



A Study of Attitude and Work Commitment of Teachers towards Teaching Profession

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ABSTRACT

“The teacher is the guide of the society and nation”; it is the statement of the father of nation Babu (Mahatma Gandhi ji). In the light of above statement we have to justify the role of the teacher in the society in the development of the nation and it is true not from today but from the Vedic periods. The society and nation has given so many examples for us. The coming generation and new teacher should understand that their role as a teacher is very important in the development of society and nation and it depends upon the economic condition of nation and it will be guided by the teachers of the nation. So they should maintain a character and should present a role teacher in their subject because the teacher is the model for their students. “Without commitment you cannot succeed; with commitment you cannot fail”- Dr. A.P.J. Abdul Kalam. This means a committed teacher can stay in this profession for a longer run. That is if the basement is laid strong the height of the building will not matter at all.

Key words:- Attitude, Commitment, Teaching Profession

INTRODUCTION:

The Indian tradition accords the highest place of respect and status to the guru who is the remover of darkness, enlightens the individual and society and is considered to have wisdom coupled with spirituality. He is capable of leading humanity to divinity. The tradition of teachers of India and the indigenous education system of this country generated, created and disseminated knowledge and wisdom much ahead of others.

The Indian concept of Guru and Gurukul receives admiration from even those who are not fully familiar and aware of its philosophies, practices and significance. The transition from the guru to the teacher is an indicator of the change. Teachers are prime agents of the change

The term quality is in itself a great virtue, the presence of which a person makes him a model for the whole community, the spark of it in an object makes it no less than a diamond and the essence of the virtuous term in work gives life to it. If this virtue is attached to the work of the teacher, then it signifies a great responsibility borne upon the shoulders of those who are nation builders, the architects of destiny, occupying the place just next to the Almighty.

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.

Education is basically the influence which the teacher exerts on the students entrusted to his care. Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher.

Out of the several main basic characteristics of a profession, it is the deep commitment to the profession in terms of both service to the community and contributing to the development of the country which gives importance to teaching as a profession the required edge in comparison to other professions. Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources. Nowadays, there is however a general feeling that the teachers do not have proper attitude and commitment in their job. There seems to be growing discontent towards their job as a result of which standards of education are falling.

The quality of the teacher, his general and professional education, knowledge and interest, personality, character and attitude towards work and pupils are highly significant in the total educational situation. A teacher is an individual who knows how to deal different situations in a professional manner; competence comes in the way how the teacher handles his roles both in the classroom and outside the classroom. Teachers must “glow” in their profession. They should never “glow out” and become burn outs. Teachers are to awaken the lives of others and work as “supermen”. Teachers have to be highly motivated, -self initiated, self generated, hard working and committed.

OBJECTIVES OF THE STUDY:

The main objectives of the present study are:

- To study the work commitment of teachers working in Govt. and Private schools with reference to personal variables.
- To compare the attitude of teachers working in Govt. and Private schools with reference to personal variables.
- To compare the work commitment of teachers working in Govt. and Private schools with reference to personal variables.
- To study the attitude of teachers working in Govt. and Private schools with reference to personal variables.

The constitutional mandate of universalization of elementary education can be achieved in the near future only through professionally competent and intrinsically committed teachers. This confers greater responsibility on policy makers, teacher preparation institutions and management systems to ensure the availability if such teachers in the classrooms and outside the classrooms for each and every child of the nation.

Teacher preparation needs to be viewed in the global context and all new initiatives are to be planned accordingly. In the Indian context, a teacher is a person who is supposed to ensure enrolment, create an environment for retention of children in the schools and produce high quality of learner attainments even in conditions of deficiencies and deprivations. The policies, practices and reforms in teacher education need to take note of the fact that our expectations from the teachers are ever increasing while the national support which the teachers deserve may not be available in the desired measure.

There is no denying the fact that deterioration in the quality of teacher education has also taken to a large extent due to lack of commitment towards the profession in respect of many intravenous and extraneous factors. No nation can afford to entrust young impressionable children to teachers who are professionally unprepared to look after them. Thus teacher education is an important aspect of the entire educational system.

Commitment plays a decisive role in effective teaching. The more a teacher is committed more he would acquire competencies and more he would tend to be performing teacher. A committed teacher would certainly respond to most of the issues through their professional expertise and appropriate utilization of relevant competencies. Various research studies have revealed that commitment enhances job satisfaction, performance and reduces the absenteeism.

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards a higher quality of life. They reveal and enlighten the path to attain humanistic, ethical and moral values in life. Teachers put forth before learners the sublime aspects of culture and inculcate empathy for fellow beings.

Teachers are not mere knowledge providers as in the earlier days. Today the role of the teachers has changed. Earlier the education was teacher centered which has changed now to student centered. Today’s teachers are the guide, philosophers, facilitator of information, motivator, and counselor and also the confidant of the students. The teachers are responsible for creating a positive attitude in the minds of the students.

The attitudes and relationships which teachers have to their educational environment are important to all parties involved in education. Teachers, school divisions and professional associations are interested in enhancing teacher commitment to specific aspects or combinations of organization, profession and union. Such commitment may be viewed as an assumed requisite for increasing the effectiveness of the educational enterprise. Variables which may influence the nature and degree of these commitments are also of interest to educators.

NEED OF THE STUDY:

Many researches’ have been done in this area at various levels of education especially at the higher levels of education and at teacher training levels. The teaching competency depends mainly on several factors and not on any one factor. It may be brought to notice that a committed teacher may not be very good at classroom teaching and mastery of the content and a competent teacher who has mastery over his/her subject may not have professional commitment. If the teachers have a negative attitude towards the profession then it will have an influence on the commitment and vice-versa. The teacher who is committed to the profession may never complaint of the workload or the number of extra hours she has to dedicate in her teaching irrespective of the fact she is paid according to the pay scale or not. A committed teacher should be able to cope with the latest teaching techniques, methods and other audio visual materials for enhancing learning. All these depend on the efficiency and competency of a dedicated and committed teacher. If the teacher will not have a positive attitude and proper work commitment then they will not go to school on time and do proper evaluation of the students, as they are not planned to do their work on time. They will not follow the ethics of the profession and will be outdated in the subject.

RESEARCH METHODOLOGY:-

For the purpose of present study, all data collected from teachers in Jhunjhunu and Sikar district had been scored and compiled in various tables to facilitate statistical analysis. The data arranged in a systematic manner had been used to calculate measure of central tendency and measures of variability. The computation of descriptive analyses data was done using MS Excel and SPSS version 20.0 the major variables of the study are as follows:

- A. Attitude
- B. Work Commitment

These variables were studied with reference to the personal variables like

1. Gender (male and female)
2. Qualification (trained and untrained),
3. Experience (having less than 10 years and having more than 10 years) and Pay scales (pay scale satisfaction and as well as the actual pay scale received {Fifth, sixth and any other scale} by them).

Statistical data analysis software like MS Excel workbook system driven by Microsoft software was used to get various statistical data for descriptive analysis. Mean, Std. Error of Mean, Median, Mode, SD, Skewness and Kurtosis so obtained were used to compute difference in score.

REVIEW OF LITERATURE:-

Tripta Trivedi (2011) “Assessing Secondary School Teachers’ Attitude towards teaching profession”. This study focuses on the assessment of secondary school teacher’s attitude towards the teaching profession. The objectives of the study are as follow

- To assess the professional attitude of secondary school teachers.
- To compare the professional attitude of different groups of secondary school teachers made on the basis of gender, subject stream taught and medium of instruction. The null hypotheses of the study are as follows:
 - i. Male and female teachers do not differ significantly in their professional attitude.
 - ii. Arts and science subject stream teachers do not differ significantly in their professional attitude.
 - iii. Hindi medium teachers and English medium teachers do not differ significantly in their professional attitude.

A descriptive survey method was carried with emphasis on inferential quantitative approach. A stratified random sampling technique was followed.

Pushpam (2003) while examining “the attitude of women teachers towards teaching profession” on a sample of 725 teachers found significant and positive relationship between attitudes of women teachers towards teaching profession and job satisfaction.

Skariah (1994) studied “Creativity of teacher trainees’ in relation to their self concept, attitude towards teaching profession and success in teaching” and found that high teaching success group and high attitude towards teaching group are more creative than the other groups.

Pedersen and Mecurdy (1992) in the study “The effects of Hands-on, Minds-on Teaching Experiences on Attitudes of Pre service Elementary Teachers”, examines the effects of a science method course on the attitude of the pre service elementary teachers (N=145) toward teaching science. Results indicated a significant positive change in attitude that was not significantly different for low and high science achievers.

Piel, John and Others (1992) conducted a study in the “Educational Attitudes of Pre service Teachers”. Two populations of undergraduate students (pre service elementary education majors and non education majors) were compared with respect to their attitudes toward learning. Data suggest that education majors’ attitudes reflect generalized ambivalence toward important subject areas taught in elementary school, with significantly more positive attitudes displayed toward reading and literature. In spite of highly visible recommendations for more extensive academic coursework, results indicate the impracticability of addressing teacher competence through added coursework before appropriate attitude adjustment processes have been planned and implemented.

HYPOTHESIS TESTING:

Testing Hypothesis 1:- There is no significant difference in the attitude of teachers working in Govt. and Private schools with reference to gender.

The technique used for testing the hypothesis is t test. The following table gives the relevant statistics for difference in attitude of Govt. and Private school teachers with reference to gender (male and female).

Table 1

Inferential statistics for difference in attitude of Govt. and Private School teachers’ with reference to gender.

GENDER	N	Mean	SD	t (stat)	t (tab)	Significance at 0.05 level
Female	85	194.18	14.48	1.10	1.97	NS
Male	165	191.34	21.66			
Total	250					

Statistical

data of table 1

above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (1.10) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted.

Findings:

It is found that there exists no significant difference in the teachers' attitude towards teaching profession on the basis of gender in Govt. and Private schools.

Conclusion:

There is no difference in the attitude of teachers in Govt. and Private schools with reference to gender.

Testing Hypothesis 2

- There is no significant difference in the attitude of teachers working in Govt. and Private schools with reference to experience.

The technique used for testing the hypothesis is t test. The following table gives the relevant statistics for difference in attitude of Govt. and Private school teachers with reference to experience (teachers' having experience less than 10 years and teachers' having experience more than 10 years).

Table 2

Inferential statistics for difference in attitude of Govt. and Private School teachers' with reference to experience.

EXPERIENCE	N	Mean	SD	t(stat)	t(tab)	Significance at 0.05 level
Experience less than 10 Years	92	193.76	15.39	-0.34	1.97	NS
Experience more than 10 Years	158	194.32	14.96			
Total	250					

Statistical data of table 2 above was analyzed and following observations were made:

Analysis: From the above table it is seen that the calculated t value (-0.34) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted.

Findings:

It is observed that there exists no significant difference in the teachers' attitude towards teaching profession between teachers' having less than 10 years experience and teachers having more than

10 years in Govt. and Private Schools. Hence the hypothesis that there is no significant difference in the attitude of teachers working in Govt. and Private schools with reference to experience has been accepted.

Conclusion:

There is no difference in the attitude of teachers in Govt. and Private school teachers with reference to experience.

Testing Hypothesis 3

- There is no significant difference in the attitude of teachers working in Govt. and Private schools with reference to academic qualification.

The technique used for testing the hypothesis is t test. The following table gives the relevant statistics for difference in attitude of Govt. and Private school teachers with reference to academic qualification (trained and untrained).

Table 3

Inferential statistics for difference in attitude of Govt. and Private school teachers' with reference to academic qualification.

Academic Qualification	N	Mean	SD	t (stat)	t (tab)	Significance at 0.05 level
Trained	104	193.52	16.58	0.77	1.97	NS
Untrained	146	194.71	12.34			
Total	250					

Statistical data of table 3 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (0.77) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted.

Findings:

It is observed that there exists no significant difference in the teachers' attitude towards teaching profession between trained and untrained teachers in Govt. and Private schools. Since the government has a basic norm of appointing only qualified teachers in aided schools, majority of the untrained teachers are found only in unaided schools. Hence the comparison has to be made between the trained and untrained teachers in aided as well as unaided schools. Hence the hypothesis that there is no significant difference in the attitude of teachers working in Govt. and Private school with reference to academic qualification has been accepted.

Conclusion:

There is no significant difference in the attitude of teachers in Govt. and Private school teachers with reference to academic qualification.

Testing Hypothesis 4

There is no significant difference in the attitude of teachers working in aided schools with reference to pay scale.

The technique used for testing the hypothesis is one way classification of ANOVA. The formula for calculating one way classification of ANOVA is $F = \frac{\text{between groups variance}}{\text{within group variance}}$. The following table gives the relevant statistics for difference in attitude of Govt. and Private school teachers with reference to pay scale (any other scale decided by the management, sixth pay scale prescribed by the government and fifth pay scale).

Table 4

Inferential statistics for difference in attitude of Govt. and private Schools teachers' with reference to pay scale.

PAY SCALE	N	Mean	SD
Any other scale	228	195.59	14.02
Sixth pay scale	8	188.84	16.74
Fifth pay scale	14	182.16	19.68
Total	250		

Table 5

One-Way ANOVA to test the Differences of Attitude due to Pay Scale

SOURCE OF VARIATION	SUM OF SQUARES	d/f	Mean squares	F-value	p-value	F critical	Significance at 0.05 level
Between Groups	6375.76	2	3187.88	14.59	7.47	3.02	S
Within Groups	92206.98	248	218.49				
Total	98582.74	250					

Statistical data of table 4 and 5 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the F value (14.59) is higher than the tabular value of F (3.02) at 0.05 level of significance. Therefore the null hypothesis has been rejected.

Findings:

It is observed that there exists a significant difference in the teacher's attitude towards teaching profession between teachers having different pay scales in Govt. and Private schools. Hence the null hypothesis that there is no significant difference in the attitude of teachers working in Govt. and Private school with reference to pay scale has been rejected.

Conclusion:

There is significant difference in the attitude of teachers in Govt. and Private school teachers with reference to pay scale.

Testing Hypothesis 5

There is no significant difference in the work commitment of teachers working in Govt. and Private schools with reference to gender. The technique used for testing the hypothesis is t test. The following table gives the relevant statistics for difference in work commitment of school teachers with reference to gender (male and female).

Table 6

Inferential statistics for difference in work commitment of Govt. and Private School s teachers' with reference to gender.

Category Gender	N	Mean	SD	T (stat)	T (tab)	Significance at 0.05 level
Female	165	188.94	20.20	1.54	1.97	NS
Male	85	183.45	27.70			
Total	250					

Statistical data of table 6 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (1.54) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted.

Findings:

It is observed that there exists no significant difference in the teachers' work commitment towards teaching profession on the basis of gender in Govt. and Private schools. Hence the hypothesis that there is no significant difference in the work commitment of teachers working In Govt. and Private school with reference to gender has been accepted.

Conclusion:

There is no significant difference in the work commitment of teachers in Govt. and Private school teachers with reference to gender.

Testing Hypothesis 6

There is no significant difference in the work commitment of teachers working in Govt. and Private schools with reference to experience. The technique used for testing the hypothesis is t test.

Table 7

Inferential statistics for difference in work commitment of Govt. and Private school teachers' with reference to experience.

Category Experience	N	Mean	Sd	T (Stat)	T (Tab)	Significance At 0.05 Level
Experience less than 10 years	92	189.15	20.89	1.07	1.97	NS
Experience more than 10 years	158	186.74	21.25			
Total	250					

The following table gives the relevant statistics for difference in work commitment of Govt. and Private school teachers with reference to experience (teachers' having less than 10 years experience and teachers' having more than 10 years experience).Statistical data of table7 above was analyzed and following observations were made:

Analysis: From the above table it is seen that the calculated t value (1.07) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted.

Findings:

It is observed that there exists no significant difference in the teachers' work commitment towards teaching profession between teachers having less than 10 years experience and teachers' having more than 10 years experience in Govt. and Private schools. Hence the hypothesis that there is no significant difference in the work commitment of teachers working in Govt. and Private school with reference to experience has been accepted.

Conclusion:

There is no significant difference in the work commitment of teachers in Govt. and Private school teachers with reference to experience.

Testing Hypothesis 7

- There is no significant difference in the work commitment of teachers working in Govt. and Private schools with reference to academic qualification.

The technique used for testing the hypothesis is t test. The following table gives the relevant statistics for difference in work commitment of Govt. and Private school teachers with reference to academic qualification (trained and untrained).

Table 8

Inferential statistics for difference in work commitment of Govt. and Private school teachers' with reference to academic qualification.

Category Qualification	N	Mean	SD	t (stat)	t (tab)	Significance at 0.05 level
Trained	104	188.30	22.69	0.20	1.97	NS
Untrained	146	188.73	17.37			
Total	250					

Statistical data of table 8 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (0.20) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted.

Findings:

It is observed that there exists no significant difference in the teachers' work commitment towards teaching profession between trained and untrained teachers in Govt. and Private schools. It is to be mentioned that there are no untrained teachers in the aided schools as the government does not allow appointing untrained teachers as per norms. Hence the hypothesis that there is no significant difference in the work commitment of teachers working in Govt. and Private school with reference to academic qualification has been accepted.

Conclusion:

There is no difference in the work commitment of teachers in Govt. and Private school teachers with reference to academic qualification.

Testing Hypothesis 8

- There is no significant difference in the work commitment of teachers working in Govt. and Private schools with reference to pay scale.

The technique used for testing the hypothesis is one way classification of ANOVA.

The following table gives the relevant statistics for difference in work commitment of school teachers with reference to pay scale (any other scale decided by the management, sixth pay scale and fifth pay scale).

Table 8

Inferential statistics for difference in work commitment of Govt. and Private School teachers' with reference to pay scale.

Category Pay Scale	N	Mean	SD
Any other scale	228	190.78	19.76
Sixth pay scale	8	176.30	21.85
Fifth pay scale	14	178.87	25.22
Total	250		

Table 9

One-Way ANOVA to test the differences of work commitment due to Pay Scale

Source of Variation	Sum of Squares	d/f	Mean Squares	F-value	P-value	F critical	Significance at 0.05 level
Between Groups	11096.4	2	5548.198	13.32	2.46	3.02	S
Within groups	175816.7	248	416.627				
Total	186913.1	250					

Statistical data of table 8 and 9 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the F value (13.32) is more than the table value of F (3.02) at 0.05 level of significance. Therefore the null hypothesis has been rejected.

Findings:

It is observed that there exists significant difference in the teachers' work commitment towards teaching profession between teachers drawing different pay scale in Govt. and Private schools. Hence the hypothesis that there is no significant difference in the work commitment of teachers working in aided school with reference to pay scale has been rejected.

Conclusion:

There is significant difference in the work commitment of teachers in Govt. and Private schools with respect to pay scale.

SUMMARY OF CONCLUSIONS FROM TESTING OF HYPOTHESES

Conclusions from the study stem from the testing of hypotheses. Inferential analyses conclude the findings from the sample and give generalization for the population. Hypothesis wise findings and conclusions are summarized below:

- ❖ There is no difference in the attitude of teachers in Govt. and Private schools with reference to gender.
- ❖ There is no difference in the attitude of teachers in Govt. and Private school teachers with reference to experience.
- ❖ There is no significant difference in the attitude of teachers in Govt. and Private school teachers with reference to academic qualification.
- ❖ There is significant difference in the attitude of teachers in Govt. and Private school teachers with reference to pay scale.
- ❖ There is no significant difference in the work commitment of teachers in Govt. and Private school teachers with reference to gender.
- ❖ There is no significant difference in the work commitment of teachers in Govt. and Private school teachers with reference to experience.
- ❖ There is no difference in the work commitment of teachers in Govt. and Private school teachers with reference to academic qualification.
- ❖ There is significant difference in the work commitment of teachers in Govt. and Private schools with respect to pay scale.
- ❖ There is no significant difference in the attitudes of teachers teaching in different levels of education.
- ❖ There is no significant difference in the work commitment of teachers teaching in different levels of education.

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