Teaching Effectiveness of Secondary School Teachers in Relation to their Professional commitment

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Teaching effectiveness plays a pivotal role in the teaching learning process. Teachers form the nucleus of any system of education. Goodness of any educational system to a great extent is dependent on the quality of teachers. No system of education can rise above the level of its teachers. No programme of educational reforms can be implemented without the willing and active co-operation of teachers. For this the teacher should feel committed, contended and devoted to their noble profession. In this study researcher studied the teaching effectiveness of secondary school teachers in relation to their Professional commitment. This study reveals that gender of teachers does not bear any relationship with their Teaching Effectiveness and Professional commitment. It also reveals that locality of schools does not influence the Teaching Effectiveness but influence the Professional commitment of Secondary School Teachers. There exists a significant relationship between Teaching Effectiveness and Professional commitment of Secondary School Teachers. Professional commitment influences Teaching Effectiveness positively.

KEYWORDS: Teaching Effectiveness, Professional commitment and Secondary School Teachers

Introduction

India’s population, its socio-economic scenario, its obligations towards its people and in turn their expectations, political structure, manpower, employment status, educational preparations and resource conditions are one of the few factors that have direct or indirect influence in shaping the structure and functions of the present Indian educational institutions.

Committees and Commissions have made recommendations with the hope of improving the system, but it is found that no people can rise above the level of their teachers. Teachers continue to retain their influence in the teaching-learning process and it is difficult to bypass them in the process of teaching. Now-a-days they are no more treated as men on special ‘mission’. They are also not given due importance, which have resulted in erosion of work culture. It raises the question of accountability of teachers. Accountability of teachers is becoming the demand of large section of the people.

The commitment of teachers has become doubtful through out the world. International conference of education 1996 agreed that teacher’s morale has gone down everywhere, standard have dropped and commitment is slowly eroding away. Sachchidanand (1997) rightly pointed out, “The teacher’s role in education has not
received as much attention as it deserved. In recent time, the problem of teacher’s absenteeism is becoming acute. This obviously relates to the lack of commitment to the job. While job satisfaction has attracted the attention of researchers, job commitment has been neglected.”

Professional commitment refers to one’s dedication, devotion, whole hearted attempts towards the realization of organizational goals, a feeling of involvement and belongingness, a complete blending or fusion of personal goals with organizational goals, utmost efforts to meet job requirements and total absorption in the job.

A teacher’s commitment may be reflected with reference to the following six dimensions of his role / obligation i.e. commitment to learner, commitment to the institution, commitment to the work, commitment to achieving excellence, commitment to the society and commitment to the human values.

Wherever the term commitment has been used in this thesis it refers to Professional commitment of a teacher. It is evident from the survey of the various conception of the term commitment that it is a subjective aspect of an individual. The real test of commitment arises when circumstances are not so congenial when individuals encounter dilemmas involving conflicted interaction, incompatible preferences or alternative temptations or options. In such a situation if an individual decides to stick and stay, bearing the costs and sacrifice for such a decision he can definitely be called a professionally committed person. In the present study Professional commitment refers to the score of a teacher on Professional commitment scale. In the present study Teaching Effectiveness refers specifically to the perfection characteristics in a teacher and in the teaching profession. An effective teacher is one who not only can impart the entire educational curriculum allotted to him in the best and the most efficient manner but also ensures the best possible academic performance, high degree of moral, good interpersonal relationships with the staff, active involvement in the decision- making process (whenever needs) and an optimal development of all round personality in students. In this study the score on Teacher effectiveness scale represent teaching effectiveness of teacher.

Here secondary school teachers refers to all those teachers who are engaged in teaching secondary classes in secondary schools of Rohtak District of Haryana State.

An array of factors may be related to and are likely to influence the teacher’s effectiveness. The effectiveness of teacher will depend first on how he/she masters specific techniques and second to combine them with a particular mode.

In the present study an attempt has been made by the researcher to find out the relationship between Teaching Effectiveness and Professional commitment of Secondary School Teachers of Rohtak District.

OBJECTIVES

1. To study the status of Teaching Effectiveness and Professional commitment of teachers of secondary school.
2. To study the teaching effectiveness of the male, female and rural, urban teachers of secondary schools in relation to all the components of Professional commitment scale.

HYPOTHESES

1. A significant correlation exists between teaching effectiveness of teachers of secondary schools in relation to their Professional commitment.
2. There exists a significant correlation between teaching effectiveness and overall Professional commitment scores of secondary school male teachers.
3. There exists a significant correlation between teaching effectiveness and overall Professional commitment scores of secondary school female teachers.
4. There exists a significant correlation between teaching effectiveness and overall Professional commitment scores of secondary school rural teachers.
5. There exists a significant correlation between teaching effectiveness and overall Professional commitment scores of secondary school urban teachers.

DELIMITATIONS OF THE STUDY

1. The study was confined to the secondary schools situated in the territory of Rohtak district only.
2. The study was confined to the Secondary School Teachers only.
3. The study was delimited in respect of the variables, which may influence the teaching effectiveness of Secondary School Teachers, an array of factors are likely to bear relationship with Teacher effectiveness. Neither it is feasible nor desirable for an investigator to focus on all such factors in a single attempt. Therefore, aiming to achieve the quality of an in-depth study, only one important variable i.e. Professional commitment was studied.
4. The research work is based on 36 secondary schools of Rohtak district in all.

METHOD

In the present study the investigator used causal comparative method of research. The purpose of this research was to study the relationship of Teacher effectiveness of teachers on one hand and Professional commitment on the other.

SAMPLE

36 schools on random basis were selected out of 120 secondary schools. From these 36 schools 300 teachers were selected as sample. The sampling procedure which was followed by the investigator for the above purpose is as follows: First, the secondary schools in the Rohtak district were divided into two broad categories – Rural and Urban. Secondly, these categories were further divided into two classes on the basis of the gender of pupils population i.e. boy’s schools. Thus, researcher had four categories of schools – Rural Boys and Girls, Urban Boys and Girls.
TOOLS

Teacher effectiveness scale constructed by Parmod Kumar and D.N. Mutha was used to collect the data. Professional commitment scale constructed by the investigator was used for collecting the data.

STATISTICAL ANALYSIS

Scoring was done by computing the mean value of teaching effectiveness and Professional commitment score of various groups of teachers and further treating the data with t-test of significance.

Second objective required computation of co-relation values between teaching effectiveness variable on one hand and Professional commitment on the other hand.

Analysis and Results

Table 1

Computing the mean values of teaching effectiveness and Professional commitment score of secondary school teachers and further treating the data with t-test of significance of difference between their mean values

<table>
<thead>
<tr>
<th>Variables</th>
<th>Male Mean</th>
<th>Female Mean</th>
<th>MSVB / MSVW</th>
<th>‘t’ score</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional commitment</td>
<td>127.80</td>
<td>127.80</td>
<td>0.0167 / 1301.043</td>
<td>0.004</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Teaching Effectiveness</td>
<td>235.80</td>
<td>232.0</td>
<td>1076.208 / 4386.841</td>
<td>0.495</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variables</th>
<th>Urban</th>
<th>Rural</th>
<th>MSVB/ MSVW</th>
<th>‘t’ score</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional commitment</td>
<td>134.70</td>
<td>122.60</td>
<td>10642.050 / 1265.331</td>
<td>2.90</td>
<td>Significant</td>
</tr>
<tr>
<td>Teaching Effectiveness</td>
<td>235.30</td>
<td>233.10</td>
<td>337.249 / 4389.32</td>
<td>0.277</td>
<td>Insignificant</td>
</tr>
</tbody>
</table>
Table – 2

Correlation between teaching effectiveness and Professional commitment of Secondary School Teachers

<table>
<thead>
<tr>
<th>Sex and Place of Work of Teachers</th>
<th>x-denotes Teaching Effectiveness Score</th>
<th>y-denotes Professional commitment Score</th>
<th>‘r’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\Sigma Fx$</td>
<td>$\Sigma Fx^2$</td>
<td>N</td>
<td>$\Sigma Fy$</td>
</tr>
<tr>
<td>Urban</td>
<td>256</td>
<td>1768</td>
<td>128</td>
<td>-130</td>
</tr>
<tr>
<td>Rural</td>
<td>300</td>
<td>2428</td>
<td>172</td>
<td>-353</td>
</tr>
<tr>
<td>Female</td>
<td>254</td>
<td>1792</td>
<td>139</td>
<td>-234</td>
</tr>
<tr>
<td>Male</td>
<td>328</td>
<td>2486</td>
<td>161</td>
<td>-261</td>
</tr>
<tr>
<td>All Teachers M/F/U/R</td>
<td>584</td>
<td>4296</td>
<td>300</td>
<td>-511</td>
</tr>
</tbody>
</table>

The first objective of the study i.e. to study the status of teaching effectiveness and Professional commitment of teachers of sec. school is being achieved by comparing the mean value of Male/ Female and Rural/Urban secondary school teachers. Table – 1 depicts the values calculated between means of teaching effectiveness and Professional commitment of Male/Female teachers and Urban/ Rural teachers.

This table also shows calculation of t-test to pinpoint the significance of difference between two categories of locality i.e. with reference to professional and teaching effectiveness. It is clear from the perusal of the mean values that the mean score of male is high in case of teaching effectiveness. But same in case of Professional commitment.

It means that teaching effectiveness of male teachers is a little more in comparison to female but the difference between their mean scores is statistically insignificant. It gives us a point that sex of teacher does not play any role in teaching effectiveness and Professional commitment. Further it is depicted that t-value obtained after comparing the mean scores of urban and rural teachers on Professional commitment is found that the mean of teaching effectiveness and Professional commitment of urban secondary school teachers is more as compared to rural and the difference between their mean scores is statistically significant at both levels. Where as in case of teaching effectiveness it is statistically insignificant. It suggests that the place or locality of school effect the Professional commitment of teachers. The 1st hypothesis has been accepted (i.e. $r = 0.769$) which shows that there is significant +ve correlation between teaching effectiveness and professional effectiveness teaching as shown in table-2.
The other hypotheses which were formulated for the 2nd objective has been tested in the light of the empirical data and these has also been accepted as shown in table -2.

This study reveals that gender of the secondary school teachers does not bear any relationship with Teaching Effectiveness and Professional commitment. It also reveals that locality of the schools does not influence the Teaching Effectiveness but influence the Professional commitment of Secondary School Teachers. From the study we also came to know that there exists a significant relationship between Teaching Effectiveness and Professional commitment of Secondary School Teachers. Professional commitment influences Teaching Effectiveness positively.

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