

A Study on Attitude and Work Commitment of College Teachers in Chennai District

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ABSTRACT

The variables under the present study i.e. attitude and work commitment of the teachers towards the teaching profession are very important in the field of education. These two variables are like an engine driver for the vehicle education. They directly affect the classroom processes. How best the teacher is going to serve the students will depend on the attitude of the teachers towards the teaching profession. Whether they will leave lasting impression on the minds of the students depend on the attitude and work commitment of teachers towards the teaching profession. The variable attitude and work commitment is not static but dynamic. So various factors affect teacher's attitude and work commitment of the teachers towards their teaching professions. With so many reforms in the education system we are unable to achieve the national goals and objectives. The present study is striving to analyze the different factors like pay scale, qualification, experience or gender and how they are making any kind of impact on the attitude and work commitment of the teachers towards their teaching profession.

1. INTRODUCTION

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 unfavourable 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". As a person imbibes, interprets and disseminates the

relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures sifts the grain from the chaffe and strengthens social and economic fabrics of the nation. 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.

SIGNIFICANCE OF THE STUDY

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.

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 out dated in the subject.

2. REVIEW OF LITERATURE

Dr. N.S.Mumthas (2012) “Attitude towards teaching before and after B.Ed programme” aimed at finding out and comparing the attitude towards teaching of student teachers before and after undergoing teacher training.

THE OBJECTIVE IS ACHIEVED THROUGH THE TESTING OF THE FOLLOWING HYPOTHESES

1. There is no significant difference in the Mean pretest scores of Attitude towards teaching of student- teachers between the relevant sub-samples based on a. gender, (b) marital status, (c) educational qualification, and (d) level of achievement
2. There is significant difference between the Mean pretest and posttest scores of Attitude towards Teaching of student-teachers in the total sample and the relevant sub-samples.
3. There is significant difference in the Mean posttest scores of Attitude towards Teaching of student-teachers between the relevant sub-samples.

The study was conducted on a sample of 191 student-teachers comprising 37 males and 154 females studying under University of Calicut, Kerala. The data was collected by using the tool “Scale of Attitude towards teaching” developed by the investigator. The investigator found out that students who enrol for secondary teacher education programs are not homogenous in their attitude towards teaching profession. Though there is no difference based on gender and marital status in attitude towards teaching of student-teachers when they enroll for B.Ed course, students who are post-graduates and those having average and high achievement have significantly better attitude towards teaching than students with graduation and those have comparatively low academic achievement. After undergoing the teacher education program, student teachers have significantly better attitude towards teaching than the attitude they had before the course in all the sub-samples except males. Though there is no significant difference in attitude towards teaching between married and unmarried student teachers after the B.Ed course, female student-teachers, student-teachers with post-graduation and those with average and high achievement have significantly higher attitude towards teaching than male, graduate and low achieving students respectively. This indicates that the teacher education programs fail to eradicate gender-based, qualification-based and achievement-based differences in attitude towards teaching.

Srivastava Nalini, Pratibha (2009) “Relationship of teaching competency with teaching Aptitude and Professional Commitment”. This study was conducted to analyze the relationship of teaching competency to teaching aptitude and professional commitment.

THE FOLLOWING HYPOTHESES WERE FORMULATED

1. There is no significant difference in the teaching competency of primary school teachers of low, middle and high teaching aptitude.

2. There is no significant relation between teaching aptitude and teaching competency of primary school teachers.
3. No significant difference exists among low, middle and high professional commitment teachers in respect to their teaching competency.
4. No significant relationship exists between professional commitment and teaching competency of primary school teachers.

The study was conducted on a sample of 300 primary school teachers through the survey method in the Pilibhit district of U.P. Data collection tools were General Teaching Competency Scale (GTCS) by B.K.Passi and M.S.Lalitha, Teaching Aptitude test by Prakash and Srivastava and Teachers' Commitment Scale by Meena Buddhisagar Rathod and Madhulika Verma. The data was analyzed by using F test (ANOVA), t test and Pearsons' Product Moment Coefficient of Correlation. This study shows that there was a significant relation between teaching competency and teaching aptitude. So, a proper testing scheme should be made essential to measure teaching aptitude in pre-training selection. The study suggests that there should be comprehensive written test for the teacher trainees. In this test questions should be asked to know candidates' attitude and interest towards children, their moral character, fairness, scholarly taste, enthusiasm and patience. Only those candidates should be allowed to enter in to this profession, whose responses are found up to the mark. With this result, teachers will be competent in teaching. In this study, it was found that teaching competency and professional commitment of teachers were not related to each other. It is neither an expected nor a desirable finding.

STATEMENT OF THE PROBLEM

The researcher has come up with the following problem which has to be investigated further. The present study is undertaken to explore the intensity of attitude and work commitment among teachers towards teaching profession at different levels of education i.e. primary, secondary and higher secondary with regard to academic variables such as qualifications, experience, gender and pay scale. Hence the title of the problem is study of attitude and work commitment of teachers towards teaching profession.

3. OBJECTIVES OF THE STUDY

The main objectives of the present study are:

1. To study the attitude of teachers working in aided and unaided schools with reference to personal variables.
2. To study the work commitment of teachers working in aided and unaided schools with reference to personal variables.
3. To compare the attitude of teachers working in aided and unaided schools with reference to personal variables.

SCOPE, LIMITATION AND DELIMITATIONS OF THE STUDY

In order to be specific and precise and to avoid unnecessary conclusions and inferences, it becomes important to define the scope of the study. The focus of the present study is the attitude and work commitment of teachers at different levels of education in the schools i.e. the teachers teaching in primary, secondary and higher secondary. The research is focused on finding the attitude and work commitment of teachers working in aided and unaided schools. The study

focused on the work commitment and attitude of the teachers towards teaching profession in the various levels of education i.e the primary, secondary and higher secondary in which the assessment indicators of commitment includes the organizational commitment, commitment towards school, commitment towards teaching work, commitment towards teaching occupation and work group (Colleagues) with reference to personal variables such as gender, experience, qualification and pay scale. It was delimited to affective, continuance and normative commitment. Since the researchers have done studies related to various levels of education at the higher level, it is found that the studies at the school level with reference to various levels of education at the school have not been done. Also especially the Chennai district is very vast and hence the researcher's study is delimited to the teachers teaching in aided and unaided schools in Chennai District. Due to time constraints, the study was limited only to English medium schools and vernacular medium schools were excluded from this study. Also there are many variables which act as determinant for attitude and work commitment of teachers such as school climate, personality, motivating factors, institutional facilities, role conflict and mental health which influence the teachers in their day to day teaching, but the researcher has limited the study only to the personal variables like gender, qualification, experience and pay scale. Also there are teachers teaching at all levels of education but the research is limited only to the primary, secondary and higher secondary teachers.

**SUMMARY OF DESCRIPTIVE ANALYSIS FOR ATTITUDE AND WORK
COMMITMENT OF TEACHERS TOWARDS TEACHING PROFESSION**

SR. NO	CATEGORY	N	ATTITUDE MEAN	WORK COMMITMENT MEAN
1.	Type of School			
	Aided	74	184	175.42
	Unaided	351	196.01	191.19
2.	Gender			
	Male	38	191.34	183.45
	Female	387	194.18	188.94
3.	Experience			
	More than 10 yrs	124	193.76	186.74
	Less than 10 yrs	301	194.32	189.15
4.	Qualification			
	Untrained	146	194.71	188.73
	Trained	279	193.52	188.30
5.	Pay scale			
	Fifth pay scale	31	182.16	178.87
	Sixth pay scale	43	188.84	176.30
	Any other pay scale	351	195.59	190.78

TABLE NO 1

FROM THE ABOVE TABLE IT CAN BE CONCLUDED THAT

- The mean scores of unaided school teachers' is more than that of aided school teachers with respect to attitude.
- The mean scores of unaided school teachers' is more than that of aided school teachers with respect to work commitment.
- The mean scores of female teachers' is more than that of male teachers' with respect to attitude.
- The mean scores of female teachers' is more than that of male teachers' with respect to work commitment
- The mean scores of teachers' having less than 10 years' experience is more than teachers' having more than 10 years' experience with respect to attitude.
- The mean scores of teachers' having less than 10 years' experience is more than teachers' having more than 10 years' experience with respect to work commitment.
- The mean scores of untrained teachers are slightly higher than that of trained teachers with respect to attitude.
- The mean scores of untrained teachers are very slightly higher than that of trained teachers' with respect to work commitment.
- The mean scores of teachers receiving any other scale are higher as compared to teachers receiving fifth and sixth pay scale with respect to attitude.
- The mean scores of teachers receiving any other scale are higher as compared to teachers receiving fifth and sixth pay scale with respect to work commitment

**INFERENCEAL STATISTICS FOR DIFFERENCE IN WORK COMMITMENT
OF AIDED AND UNAIDED SCHOOL TEACHERS' WITH REFERENCE TO
PAY SCALE.**

CATEGORY PAY SCALE	N	MEAN	SD
Any other scale	351	190.78	19.76
Sixth pay scale	43	176.30	21.85
Fifth pay scale	31	178.87	25.22
Total	425		

TABLE No 2

**ONE-WAY ANOVA TO TEST THE DIFFERENCES OF WORK
COMMITMENT DUE TO PAY SCALE**

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARES	F- VALUE	P- VALUE	F CRITICAL	SIGNIFICANCE AT 0.05 LEVEL
Between	11096.4	2	5548.198	13.32	2.46	3.02	S
Within	175816.7	422	416.627				
Total	186913.1	424					

TABLE No 3

4. 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.

5. FINDINGS

It is observed that there exists significant difference in the teachers' work commitment towards teaching profession between teachers drawing different pay scale in aided and unaided 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.

6. CONCLUSION

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

7. SUGGESTIONS FOR FUTURE RESEARCHERS

1. The researchers recommend in the future researchers should conduct a research on the various other factors that affect the attitude and work commitment towards the teaching profession.
2. The research motivates the future researchers to analyze the reasons of male teachers being not committed with their profession as compared to female teachers.
3. The research also suggests to the researchers to conduct a research on teachers' relation in job satisfaction and work commitment.
4. The research also suggests to the researchers to analyze the underlying reasons of low work commitment among the aided school teachers.
5. The present research is conducted for all the levels of education in the school. The research also suggests that the future researchers can conduct similar studies in various levels of education such as colleges, universities or among different faculty in the same colleges. The research can also be conducted at various levels of qualification. Example in engineering, medical, degree colleges etc.
6. The researcher feels that the survey can be done on NET qualifying and Non-NET qualifying lecturers and their attitude and work commitment can be studied.
7. The level of attitude and work commitment of doctoral teachers and non-doctoral teachers can also be suggested as a future research topic for researchers.
8. Several determining variables like principals' style of leadership, type of management, teacher-taught ratio, teacher unionism, school climate, organizational culture, motivating factors, and personality characteristics etc of the teachers and socio-economic background of the teachers can be studied and how these affect the attitude and work commitment of teachers towards the teaching profession can be studied by the future researchers.
9. An experimental research for studying the impact of some incentives which build up the commitment of the teachers and some disincentives which lowers it can be designed and studied by the researchers.

10. A case study approach can also be applied to study the attitude and work commitment of teachers towards teaching profession.

8. REFERENCE

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