

A Study of Perspective and Work Commitment of Upper Education Academics Towards their Teaching Profession

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ABSTRACT

The principal of this study is the variables under the present study i.e. perceptive work and 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 process. How best the teacher is going to serve the students will depend on what type of perspective the teachers have towards the teaching profession. Whether they will leave lasting impression on the minds of the students depend on the perspective and work commitment of teachers towards the teaching profession. The variable perspective and work commitment is not static buy dynamic. So various factors affect teacher's perspective 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 analyse the different factors like pay scale, qualification, experience or gender and how they are making any kind of impact on the perspective and work commitment of the teachers towards their teaching professions.

Key words: education, Upper education, academics and teaching profession.

1. INTRODUCTION

The Indian tradition accords the very best place of respect and standing to the guru World Health Organization is that the remover of darkness enlightens the individual and society and is taken into account to own knowledge in addition to spirituality. The tradition of lecturers of Asian country and also the autochthonic education system of this country generated, created and disseminated data and knowledge abundant prior to others. The Indian thought of Guru and Gurukul receives admiration from even those that aren't absolutely acquainted and responsive to its philosophies, practices and significance. The transition from the guru to the teacher is an indicator of the modification. Lecturers are prime agents of the modification. Some lines are the most popular against of the real guru as following- Guru Brahma Guru Vishnu, Guru Devo Maheshwara, Guru Sakshat Parabrahma, Tasmayee Shree Guruve Namah

There are many aspects of essential concern within the context of teacher and teacher education in Asian country. Inevitable enlargement and growth of college education system has increased the quantity of faculties, establishments, teachers, teacher educators and

alternative functionaries. Because it invariably happens, massive scale enlargement typically results in dilution in quality once necessary precautions aren't in-built the method of growth. Gratuitous to mention quality of teacher preparation, teaching and expertise in teacher education have caused concern within the past few decades.

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 a 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. It is firm belief of all that present hour demands quality teachers if the country has to compete with the best in the world. A teacher has been worshipped and respected throughout human history because of his/her noble mission. 'Good education requires good teachers'. 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 Ph.D 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 Perspective makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable Perspective makes the teaching task harder, more tedious and unpleasant. In addition a teachers' Perspective 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 Perspectives by shaping their Perspectives 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.

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 higher institute 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 intraneous and extraneous factors. No nation can afford to entrust young impressionable children to teachers who are professionally unprepared to look after them. The Perspectives and relationships which teachers have to their educational environment are important to all parties involved in education. Teachers, institute 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.

2. NEED OF THE STUDY

Many researches' have been done in this area at various levels of education especially at the higher level 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 Perspective 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 Perspective and proper work commitment then they will not go to institute 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.

3. REVIEW OF LITERATURE

Dr. N.S.Mumthas (2012) "Perspective towards teaching before and after B.Ed programme" aimed at finding out and comparing the Perspective 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 Perspective 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 Perspective 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 Perspective 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 Perspective towards teaching” developed by the investigator. The investigator found out that students who enroll for Ph.D teacher education programs are not homogenous in their Perspective towards teaching profession. Though there is no difference based on gender and marital status in Perspective towards teaching of student-teachers when they enroll for Ph. D. course, students who are post-graduates and those having average and high achievement have significantly better Perspective towards teaching than students with graduation and those have comparatively low academic achievement. After undergoing the teacher education program, student teachers have significantly better Perspective towards teaching than the Perspective they had before the course in all the sub-samples except males. Though there is no significant difference in Perspective towards teaching between married and unmarried student-teachers after the Ph. D. course, female student-teachers, student-teachers with post-graduation and those with average and high achievement have significantly higher Perspective 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 Perspective towards teaching.

Kulkarni, U.K. (2011) “Relationship between Teaching Competence and Perspective towards teaching of Ph. D. Trained Teachers working in Up-graded Post-graduation Higher institute”. The present study was attempted to find out the relationship between teaching competence and Perspective towards teaching of Ph. D. trained teachers working in up-graded post-graduation higher institute of Bijapur Taluka with regard to gender, locality, subject and educational qualification etc. The objectives of the study are:

- 1) To investigate the relationship between teaching competence and Perspective towards teaching of male Ph. D. trained teachers working in post-graduation higher institute.
- 2) To investigate the relationship between teaching competence and Perspective towards teaching of female Ph. D. trained teachers working in post-graduation higher institute.
- 3) To investigate the relationship between teaching competence and Perspective towards teaching of rural Ph. D. trained teachers working in post-graduation higher institute.
- 4) To investigate the relationship between teaching competence and Perspective towards teaching of urban Ph. D. trained teachers working in post-graduation higher institute.

- 5) To investigate the relationship between teaching competence and Perspective towards teaching of Science Ph. D. trained teachers working in post-graduation higher institute.
- 6) To investigate the relationship between teaching competence and Perspective towards teaching of Arts Ph. D. trained teachers working in post-graduation higher institute.
- 7) To investigate the relationship between teaching competence and Perspective towards teaching of graduate Ph. D. trained teachers working in post-graduation higher institute.
- 8) To investigate the relationship between teaching competence and Perspective towards teaching of post-graduate Ph. D. trained teachers working in post-graduation higher institute.

RESEARCH DESIGN

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data (**Kerlinger 1986:279**). A traditional research design is a blueprint or detailed plan for how a research study is to be completed- operationalizing variables so they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analyzing the results (**Thyer 1993: 94**) A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically. According to Selltiz, Deutsch and Cook, "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure' (1962:50). Through a research design you decide for yourself and communicate to others your decisions regarding what study design you propose to use, how you are going to collect information from your respondents, how the information you are going to collect is to be analyzed and how you are going to communicate your findings.

4. OBJECTIVES OF THE STUDY

The main objectives of the present study are:

1. To study the attitude of teachers working in regular and private colleges, University and institute with reference to personal variables.
2. To study the work commitment of teachers working in regular and private colleges, University and institute with reference to personal variables.
3. To compare the work commitment of teachers working in regular and private colleges, University and institute 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 Perspective and work commitment of teachers at different levels of education in the higher institute i.e. the teachers teaching in post-graduation, Ph.D. and higher Ph.D. The research is focused on finding the Perspective and work commitment of teachers working in aided and unaided higher institute. The study focused on the work commitment and Perspective of the teachers towards teaching profession in the various levels of education i.e. the post-graduation, Ph.D. and higher Ph.D. in which the assessment indicators of commitment includes the organizational commitment, commitment towards institute, 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 institute level with reference to various levels of education at the institute have not been done. Also especially the district of Trichy is very vast and hence the researcher's study is delimited to the teachers teaching in aided and unaided higher institute in Trichy district. Due to time constraints, the study was limited only to English medium higher institute and vernacular medium higher institute were excluded from this study. Also there are many variables which act as determinant for Perspective and work commitment of teachers such as institute 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 post-graduation, Ph.D. and higher Ph.D. teachers.

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

SR. NO	CATEGORY	N	PERSPECTIVE MEAN	WORK COMMITMENT MEAN
1.	Type of Institute			
	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

1. The mean scores of unaided institute teachers' is more than that of aided institute teachers with respect to Perspective.
2. The mean scores of unaided institute teachers' is more than that of aided institute teachers with respect to work commitment.
3. The mean scores of female teachers' is more than that of male teachers' with respect to Perspective.
4. 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 Perspective.
5. 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.
6. The mean scores of untrained teachers are slightly higher than that of trained teachers with respect to Perspective.
7. The mean scores of untrained teachers are very slightly higher than that of trained teachers' with respect to work commitment.
8. The mean scores of teachers receiving any other scale are higher as compared to teachers receiving fifth and sixth pay scale with respect to Perspective.
9. 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.
10. The descriptive analysis has shown the status of variables; however there is any significant difference with reference to these variables is to be discussed using inferential statistics.

INFERENTIAL STATISTICS FOR DIFFERENCE IN WORK COMMITMENT OF AIDED AND UNAIDED INSTITUTE TEACHERS' WITH REFERENCE TO ACADEMIC QUALIFICATION

CATEGORY QUALIFICATION	N	MEAN	SD	T (STAT)	T (TAB)	SIGNIFICANCE AT 0.05 LEVEL
Trained	270	183.30	21.69	0.20	1.97	NS
Untrained	130	183.73	19.37			
Total	400					

TABLE NO 2

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.

5. FINDINGS

It is observed that there exists no significant difference in the teachers' work commitment towards teaching profession between trained and untrained teachers in aided and unaided higher institute. It is to be mentioned that there are no untrained teachers in the aided higher institute 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 aided and unaided institute with reference to academic qualification has been accepted.

6. CONCLUSION

There is no difference in the work commitment of teachers in aided and unaided institute teachers with reference to academic qualification.

**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 groups	175816.7	422	416.627				
Total	186913.1	424					

TABLE NO 3

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.

7. 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 higher institute. Hence the hypothesis that there is no significant difference in the

work commitment of teachers working in aided institute with reference to pay scale has been rejected.

8. CONCLUSION

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

9. SUGGESTIONS FOR FUTURE RESEARCHERS

- The researchers recommend in the future researchers should conduct a research on the various other factors that affect the Perspective and work commitment towards the teaching profession.
- The research motivates the future researchers to analyze the reasons of male teachers being not committed with their profession as compared to female teachers.
- The research also suggests to the researchers to conduct a research on teachers' relation in job satisfaction and work commitment.
- The research also suggests to the researchers to analyze the underlying reasons of low work commitment among the aided institute teachers.
- The present research is conducted for all the levels of education in the institute. 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.
- The researcher feels that the survey can be done on NET qualifying and Non-NET qualifying lecturers and their Perspective and work commitment can be studied.
- Several determining variables like principals' style of leadership, type of management, teacher-taught ratio, teacher unionism, institute 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 Perspective and work commitment of teachers towards the teaching profession can be studied by the future researchers.
- 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.
- A case study approach can also be applied to study the Perspective and work commitment of teachers towards teaching profession.

SUMMARY

“The teacher is the guide of the society and nation”; it is the statement of the father of nation Bapu (Mahatma Gandhijee). 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.

10. REFERENCE

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