



TRIBAL AREA TEACHERS' COMMITMENT IN ASHRAM HIGH SCHOOLS

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Introduction:

Teachers' commitment may be effected by many factors which directly or indirectly can stimulate or subdue the inner zeal to do a work. The factors would help every teacher to perform better and serve as role model before the teachers. Considerations like these have led to the identification of four major areas.

- 1 Commitment to the learned:** It leads to total development of the child. The teacher should imbibe love, affection and tolerance. Young children need sensitive handling. They need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities.
- 2 Commitment to the Profession:** An internal confidence in nobility of teaching has a profession and that teaching as a task that prepares in individual learners for nation building could provide tremendous professional motivation and satisfaction. Capacity to work with colleagues, develop a spirit of co-operation with fellow teachers and active participation in professional organizations will help the teachers with the professional commitments among the teachers.
- 3 Commitment to the Society:** Teachers are supposed to develop a sense of equity for all children, resource mobilization from the community, interaction amongst learner. Community and schools are also responsible for the teachers' commitment to the society can develop a sense of belongings amongst its members.
- 4 Commitment to the basic Human Values:** Every teacher has to realize the importance of values in this day-to-day teaching learning process. Teachers have to accept the responsibility on their own and they should be conscious about the conduct art to be spot less hence the need to explore teachers to a vast variety situations contributory to the development and inculcation of values as an integral part of teaching learning process.

Based on these factors of teachers' commitment, some studies were mentioned.

Review Studies:

Grewal (1976) found that the main predictors of teacher effectiveness were home, health, social, emotional and total adjustment, dominance, submission and verbal and non-verbal intelligence.

Gupta (1976) found that high effective teachers were more effect, more intelligent, having more ego-strength, more surge and more self-sentiment, less guilt prone and less radical.

Wali (1985) reported professional dignity, altruistic temper, professional involvement, democratic temper and family background were correlated with teacher



effectiveness.

Prasad (1970) evaluated the professional efficiency of primary teachers. Mathew (1980) attempted to identify desirable teaching competencies of a physics teacher in the context of certain presage process and product variables.

Problem:

The problem considered for the study was a study of tribal area teachers' commitment in ashram high schools at Paderu Division in Visakhapatnam district of Andhra Pradesh, India.

Variables of the study:

The variables like gender (male and female), age (Below 35 and above 35 years), qualifications (under graduate, graduate and post-graduate), Experience (below 5 yrs, 5-10 yrs, 10-15 yrs and above 15 yrs) and designation (Head Masters, School Assistant, Secondary Grade Teachers, Language Pandits and Physical Education Teachers) were adopted for the present study.

Objectives:

- To study about the tribal area teachers commitment in the demographic variables like gender, qualification, experience and designation.

Hypotheses:

- There will be no significant differences in between gender, qualifications, experience and designation of tribal area teachers' commitment.

Tools used:

The Standardized Teacher's Commitment Scale, constructed and developed by Raju (2000) was taken for this study. It is a Likerts' method of attitude scale consisting of 3 options like Agree (A), undecided (UD) and disagree (D) in each item. The scale consists of 50 items and all the items are positive. The scores 3, 2 and 1 mark will be given as per the options marking. The range of total marks of each scale is 50-150. The reliability is 0.84 and the validity is 0.91 for this scale indicates that the test is highly reliable and valid.

Administration of the test:

The teachers' commitment scale was administered for teachers working in Paderu Agency area by giving proper instructions in fill-up of the responses in the scale. The selected schools were 11 high schools.

Sample:

The sample consists of 100 teachers. The sample consists of 70 males and 30 females, 45 below 35 yrs and 55 above 35 yrs teachers, 12 undergraduate, 65 graduate, and 23 post graduate teachers, 16 below 5 yrs, 24 between 5-10 yrs, 7 between 10-15 yrs and 53 above 15 years experienced teachers and 11 HM, 39 school Asst. 24 SGT, 17 Pandits and 9 PE Teachers. The sample was collected by way of random sampling technique. The sample is sufficient for the study.

Statistical Procedures:

The statistical procedures like Means, SD's and t-values were calculated to test various hypotheses. The statistical procedures and formulas were taken from



Guilford (1978) and Garret (1971).

Limitations of the Study:

- The study is limited to Paderu division of Visakhapatnam Dist.
- The sample consists of 100 teachers from 11 schools from both elementary and secondary levels were only covered for this study.

Results and Discussion:

Table – 1
Comparison of Teachers Commitment across Gender, Age & Qualification

S.No.	Variable	Category	N	Mean	S.D.	C.R.
1.	Gender	Male	70	137.36	5.44	1.75
		Female	30	135.23	5.82	
2.	Age	Below 35 yrs	45	135.76	6.94	1.57
		Above 35 yrs	55	137.51	4.14	
3.	Qualifications	Under graduation	12	137.75	5.22	1.04
		Graduation	65	135.89	5.74	
4.	Qualifications	Under graduation	12	137.75	5.22	0.42
		Post graduation	23	138.52	5.12	
5.	Qualifications	Graduation	65	135.89	5.74	1.94
		Post graduation	23	138.52	5.12	

Not significant

The Mean, SD's and t-values of gender, Age and qualifications were tabulated in the table: 1. The qualifications are bifurcated in to three levels based on their UG, PG and graduations hierarchy. It is found that there are no significant differences between the categories of variables of gender, age and qualifications. Hence the null hypotheses framed on these variables are accepted.

Table – 2
Comparison of Teachers Commitment across Designation

S.No.	Variable	Category	N	Mean	S.D.	t-value
1.	Designation	H.M	11	136.36	4.70	0.05
		School Asst.	39	136.26	6.07	
2.	Designation	H.M	11	136.36	4.70	1.07
		SGT	24	138.25	4.93	
3.	Designation	HM	11	136.36	4.70	0.67
		Pandit	17	134.94	5.91	
4.	Designation	HM	11	136.36	4.70	0.92
		PET	09	138.44	5.43	
5.	Designation	School Asst.	39	136.26	6.07	1.36
		SGT	24	138.25	4.93	
6.	Designation	School Asst.	39	136.26	6.07	0.75
		Pandit	17	134.94	5.91	
7.	Designation	School Asst.	39	136.26	6.07	0.99
		PET	09	138.44	5.43	
8.	Designation	SGT	24	138.25	4.93	1.95
		Pandit	17	134.94	5.91	
9.	Designation	SGT	24	138.25	4.93	1.10
		PET	09	138.44	5.43	
10.	Designation	Pandit	17	134.94	5.91	1.48
		PET	09	138.44	5.43	



Not significant

The mean, SD's and t-values of different levels of designation were tabulated in Table – 2. The variable designation is divided into ten categories. The table values test the internal differences between the categories. It is found that there are no significant differences between different categories of designation. Hence the null hypotheses framed designations are accepted.

Table – 3
Comparison of Teachers Commitment across Experience

S.No.	Variable	Category	N	Mean	S.D.	t-value
1.	Experience	Below 5 yrs	16	133.75	8.13	1.50
		5-10 yrs	24	136.96	5.45	
2.	Experience	Below 5 yrs	16	133.75	8.13	1.20
		10-15 yrs	07	137.57	2.94	
3.	Experience	Below 5 yrs	16	133.75	8.13	2.22*
		Above 15 yrs	53	137.40	4.85	
4.	Experience	5-10 yrs	24	136.96	5.45	0.28
		10-15 yrs	07	137.57	2.94	
5.	Experience	5-10 yrs	24	136.96	5.45	0.35
		Above 15 yrs	53	137.40	4.85	
6.	Experience	10-15 yrs	07	137.57	2.94	0.09
		Above 15 yrs	53	137.40	4.85	

*P<0.05

The Mean scores, SD's and t-values of the variable experience is tabulated in table:3. The variable experience is categorized by six levels. The internal differences between the four levels were incorporated in the table. It is found that the below 5 year experienced and above 15 years teachers has a significantly differed. So experience has an influence on teachers' commitment and the hypothesis is rejected. The remaining bifurcations of experience are not significant and the null hypotheses framed on these are accepted.

Table – 4
Total Teachers Commitment

N	Minimum	Maximum	%	Mean	SD
100	121	148	91.15	136.72	5.61

The total teachers' commitment of 100 teachers was incorporated in Table – 4. The score lies in between 121-148 lowest and highest levels. It is found that the teachers working in agency area in tribal schools are having high professional commitment towards their profession.

Conclusions:

- There are no significant differences between the teachers' commitment in tribal area schools in the variables gender, age, qualification, experience and designations.
- It is found that related to the experience, there is significant difference between



- teachers having below 5 year experience and above 15 years experience. So experience of teaching has an influence on teachers' commitment.
- On total sample it is found that the teachers working in the Paderu division of Visakhapatnam district are having high professional commitment.

Educational Implications:

- The institutional facilities and infrastructure facilities of every school in tribal areas should be improved.
- The sanitary facilities in school and protected drinking water facilities in school should be improve.
- The residential quarters should be needed by the teachers who are working in tribal area. So if possible the government has to build quarters for the staff.
- The medical health camps in the schools are needed every week.
- On over all dedication, devotion and determination to the teaching profession based on the attitude of teachers will enhance the teachers' commitment to their profession.

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