



A Study of Work Commitment and Work Environment among Secondary School Teachers

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Abstract:

Work Commitment were concerns every worker in the entire world with the variable of job satisfaction of individual. Job satisfaction and employee motivation are topics of interest and research within the business or job world because satisfied and motivated employees are loyal to the organization and help production increase. In other words, human factors still play an important role along with technological, financial and time factors. The objective of the study is to determine whether there exist relations between the personal and organizational factors that may influence the Work Commitment were of the teachers teaching in Vadodara District. In this present research all the teachers teaching in schools in Vadodara District from Gujarat State was Considered as the population of the study, sample were selected randomly from a number of respondents from the selected school teachers from the eight Shala Vidya Shankul from Vadodara district. From each Shala Vidya Shankul 50 teachers were selected stratified random sampling and total 400 teachers were selected for the present study. Work Commitment Rating scale was used, from the present research it can be said that Gender-wise, habitat-wise and Experience-wise mean score of female, rural habitat and low-experienced teachers of secondary school are significantly higher than the mean score of male, urban habitat high-experienced teachers of secondary school on Work Commitment Rating Scale.

Keywords: *Job satisfaction, Secondary school teacher, Work environment, Work Commitment*

1. Introduction

Work Commitment were concerns every worker in the entire world with the variable of job satisfaction of individual. Job satisfaction and employee motivation are topics of interest and research within the business or job world because satisfied and motivated employees are loyal to the organization and help production increase. In other words, human factors still play an important role along with technological, financial and time factors. Job satisfaction remains one of the most popularly studied topics; due to the importance of job satisfaction for the people, the organization and the nation. As for the workers, job satisfaction is important for the employees' mental health. In studying job satisfaction, factors that influence or affect job satisfaction are vital to be addressed before further study or research can be done. There are many factors affecting job satisfaction. The factors that affect teachers' job satisfaction will be an integral part of the study as it will determine the teachers' Work Commitment were. The main factors that will be studied will be the personal factors, as well as the organizational factors, that may influence teachers' Work Commitment was in the area.

Professionalism in teacher education refers to commitment to excellence. Teachers are thus the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teachers' quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. The Education commission (1964-66) of India accepted this influence of teachers in powerful words by

proclaiming that “No system can rise above the status of its teacher...” Teachers are said to be the builders of nation. It is with this view that the Secondary Education Commission considered teacher as the most important factor in the contemplated national reconstruction. A teacher through an interactive process shapes the personality of the students and attempts to make them citizens. Thus he shares the responsibility of shaping the destiny of our country. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task harder, more tedious and unpleasant. In addition a teachers’ attitude not only affects his behavior in the classroom but also influences the behavior of his student. Effective teaching results from a teacher’s skill at creating both intellectual excitement and positive rapport in students, the kind of emotions and relationships that motivate them to do their best work. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes by shaping their attitudes in the desired direction. As teachers have not only the capacity but also the cherished desire to enhance our professional competence. No conference, seminar, memorial lecture or advice could serve any useful purpose when motivation to learn and improve on the part of teachers is lacking. In pursuit of excellence, to use W.W. Dyer’s terminology, only sky is the limit. The Indian Education Commission (1966) described teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programs such as curriculum, syllabus, textbooks evaluation etc rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly stated, “No people can rise above the levels of its teachers”. It is sometimes presumed that success of a teacher depends in part on the ability of the teacher to get along with the pupils in interpersonal relationships. There is also another assumption that a successful teacher is the one who is to some extent satisfied with teaching as a profession. Teaching profession demands a clear set of goals, love for profession, good interpersonal and intrapersonal skills and obviously a favorable attitude towards the profession. As teachers they will be required not only to acquire proficiency in planning of the lessons and delivery but also must have good personality and good attitude towards their teaching.

2. Professional growth of successful teacher

- a. Educational qualification:
- b. Knowledge of subject:
- c. Knowledge of psychology:
- d. Good health:
- e. Pleasing personality of a teacher:
- f. Humorous temperament:
- g. Student and scientific attitude:
- h. Knowledge of different teaching aids:
- i. Interest in the research work:

3. Research objectives

Work Commitment is vital in achieving any organization’s goals. This is because it requires teamwork and working collectively in achieving it. The objective of the study is to determine whether there exist relations between the personal and organizational factors that may influence the Work Commitment were of the teachers teaching in Vadodara District. In order to achieve the above objectives, the following sub-objectives are also identified are as follows.

1. To Construct and Standardize the Work Commitment Rating Scale for secondary school teachers.
2. To study the effect of Work Commitment with reference to gender, of secondary school teachers.
3. To study the effect of Work Commitment with reference to habitat, secondary school teachers.

4. To study the effect of Work Commitment with reference to teaching experience of secondary school teachers.

4. Definition of key terms

Definitions of the concepts of the selected variables for the study are given as under.

- **Commitment:** Committed means to give you to someone. to be loved or something.
- **Work Commitment:** The act of committing, or putting in charge, keeping, or trust; consignment; esp., the act of committing to prison to the related work of stakeholder.

5. Research design

To understand the strengths and weaknesses, analyze any particular research situation in the light of those strengths and weaknesses and select the approach, or combination of approaches, on the basis of that analysis. This notion further justifies the method selected for this study. A predominantly quantitative approach is appropriate for this kind of study, therefore it is the sole approach conducted for the study. Quantitative methods involving survey rating scale to collect the quantitative data. A study related to teachers' perceptions of their job inevitably results in some sensitive issues surfacing.

6. Population and sample size

In this present research all the teachers teaching in schools in Vadodara District from Gujarat State was Considered as the population of the study, sample were selected randomly from a number of respondents from the selected school teachers from the eight Shala Vidya Shankul from Vadodara district. From each Shala Vidya Shankul 50 teachers were selected stratified random sampling and total 400 teachers were selected for the present study.

7. Instrumentation

Work Commitment Rating scale was widely used to measure the level of Work Commitment. It is proven to produce highly reliable results for Work Commitment. Apart from that, the work in General was also used. Work Commitment measures overall Work Commitment. The questionnaire comprises selected items, items relating to teachers' personal background, promotion, workloads, personality Therefore, the questionnaire consists of 6 segments: 1) Personal Particulars 2) Job Descriptive Index and Job in General 3) Workload 4) Supervision 5) Promotion 6) Personality. Work Commitment was (Dependent Variable): In this instrument, respondents were asked to indicate to what extent they are satisfied or dissatisfied with their job. The 5-point Likert-Scale would be used, which started with "1 = strongly disagree" to "5 = strongly agree".

8. Delimitation of the study

Present study was delimited only for the teachers of the school of the secondary schools from the Vadodara District from the Gujarat state, during the academic year of 2012-2013; and Construction of the tools prepared only in Gujarati Medium.

9. Data collection procedure

The first procedure in conducting the study in study was targeted organization by writing letters to the administration (headmasters) a week prior. Once the administrator of the schools approved, the researcher will contacted the representative in each schools and handed them the Work Commitment were rating scale. All the data collected from respondents were analyzed based on descriptive analysis by using the Statistical Method. The approach comprised descriptive analysis for all items, frequency analysis, internal consistency and analysis of relationships between variables using correlation analysis.

10. Major Findings of the study

Major findings of the study are as follows.

Table 1.

Sr.	Group	N	Mean	SD	SEd	t-Value	Sig./N.S.
1	Male	396	186.95	21.006	1.34	1.72	N.S.
	Female	604	189.25	20.258			
2	Urban	505	185.87	20.884	1.31	3.81	Sig.
	Rural	495	190.85	20.429			
3	Low-experience	516	191.28	21.492	1.31	4.65	Sig.
	High-experience	484	185.21	19.826			

Ho₁. There will be no significant difference between mean score of male and female teachers of secondary school on Work Commitment Scale.

Observation: From the above Table 4.30, it is evident that the mean score and S.D. of Male teachers of secondary school are 186.95 and 21.006 while the mean and S.D. of Female teachers of secondary school are 189.25 and 20.258 on Work Commitment Rating Scale. Calculated t-value is found to be 1.72 with 1.34 standard error of mean, which is not significant at 0.01-level of significance. Mean score of Female teachers of secondary school are not significantly higher than the mean score of Male teachers of secondary school on Work Commitment Rating Scale.

Result: Thus, it can be said that Gender-wise Mean score of Female teachers of secondary school are not significantly higher than the mean score of Male teachers of secondary school on Work Commitment Rating Scale. So, **Ho₁** is accepted.

Ho₂. There will be no significant difference between mean score of urban and rural teachers of secondary school on Work Commitment Scale.

Observation: From the above Table 4.30, it is evident that the mean score and S.D. of Urban habitat teachers of secondary school are 185.87 and 20.884 while the mean and S.D. of Rural habitat teachers of secondary school are 190.85 and 20.429 on Work Commitment Rating Scale. Calculated t-value is found to be 3.81 with 1.31 standard error of mean, which is significant at 0.01-level of significance. Mean score of Rural habitat teachers of secondary school are significantly higher than the mean score of Urban habitat teachers of secondary school on Work Commitment Rating Scale.

Result: Thus, it can be said that Habitat-wise Mean score of Rural habitat teachers of secondary school are significantly higher than the mean score of Urban habitat teachers of secondary school on Work Commitment Rating Scale. So, **Ho₂** is rejected.

Ho₃. There will be no significant difference between mean score of low experienced and high experienced teachers of secondary school on Work Commitment Scale.

Observation: From the above Table 4.30, it is evident that the mean score and S.D. of low-experienced teachers of secondary school are 191.28 and 21.492 while the mean and S.D. of high-experienced teachers of secondary school are 185.41 and 19.826 on Work Commitment Rating Scale. Calculated t-value is found to be 4.65 with 1.31 standard error of mean, which is significant at 0.01-level of significance. Mean score of low-experienced teachers of secondary school are significantly higher than the mean score of high-experienced teachers of secondary school on Work Commitment Rating Scale.

Result: Thus, it can be said that Experience-wise Mean score of low-experienced teachers of secondary school are significantly higher than the mean score of high-experienced teachers of secondary school on Work Commitment Rating Scale. So, **Ho₃** is rejected.

11. Conclusion

From the present research it can be said that Gender-wise, habitat-wise and Experience-wise mean score of female, rural habitat and low-experienced teachers of secondary school are significantly higher than the mean score of male, urban habitat high-experienced teachers of secondary school on Work Commitment Rating Scale.

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