

A Study of Teacher's Role Commitment in Private and Government Degree Colleges of Ghaziabad

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Abstract: Teachers are transporters of either positive or negative performance towards their ultimate learners. Teachers ought to be devoted to their career so that they can pass enthusiasm, to support, and to present a temperate atmosphere to the students. Teachers are the succeeding mothers for the students because students spend most of their time with their teachers. Similarly one can say that a real teacher develops through many years of preparation and experiences in their related field. We can say that mothers are not born as great mothers but their experiences with their kids develop their expertise in the field of motherhood. Mothers usually prefer to choose the best for their children and one of their goals is to ably bring up their kids in a way for them to be real professionals and pioneers for the society. Teachers play the same vital role as mothers play for their kids. Like mothers, teachers showers their care, love, respect, lead and instruct for the betterment of their students. Teachers create a safer and pleasant environment and their attitude is as positive as mothers have for their children. A good teacher should always be responsive as well as attentive with his subjects. Successful teachers represents a variety of personalities, levels of mental ability, types of training and of course their commitment towards job. But sometimes we see that there is a lack in teacher's role commitment. Reason may be their dissatisfaction, salary, strict environment or any thing. This study shows the teacher's role commitment towards their profession, students, parents.

I. INTRODUCTION

The greatest task of Education is not merely to collect facts but to know man and make one self know the man."

Rabindra Nath Tagore

Education is life long process that starts from cradle and ends at death. The man come in this world with some abilities as endowed by nature and these abilities power are developed by the education. Education is the base of human life. The All-round development of the child can be brought by the education only. Education is that process of development, which consists of passage of a human being from infancy to maturity.

The education process is run from one step to next step. The teacher and the student both are the main factors of Education. The word 'teacher' evokes a variety of images and ideas depending on the experiences a person recalls from his School Life. These visions will range from a warm, kindly, sympathetic individual with a genuine interest in people, to a tyrannical taskmaster who understands little, and careless about the welfare and development of his pupils.

Students, who have pleasant memories of their teachers, usually recall individuals who took a personal interest in them, knew their subject thoroughly and came to class well prepared. These teachers were well adjusted emotionally, and had excellent control of the class and themselves. Students who have unpleasant memories of their teachers usually do not remember individuals who were either too lax or too strict, who were not conscientious about their work, which didn't inquire into their students' problems nor had no sense of humor.

In this sense, we refer to the person as a teacher and not to the teacher as a person. So here researcher has discussed only the role of teacher related with school, pupil, society, parents and nation.

The teacher's role is the behavior pattern of teachers according to certain rules and norms, concerning with imparting knowledge, values, balanced emotions, competencies, skills, discipline and guidance etc. for betterment of pupil and also for attaining of goals of education.

The teacher's role is a dynamic aspect of his/her status. It has been also defined as pattern/sequence of teaching action performed by a person in an interactive school situation, and the commitment is the proper customary function to pledge or promise or obligation for work.

II. STATEMENT OF THE PROBLEM

"A Study of Teacher's Role Commitment in Private and Government Degree Colleges of Ghaziabad."

III. RESEARCH OBJECTIVES

1. To determine the difference of role commitment among the teachers of Private and Govt. degree colleges.
2. To know the difference of role commitment among teachers who are categorized on the basis of experience. The categories are :
 1. Who have experience below Seven years?
 2. Who have experience above Seven years?

IV. RESEARCH HYPOTHESIS

1. There exists no significant difference in the role commitment among the teachers of Private and Govt. Degree colleges.
2. There exists no significant difference in the role commitment among the teachers, who have experience below seven years and above seven years.

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V. IMPORTANCE OF THE STUDY

Since the mid-1980s, a growing number of education reformers, policymakers, and researchers have argued that many of the well-publicized shortcomings of the elementary and secondary education system in India are, to an important extent, due to inadequacies in the working conditions, resources, and support afforded to school teachers. Proponents of this view hold, for example, that teachers are underpaid, have too little say in the operation of schools, are afforded too few opportunities to improve their teaching skills, suffer from a lack of support or assistance, and are not adequately rewarded or recognized for their efforts. The key to improving the quality of schools, these critics claim, lies in upgrading the status, training, and working conditions of teaching, that is, in furthering the professionalization of teachers and teaching.

To education researchers, the degree of teacher commitment is one of the most important aspects of the performance and quality of school staff. Commitment is defined here as the degree of positive, affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. 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.

Generally People think that the teachers' of Private Sector are more committed to their role in comparison to Govt. Teachers. They think that the pressure of management on the teachers of private colleges, and good salary package is the reason of higher commitment of a teacher.

The level of teachers' commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice.

In present scenario where education has made professionalized and the teachers of both private and govt. colleges are also become professionals, their role commitment towards their students, their profession, their schools, parents, society and towards nation is decreasing day by day.

This study explains the significant difference between the teacher's role commitment of Private and Govt. Colleges of Ghaziabad. So this research may very helpful in future direction.

VI. DELIMITATION OF THE STUDY

The research was carried out under several restrictions:

1. Present study was limited on a sample of hundred teachers of Private and Govt. Degree Colleges of Ghaziabad.
2. This study was limited on a sample of teachers of Ghaziabad city Only.

VII. POPULATION

A population or universe is any complete group of entities – people, college students or the like sharing some common set of characteristic. In selecting a sample subject it is very

essential that researcher should define his/her population and enumerate its characteristics. Population for the purpose of this study has been defined as few teachers of Private and Govt. Colleges of Ghaziabad.

VIII. SAMPLE

In the present study it was important to know that the data collection had to be restricted to a sample, which should be representative of the group. Therefore, the researcher draw a representative sample using the Simple Random Sampling technique.

Ghaziabad district have approximate 200 degree colleges which included private as well govt. in rural and urban areas. But the researcher selected a sample from urban area of Ghaziabad district.

There are app. 60 colleges in Ghaziabad city and out of these 60 colleges; Only 6 colleges were selected randomly. In these colleges are categories on the basis of Private and govt. (3 Private, N= 50 and 3 Govt., N= 50, Where N= No. of teachers).

Description of the Sample

S.N.	Name of College	Pvt./Govt.	Total Teachers
1	Mewar Institute of Management	Pvt.	20
2	Chaudhary Mahendra Singh Degree College	Pvt.	13
3	Unique Institute of Mgt. & Technology	Pvt.	17
4	L. R. College	Govt.	18
5	S.D. College	Govt.	18
6	V.M.L.G. College	Govt.	14
TOTAL			100

Further the sample was categorized on the basis of experience of teaching (Below 7 years, N= 44 and above 7 years N=56)

So the researcher selected the sample for her study on the basis of two categories, which is as below:

	Private College Teachers	Govt. College Teachers	Below Seven Years	Above Seven Years	Total
N =	50	50	44	56	100

Dimensions: The researcher studied the teacher's role commitment towards six dimensions, which are as follows:

1. Students
2. School
3. Parent
4. Society
5. Nation
6. Profession

IX. TOOL USED IN THE STUDY

The first need of any investigator is to decide what measure she is going to use for the purpose of her study. Hence the researcher reviewed the theoretical finding concerning

problem of Teacher’s role commitment and tool named TRCS developed by Dr. Meena Buddhisagar Rathod and Madhulika Verma came very close serving the purpose of the present study. The Investigator decides to use this scale for measuring the Teacher’s Role Commitment.

Item Nos. for Different Aspects of T.R.C.S.

Area	Sub-Scale	Items No.	Total Item
A	Student	1,2,4,5,6,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,30,34,52,53	24
B	School	3,9,29,37,38,44,46,47	08
C	Parent	31,32,33,54	04
D	Society	25,35,39,40,45,57	06
E	Nation	26,36,55,58	04
F	Profession	7,8,27,28,41,42,43,48,49,50,51,56	12
Total			58

X. NAME OF TOOL

The tool used for the present study is TRCS (Teacher’s Role Commitment Scale), It is an standardized test made by Dr. Meena Buddhisagar Rathod and Madhulika Verma.

XI. STATISTICAL ANALYSIS OF DATA

To achieve the pre-stated objectives and to test the hypothesis Mean, SD, T-test method we used. These are as following:

Mean : Mean is also known as Arithmetic average is the most common measure of central tendency and may be defined as the value which we get by dividing the total of the values of various given items in a series by the total number of items. We can work it out as under:

$$X = \frac{\sum Xi}{N}, \text{ in which}$$

X = MEAN

\sum = SYMBOL FOR SUMMATION

Xi = value of the ith item X, i= 1,2, N

N = TOTAL NUMBERS OF ITEMS

XI. STANDARD DEVIATION

The Standard Deviation is also known as root mean square deviation. It is the square root of mean value of all the deviations squared taken from the distribution mean. The formula for calculation of SD is as follows:

The standard deviation is calculated using the following formula.

$$S^2 = \frac{\sum (nX - M)^2}{N}$$

= Where Sum of

X = Individual score

M = Mean of all scores

N = Sample size (number of scores)

t- Test :

By using the formula given in the below image is used to compute the T Test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where,

\bar{x}_1 is the mean of first data set

\bar{x}_2 is the mean of first data set

S_1^2 is the standard deviation of first data set

S_2^2 is the standard deviation of first data set

N_1 is the number of elements in the first data set

N_2 is the number of elements in the first data set.

XII. ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with discussion of result obtained after analyzing the data. Statistical tools like mean, SD and T-test were employed. Respective objective, hypothesis, result and interpretation are shown sequentially as follows:

Phase – I

A study of teacher’s role commitment of Private and

**Table – 4.1
Comparison of score on role commitment of teachers of Private and govt. Degree**

Govt. College Teachers N=50		Private College Teachers N=50		t- score
Mean	S.D.	Mean	S.D.	
54.5	3.93	53.9	4.01	

Govt. Degree college teachers

Table 4.1 shows that there is no significant difference of role commitment among the Private and Govt. degree college teachers on the dimension student.

**Table – 4.2
Comparison of scores on role commitment of teachers of Private and govt. degree colleges on the dimension school.**

Govt. College Teachers N=50		Private College Teachers N=50		t- score
Mean	S.D.	Mean	S.D.	
17.5	2.1	17.7	2.02	

Thus, the null hypothesis is accepted.

Table 4.2 shows that there is no significant difference of role commitment among the Private and Govt. degree college teachers on the dimension school.

**Table – 4.3
Comparison of score on role commitment of teachers of Private and govt. degree colleges on the dimension Parent.**

Govt. College Teachers N=50		Private College Teachers N=50		t- score
Mean	S.D.	Mean	S.D.	
8.82	1.3	8.88	1.1	

Table 4.3 shows that there is no significant difference of role commitment among the Private and Govt. degree college teachers on the dimension Parent.

Thus, null hypothesis is accepted.

Table – 4.4

Comparison of score on role commitment of teachers of Private and govt. degree colleges on the dimension society.

Govt. College Teachers N=50		Private College Teachers N=50		t- score
Mean	S.D.	Mean	S.D.	
11.3	2.25	11.6	1.99	.658

Table 4.4 shows that there is no significant difference of role commitment among the Private and Govt. degree college teachers on the dimension Society.

Thus, null hypothesis is accepted.

Table – 4.5

Comparison of score on role commitment of teachers of Private and govt. degree colleges on the dimension nation.

Govt. College Teachers N=50		Private College Teachers N=50		t- score
Mean	S.D.	Mean	S.D.	
8.46	1.09	8.36	1.22	.43

Table 4.5 shows that there is no significant difference of role commitment among the Private and Govt. degree college teachers on the dimension Nation. .

Thus, null hypothesis is accepted.

Table – 4.6

Comparison of score on role commitment of teachers of Private and govt. degree colleges on the dimension Profession.

Govt. College Teachers N=50		Private College Teachers N=50		t- score
Mean	S.D.	Mean	S.D.	
26.52	2.05	26.8	1.73	.842

Table 4.6 shows that there is no significant difference of role commitment among the Private and Govt. degree college teachers on the dimension Profession.

Thus, null hypothesis is accepted.

Table – 4.7

Comparison of score on overall role commitment of teachers of Private and govt. degree colleges.

Govt. College Teachers N=50		Private College Teachers N=50		t- score
Mean	S.D.	Mean	S.D.	
127.8	8.77	128	9.06	.123

Table 4.7 shows that there is no significant difference of role commitment among the Private and Govt. degree college teachers on the dimension Society.

Thus, null hypothesis is accepted.

Conclusion

From the above tables (4.1 to 4.7), this reveals that the private and govt. degree college teachers do not differ on any dimension at the role commitment scale or when they are overall measured, no significant difference found. Hence to sum up the study it can be concluded that the private and govt. degree college teacher are identical to each other as their role commitment is concerned.

Phase - II

A study of teacher’s role commitment of teachers, who have experience less than seven years or above seven years

Table – 4.8

Comparison of score on role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of student

Below 7 years N=44		Above 7 years N=56		t- score
Mean	S.D.	Mean	S.D.	
53.59	4.12	54.87	3.68	1.61

Table number 4.8 shows that there is no significant difference among the role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of student.

Thus, null hypothesis is accepted.

Table – 4.9

Comparison of score on role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of school

Below 7 years N=44		Above 7 years N=56		t- score
Mean	S.D.	Mean	S.D.	
17.72	1.98	17.54	2.15	.43

Table number 4.9 shows that there is no significant difference among the role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of school.

Thus, null hypothesis is accepted.

Table – 4.10
Comparison of score on role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of Parent

Below 7 years N=44		Above 7 years N=56		t- score
Mean	S.D.	Mean	S.D.	
8.64	.97	9.09	1.39	1.77

Table number 4.10 shows that there is no significant difference among the role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of parent.

Thus, null hypothesis is accepted.

Table – 4.11
Comparison of score on role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of Society

Below 7 years N=44		Above 7 years N=56		t- score
Mean	S.D.	Mean	S.D.	
11.11	2.14	11.78	2.05	1.61

Table number 4.11 shows that there is no significant difference among the role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of Society.

Thus, null hypothesis is accepted.

Table – 4.12
Comparison of score on role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of nation

Below 7 years N=44		Above 7 years N=56		t- score
Mean	S.D.	Mean	S.D.	
8.42	1.19	8.39	1.12	.149

Table number 4.12 shows that there is no significant difference among the role commitment of teachers whose experience is less than seven years and above and equal to seven years on the dimension of nation.

Thus, null hypothesis is accepted.

Table – 4.13
Comparison of score on role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of Profession

Below 7 years N=44		Above 7 years N=56		t- score
Mean	S.D.	Mean	S.D.	
26.72	1.80	26.63	2.01	0.238

Table number 4.13 shows that there is no significant difference among the role commitment of teachers whose experience is less than seven years and above than seven years on the dimension of Profession.

Thus, null hypothesis is accepted.

Table – 4.14
Comparison of scores on overall role commitment of teachers whose experience is less than seven years and above than seven years

Below 7 years N=44		Above 7 years N=56		t- score
Mean	S.D.	Mean	S.D.	
126.31	8.44	129.30	9.18	1.68

Table number 4.14 shows that there is no significant difference among the role commitment of teachers whose experience is less than seven years and above than seven years.

Thus, null hypothesis is accepted.

Conclusion

From the above tables (4.8 to 4.14), this reveals that the degree college teachers who have experience below seven years and above seven years do not differ on any dimension at the role commitment scale or when they are measured on overall role commitment, no significant difference found. Hence to sum up the study it can be concluded that the degree college teachers who have experience less than and above seven years are identical to each other as their role commitment is concerned.

XIII. CONCLUSIONS AND SUGGESTIONS

Teacher plays the most important role in the society. He/She makes a child for Nation or Society's welfare. For this He/She plays so many different roles for the childlike of a counselor, a guide, a friend and also of parent. He/She should be committed to the student, to the Nation, to his or her profession. But sometimes due to some reasons he doesn't fulfill his commitment. There could be so many reasons behind it. Present study focuses on the Teacher's Role Commitment of Private and Govt. Teachers of Ghaziabad. In the society, some People think that Private College teachers are not commits to their roles, while some people think that Govt. college teachers are not committed to their role. Keep in mind the above view the researcher felt the need to study of Teacher's Role Commitment of Private and Govt. degree College Teachers of Ghaziabad for which 100 teachers of different Private and Government degree Colleges of Ghaziabad were selected randomly.

Conclusion

Following conclusions were drawn from the study of role commitment:

1. The private and govt. degree college teachers do not differ on any dimension (Student, School, Parent, Society, Nation, Profession) at the role commitment

scale or when they are overall measured, no significant difference found. Hence to sum up the study it can be concluded that the private and govt. degree college teacher are identical to each other as their role commitment is concerned.

- The degree college teachers who have experience below seven years and above seven years do not differ on any dimension (Student, School, Parent, Society, Nation, Profession) at the role commitment scale or when they are measured on overall role commitment, no significant difference found. Hence to sum up the study it can be concluded that the degree college teachers who have experience less than and above seven years are identical to each other as their role commitment is concerned.

XIV. EDUCATIONAL IMPLICATIONS :

On the basis of the conclusions of the research, the satisfaction level among the teacher will increase and they can perform best.

- The findings of the study shows the teachers of Private and Govt. degree colleges are committed to their roles. After knowing these findings the teacher may follow code of ethics and represent ideal behavior in front of the students.
- On the basis of the study the teachers may identify that their teaching methods, teaching styles are appropriate or not.

XV. SUGGESTIONS FOR FURTHER STUDY

Since improvement and innovation in research have no barriers and no study can be said to be an end point in itself. The present study opens many issues and suggestions in this direction. It can be summarized as below:

- The present study was conducted only on degree college level. Study can be conducted at other levels of education for example, Primary or Secondary level.
- Same study can be conducted at the professional colleges like Medical colleges, engineering colleges etc.
- A study can be conducted by taking a wider sample of Private and Government teachers of Ghaziabad so that findings can be implements on large population.
- A comparative study can be carried out to know the Teacher's role commitment of other cities of U.P. or of any other state.
- A comparative study can be carried out to know the role commitment of Permanent teachers and temporary (on Adhoc basis) teachers of private and Govt. colleges.
- A comparative study can be carried out to know the Teacher's Role Commitment of Arts and Science teachers.

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