

A Study of Teacher Effectiveness as a function of Role Commitment of Private and Government Higher Secondary School Teachers



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Abstract

The teachers, who really feel the responsibility of designing the future generation, always try to become a committed and effective teacher. Without these qualities a teacher may become only a non-productive mechanical tool for subject teaching. Howthorne study (1927-1945) indicates that personally committed persons will become more effective in their working. This study is an attempt to find out the influence of Teacher's role Commitment and of gender difference on their effectiveness as teachers. On the strength of data obtained from 960 H.S. School teachers it is concluded that the teachers with high role commitment scored significantly higher than the low committed teachers. Private School Teachers have shown significantly better Effectiveness than the Govt. School Teachers.

Keywords: Teacher Effectiveness, Role Commitment, Private and Government Teachers

Introduction

The destiny of India is being shaped in her classrooms and the designer and architect responsible for this shaping, is the TEACHER. of all different factors which Influence quality of education and its contribution to national development is the quality, competence and character of teachers are undoubtedly the most significant.- Education Commission in India (1964-65)

Back in the Vedic period in India, the 'teacher' the 'GURU' was accepted and respected as the creator of the future generation and the designer of the destiny of the society. Guru Vashistha, Guru Dronacharya, Guru Sandipani, Guru Chanakya, Samarth Guru Ramdas, Presidents of Modern India Dr. S. Radhakrishnan and Dr. A.P.J. Abdul Kalam, these are only few names in the galaxy of Gurus who have a common characteristic that they were all committed to their profession, and to their students .

Teacher Effectiveness

Subject knowledge of the teacher is important but more important is how effectively this knowledge has been transferred to the students. Only an effective teacher can develop effective teaching-learning environment in the classroom. Ryans (1969) defined effective teacher as a person who helps to develop basic skills, understanding, proper work-habits (study habits), desirable attitude, value judgment and personal adjustment of the students. Chester (1960) proposed classification of teacher's effectiveness on the following three grounds: 1. Product Criterion: Change in student behavior. 2. Process Criterion: Teachers verbal behavior. 3. Presage Criterion: Interplay of behavior in the classroom. American Educational Research Association (AERA, 1953) identified four criteria of teacher effectiveness: i. The ultimate criteria ii. In service predictors iii. In training predictors iv. Pre-services predictors. Mitzel (1957) described three factors of teacher effectiveness predictors-i. Contingency ii. Classroom behavior iii. Intermediate educational goals. Chaster (1960) measured teacher's effectiveness on the criterion of success. Passi (1976), Grewal (1976), Sinha (1976), Dave (1987), Agrawal (1988), Prakasham (1988), Singh & Goel (1995), Thiageraja (1998), Sahoo and Patnaik (2001), Singh and Goel (2005), Pandey (2005), Pandey and Manikpuri (2005) and Shrivastava (2005) and many more have significantly contributed in the field of teacher effectiveness. Sengottuvel, U.

Syed Aktharsha (2015) investigated Teacher Effectiveness and Professional Competency in School Education. They believe that Quality of teaching determines the quality of education and quality of education depends on the teacher, his/her personal qualities, attitude and dedication towards teaching profession, educational qualification and professional training etc.. The objective of the study is to study the Teacher Effectiveness and Professional Competency among school teachers.

Dan Goldhaber (2015) in his article on Teacher Effectiveness Research and the Evolution of U.S. Teacher Policy reported that frequent change in job affects effectiveness of a teacher. They also discussed that, it is possible that Professional Development might be more effective under a different incentive system, but there is simply no evidence that PD raise the effectiveness level of an average novice teacher.

Aina Kola, Sunday et. al.(2015) studied Teachers' Effectiveness and its Influence on Students. Distraction, professional development, interpersonal relationship and punctuality were seen as essential component so professional focus that determines teachers' effectiveness.

Tara Kini and Anne Podolsky, (2016) make an effort to get answer to question, Does Teaching Experience Increase Teacher Effectiveness? After investigation of related studies they found that teaching experience is positively associated with teacher effectiveness.

MounaAbouAssali, PlamenKushkiev (2016) studied and reported some new Approaches to Teacher Effectiveness.

Assali and Kushkiev (2016) suggests three possible approaches that surpass the academic and pedagogical aims of the established practice. They see emotional intelligence, the attribution theory of motivation and emotion along with the broaden-and-build theory, as the stepping-stone to increasing teacher effectiveness in language classrooms in the modern world.

Teacher's Role Commitment

Teacher's effectiveness can be perceived as directly affected by the commitment of a teacher. Huberman(1997) asserts that teacher commitment is one of the most important factor in the success and future of education. Commitment is a term that teacher frequently use to describe their dedication, interest, seriousness and caring towards their profession, for some teachers commitment is professional identity Elliott and Crosswell, (2001) whereas for others commitment is a kind of engagement or burden. Teachers role commitment has been found to be a critical predictor of teachers work performance and it has an important influence on student's achievement Firestone(1996), Tsui and Cheg, (1999).Dunkin and Biddle (1974) have observed the role of commitment in effectiveness of the teachers. Huber (1999) and Young (1999) have studied role commitment in relation to different aspects of teaching learning process. Elliott and Crosswell (2001) gave various context regarding commitment. Adam (2002) studied

and reported that principal's administrative behaviour was the most significant predictor of teacher's role commitment. Eckman (2006) studied similarities and differences in role conflicts, role commitment and job satisfaction of female and male high school principals. Shrivastava(1986) and Shukla (2009) reported female teachers to be more committed than male teachers. Sengupta (1990) reported that a large proportion of male teachers had higher professional involvement in comparison to women teachers. Pavlina (2007) claimed Commitment as an internal decision. It occurs only when one is engaged mentally as well as emotionally.

Objectives of the Study

Following objectives have been considered in the present study:

1. To find out the effect of Role Commitment on Teacher Effectiveness.
2. To find out the effect of Type of Schools on Teachers Effectiveness.
3. To find out the relationship between Teacher Effectiveness and Teacher's role commitment.

Hypotheses of the Study

In the present study following hypotheses were formulated:

Ho1

No significant difference would be evident in effectiveness scores of Teachers having low and high role commitment.

Ho2

Type of schools would show no significant impact on Teacher effectiveness score.

Ho3

No significant positive relationship would be evident between Teacher Effectiveness and Teacher's role commitment.

Tools of the Study

Following standardized tests and self developed tool will be used in this proposed research work for data collection –i. 'Teacher Effectiveness Scale' constructed by Kumar and Mutha(1999) will be used to assess the effectiveness of the teachers. ii. 'Teachers Role-Commitment scale' constructed by Rathod & Verma (2003) will be used to determine the level of role- commitment of teachers.

Delimitations of the Study

The study was delimited to conduct only on teacher's teaching in class 9th to 12th in Private and Government high schools and higher secondary schools running in Bilaspur district only.

Sample of the Study

Out of the available universe it is planned to select 480 Private School and 480 Government teachers thus total 960 teachers teaching class 9th to 12th on the basis of stratified quota sampling.

Statistical Treatment

The 't' test and Pearson's 'r' is applied in the present study.

Results and Discussion

The sample were administered both the tests and scored as per instructions given in manual. The results regarding fundamental statistics are shown in table given below.

Table 1: M and SD of sample on Role Commitment and Teacher Effectiveness

| Score on | N | M | SD | Interpretation |
|-----------------------|-----|-------|-------|----------------|
| Role Commitment | 960 | 139.8 | 25.19 | Moderate Level |
| Teacher Effectiveness | 960 | 291.5 | 27.85 | Moderate Level |

From above table it is clear that on the average the teachers have shown moderate Role Commitment and Teacher Effectiveness.

Verification of Ho1

To verify Ho1 the total sample was divided in to High, Moderate and Low Role Commitment groups. To see the effect of commitment on teacher

Effectiveness the moderate group was left and significance of difference of Mean Effectiveness scores of High and Low commitment group was verified. The values and the results are shown in Table 2.

Table 2: Significance of Mean Difference of High and Low Committed Teachers for their Teacher Effectiveness scores

| Group | N | M | SD | 'CR' value | Significance | RESULT |
|-----------|-----|--------|-------|------------|--------------------------|--------------|
| High Com. | 284 | 309.6 | 22.33 | 12.80 | Significant at .01 level | Ho1 Rejected |
| Low Com. | 187 | 278.10 | 28.52 | | | |

{Expected values at 469 df, at .05 level = 1.96 & at .01 level = 2.59 }

Rejection of Ho1 indicates that Teachers with High Commitment are significantly higher in their Effectiveness then the low commitment Teachers.This result is in agreement withPassi (1979).

Verification of Ho2

Ho2 was verified by testing significance of difference of Mean Teacher Effectiveness scores of equal number of Private and Govt. School teachers. Insignificant 't' value is evident.

Table 3: Significance of Mean Difference of Male and Female Teachers for theirTeacher Effectiveness scores

| School | N | M | SD | 'CR' value | Significance | Result |
|---------|-----|-------|-------|------------|--------------------------|--------------|
| Private | 480 | 302.4 | 26.74 | 2.66 | Significant at .01 level | Ho2 Rejected |
| Govt. | 480 | 291.4 | 28.78 | | | |

{Expected values at 960 df, at .05 level = 1.96 & at .01 level = 2.58}

Rejection of Null Hypothesis leads towards conclusion that Private School Teachers have shownsignificantlybetter Teacher Effectiveness than the Govt. School.

Verification of Ho3

Calculation of Coefficient of Correlation indicates a significant Moderate positive relationship (r=.68) between Teacher Effectiveness and Teacher's role commitment. This result may lead towards the rejection of null hypothesis.

Conclusion

1. The teachers having highrole commitment showed better teacher effectiveness.
2. Private School teachers have shown significantly better teacher effectiveness.
3. Teacher Effectiveness and role commitment are positively related to each other.

Suggestions

These results may lead the thinkers and educationists –

1. Systematic teacher's training programme needs to be developed in such a manner that before becoming a teacher they must be very attentive about becoming an Effective teacher.
2. Some effort should be made to involve the strategic development of role commitment among pre-service teacher trainees. Stating otherwise, B.Ed. training programme should be restructured so that the trainee teachers would develop not only teaching skills but also develop commitment. This commitment acts as self-motivation for the prospective teachers.The basic aim of Pre Service and In Service teacher's training must be focused on developing proper mindset in teachers so that they would become more and

more committed to their pupils and to their profession.

3. This study will provide some useful information regarding development of teacher, effectiveness among teachers.
4. Positive correlation suggests that Teacher Effectiveness and Commitment both are equally important for a teacher.

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