.82 with an SD of 9.17, while the mean of secondary school female teachers is found to be 113.00 with an SD of 7.65. The calculated t-value is 3.49 and the tabulated t-value is 2.01. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, 'There will be no significant difference between the teaching role commitment of secondary school male and female

teachers', is rejected. Thus, it is concluded that there is a significant difference between the role commitment of secondary school male and female teachers. Secondary school female teachers are found to have significantly better role commitment than their male counterparts.

4. To verify the fourth hypothesis, the mean score of the role commitment among primary and secondary school male teachers, the two groups are subjected to t-test and the results are presented in the table-4.

Table 4: Significant difference between the role commitment of primary and secondary school male teachers

Group Compared	N	Mean	SD	Df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Primary School Male Teacher	30	111.20	9.36	56	2.61	2.00	Significant
Secondary School Male Teacher	28	104.82	9.17				

It could be observed from the table-4 that the mean score of the role commitment among primary school male teachers is found to be 111.20 with an SD of 9.36, while the mean score of secondary school male teachers is found to be 104.82 with an SD of 9.17. The calculated t-value 2.61 and the tabulated t-value is 2.00. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, 'There will be no significant difference between the role commitment of primary and secondary school

male teachers', is rejected. Thus, it is concluded that there is a significant difference between the role commitment of primary and secondary school male teachers. Primary school male teachers are found to have significantly better role commitment than secondary school male teachers.

5. To verify the fourth hypothesis, the mean score of the role commitment among primary and secondary school female teachers, the two groups are subjected to t-test and the results are presented in the table-5.

Table 5: Significant difference between the role commitment of primary and secondary school female teachers

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Primary School Female Teachers	25	115.00	8.35	48	0.88	2.01	Not Significant
Secondary School Female Teachers	25	113.00	7.65				

As seen from the table-5, it could be observed that the mean score of the role commitment among primary school female teachers is 115.00 with an SD of 8.35., while the mean of secondary school female teachers is found to be 113.00 with an SD of 7.65. The calculated t-value is 0.88 and the tabulated t-value is 2.01. Since, the calculated t-value is less than tabulated t-value which is not significant at 0.05 levels. Hence, the null hypothesis, 'There will be no significant difference between the role commitment of primary and secondary school female teachers', is accepted. Thus, it is concluded that there is no significant difference between the role commitment of primary and secondary school female teachers.

Findings of the Study

- There is significant difference between the role commitment of primary and secondary school teachers. Primary school teachers are found to be more committed than secondary school teachers.
- There is no significant difference between the role commitment of primary school male and female teachers.
- There is significant difference between the role commitment of secondary school male and female teachers. Secondary school female teachers are found to have significantly better role commitment than their male counterparts.

- There is significant difference between the role commitment of primary and secondary school male teachers. Primary school male teachers are found to have significantly better role commitment than secondary school male teachers.
- There is no significant difference between the role commitment of primary and secondary school female teachers.

Conclusion and Implications

The success and failure of education system is basically depends upon the optimum utilization of human and physical resources. Among human resources, teachers are of prime importance. If, teachers are committed and dedicated towards their role the education system will flourish and will have positive impact on the academic achievement of the students, school, society and nation as a whole and vice versa. So, it is the responsibility of every stake holders related to educational institutions particularly the administration/management to create such an environment which helps in developing dedication and commitment among the teachers especially at school level, because this stage is just like foundation in the life of a student and very decisive as far as the future education of a child is concerned. Commitment of the teacher helps in achieving the academic excellence among the students, enhances productivity of the teachers and by and large helpful in creating a healthy atmosphere in schools for teaching and learning.

Findings of the study revealed that primary school teachers are significantly better in role commitment than their secondary school counterparts. This may be due to numerous reasons like passion with teaching profession, positive attitude, job satisfaction, love with children, sense of responsibility, zeal to serve the humanity etc. on the part of primary school teachers. It is therefore, recommended that secondary school teachers must develop love, affection and passion towards their profession and with children. There is also need to develop positive attitude towards teaching profession and sense of responsibility among secondary school teachers so that they may develop enthusiasm to serve the humanity which will surely help them to become a committed teacher. Further, it was found that secondary school female teachers excelled in role commitment than their male counterparts. This also confirms that female teachers of secondary school possess more passion with teaching profession, positive attitude, job satisfaction, love with children, sense of responsibility, fervour to serve the humanity etc. Hence, at the time of appointment, female teachers should be given preference by the recruiting authorities. In addition, the school administration should provide favourable and democratic environment in the school to provide encouragement, motivation, and healthy competition among the school teachers. However, healthy relationship between administration-teacher-students, addressing genuine demands of the teachers, special incentives for any outstanding performance by the teachers, recognition for any gigantic achievement will play an imperative role in boosting the role commitment among the school teachers.

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