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RESEARCH PAPER
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Impact of School Environment on Professional commitment of Secondary School Teachers

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ABSTRACT

The School Environment also has a significant impact on teachers. Teacher retention, or getting teachers to stay in the similar school for many years, is an important issue in many Secondary Schools. However, many factors linked to School Environment have been found to affect Professional commitment rates. The relationships between teachers and their colleagues and the school administration, also play a vital role in teacher's Effectiveness. The objective of the study was to measure the impact of School Environment on Professional commitment of Teacher of Secondary School. The researcher selected the sample through random sampling, 208 teachers were selected from Secondary School. To collect the data researcher has used Professional commitment test Prepared by Ravindra and Saravjit Kaur and School Environment inventory Prepared by Prof. K.S. Mishra. The salient finding of the study was the School Environment affects the Professional commitment of Teacher of Secondary School.

Key Words : School environment, Professional commitment, Teacher

INTRODUCTION

Teacher should have commitment to the teaching profession and should justify public trust and confidence by providing quality education to all students. Maintain membership in some professional organizations relevant to his subject and area of specialty. Teacher should be committed to students and maintain professional relations with students. Share responsibilities and prove themselves as successful facilitators of learning for the learners placed under their guidance and supervision. Improvement of quality of education is not the only reason for value education. The majority of initial teacher training takes place within a higher education context. There has, however, been a shift in the balance in recent years, between school based practice and institution based study, towards school based training through partnership schemes, and diversity in training routes with the introduction of School-Centered Initial Teacher Training and the new Secondary Teaching Programme.

The teacher who is committed to the profession has more efficacy, job satisfaction and high competences. The committed teacher strives more for better performance and keeps abreast with latest technologies which can be useful in class room instruction for teaching learning material. Improvement of the quality of education has always been the key concern for education. In recent times, quality education has been defined in more pragmatic terms. A School structure is necessary when any group has a common task. An unorganized group is only a mass of people. It can neither determine its purpose nor accomplish its ultimate objectives. Therefore in order to survive, the group must organize. "Our society is an School society. As School environment is considered to be vital for success of the teachers, efforts and appropriate strategies are required for development of School environment skills among teachers.

Educational institutions can play a great role by providing attractive and conducive environment that will motivate the teachers and enhance their commitment to their career and organization. There should be inclusion of training programmers for developing School

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environment in teacher preparation programmers which will result into a very long term effect on the teaching profession. Professional commitment of teacher in the light of the operational definition of professional commitment of teachers: "professional commitment of teachers is role obligation of teachers measurable behaviour pattern according to certain rules, norms and code of ethics of the teaching profession concerning mainly with the learner, society, profession, attaining excellence and basic human values."

The present study is aimed at investigating the Professional commitment and School Environment of Secondary School teachers and the relationship between them. The need for the improvement and enhancement in Professional commitment of teacher educators is now universally emphasized and highlighted in educational circles and forums. How to effect its improvement to the optimum desirable degree is the formidable problem which teachers and educationists face. Hence, the present study was undertaken to assess the level of Professional commitment of teacher educators and identify the factors responsible for declined commitment and dedication among teacher educators that consequently result in undesirable role played by them in teacher training institutions.

Objectives of the study:

Present study has been designed to achieve the following objectives:

1. To compare the Professional commitment of teachers of high, average and low School Environment of Secondary Schools.
2. To compare the Professional commitment of teachers of low and medium School Environment of Secondary Schools.
3. To compare the Professional commitment of teachers of medium and high School Environment of Secondary Schools.
4. To compare the Professional commitment of teachers of high and low School Environment of Secondary Schools.

Hypotheses of the Study:

Following hypotheses were proposed to test above stated objectives:

1. There is significant difference in Professional commitment of teachers of high, average and low School Environment of Secondary Schools.
2. There is significant difference in Professional commitment of teachers of low and medium School Environment of Secondary Schools.
3. There is significant difference in Professional commitment of teachers of medium and high School Environment of Secondary Schools.
4. There is significant difference in Professional commitment of teachers of high and low School Environment of Secondary Schools.

Hypotheses of the study:

Following hypotheses were proposed to test above stated objectives:

1. There is no significant difference in Professional commitment of teachers of high, average and low School Environment of Secondary Schools.
2. There is no significant difference in Professional commitment of teachers of low and medium School Environment of Secondary Schools.
3. There is no significant difference in Professional commitment of teachers of medium and high School Environment of Secondary Schools.
4. There is no significant difference in Professional commitment of teachers of high and low School Environment of Secondary Schools.

METHODOLOGY

The descriptive method of research has been the most popular and widely used research method in sociology and education, because of the ease of this method. In the present study survey method of Descriptive research methods were utilized to test the hypotheses proposed.

Population and sample:

Best and Kahn (1993) defined a population as "any group of individuals that have one or more characteristics in common that are of interest to the researcher". The population for the present study consists of all teachers of Teacher Training Institutions of Prayagraj. The present study consisted of 225 teachers of Teacher Training Institutions of Prayagraj.

Tools used:

There are two tools were used to collect the data in the present study- Professional commitment - Prepared by Ravindra and Saravjit Kaur and Organisational Environment - Prepared by Prof. K.S. Mishra.

Used statistics:

In order to find out the significance of difference t-test and ANOVA was used. This was achieved using SPSS version 17.0 statistical package.

RESULTS AND DISCUSSION

1. To compare the Professional commitment of teachers of high, average and low School Environment of Secondary School.

From the Table 1, it can be seen that, Professional commitment of Teacher of low School Environment of Secondary School is 102.52, Professional commitment of medium School Environment is 164.42 and Professional commitment of high School Environment is 217.58. So it is found that there is difference among Professional commitment of Teacher of low, medium and high School Environment of Secondary School.

From the results of the above Table 2, it can be seen that, a significant difference was observed among Professional commitment of low, medium and high School Environment of Secondary School in relation to School Environment F=1120.536 at .05 level of significance. Hence, the null hypothesis is rejected that is 'There is no significant difference among Professional commitment of low, medium and high School Environment of Secondary School, and alternative hypothesis is accepted that is 'There is significant difference among Professional commitment of low, medium and high School Environment of Secondary School.' It means that, the Teacher of low, medium and high School Environment is different in their Teacher Effectiveness. The mean scores of low, medium and high School Environment of Secondary School Teacher are presented in the following Fig. 1.

After the interpretation of analysis of variance it is necessary to know that in which mean significant difference in Professional commitment of Teacher of Secondary School. So that it is determined the following objectives related to Professional commitment of teachers of low, medium and high School Environment of Secondary School -

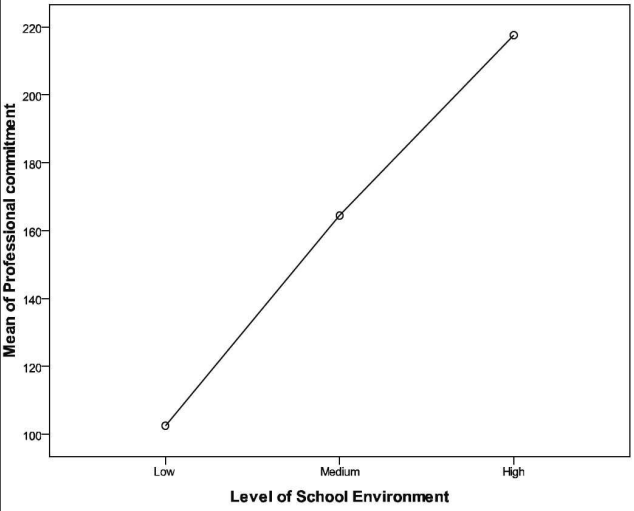

Fig. 1 : Mean Plot of Professional commitment of Low, Medium and High School Environment of Secondary School

2. To compare the Professional commitment of Teacher of low and medium School Environment of Secondary Schools.

3. To compare the Professional commitment of Teacher of medium and high School Environment of Secondary Schools.

4. To compare the Professional commitment of Teacher of high and low School Environment of Secondary Schools.

Table 1 : Mean and S.D. for Professional commitment of Teacher of Low, Medium and High School Environment of Secondary School

Group	N	Mean	Std. Deviation	Std. Error
Low	63	102.52	11.722	1.477
Medium	119	164.42	14.375	1.318
High	43	217.58	6.720	1.025

Table 2 : ANOVA of Professional commitment of Low, Medium and High School Environment of Secondary School

Source	Sum of Squares	df	Mean Square	F
Between Groups	351314.891	2	175657.446	
Within Groups	34801.171	222	156.762	1120.536*
Total	386116.062	224		

*Significant at .01 significance level

Table 3 : T-value of Professional commitment of Teacher of Low, Medium and High School Environment of Secondary Schools

Group	Mean Difference	Std. Error	t-value
Low- medium	61.896	1.979	31.276*
Medium- high	53.161	1.669	31.852*
High- low	115.058	1.798	63.992*

*Significant at .05 significance level

After the analysis of analysis of variance t-test used to study about above objectives and calculated t-value is given in Table 3.

It is observed from Table 3 that the Mean Difference of Teacher of Low and Medium School Environment are 61.896 with Standard Error 1.979 on Teacher Effectiveness. The calculated t-value is 31.276 which is greater than table value even at .05 level. So, it is significant at .05 levels. It indicates that there exists significant difference in Professional commitment between low and medium School Environment. So it stated that Teacher of Medium School Environment have better Professional commitment than Teacher of low School Environment of Secondary Schools.

Table 3 shows that the Mean Difference of Teacher of Medium and high School Environment are 53.161 with Standard Error 1.669 on Teacher Effectiveness. The calculated t-value is 31.852 which is greater than table value even at .05 level. So, it is significant at .05 level. It indicates that there exists significant difference in Professional commitment between Medium and high School Environment of Secondary School. So it stated that Teacher of high School Environment have better Professional commitment than Teacher of medium School Environment of Secondary Schools.

From the above Table 3 show that the Mean Difference of Teacher of high and low School Environment is 115.058 with Standard Error 1.798 on Teacher Effectiveness. The calculated t-value is 63.992 which is greater than table value even at .05 level. So, it is significant at .05 level. It indicates that there exists significant difference in Professional commitment between high and low School Environment of Secondary School. So it stated that Teacher of high School Environment have better Professional commitment than Teacher of low School Environment of Secondary Schools.

In the present study, School Environment has been acknowledged as factors that can lead to improved Professional commitment of Secondary School. The role of School surroundings is very important in Professional commitment of teachers of Secondary School. Motivating teachers would ensure that there is effective instruction in the classroom and more collaboration in school management. Lack of incentive may lead to stress which eventually may translate to ineffective classroom management and adversely affect pupils' learning. With effective motivation, teachers would most likely bring about a change in teachers' behaviour which would translate into optimal commitment in teaching, better student performance and general improvement of schools. It may be supportive for teachers, administrators and policy making bodies for framing curriculum for better adjustment of students' teacher. So, the educationists and policy makers must continue exploring and identifying the variety and complexity of these as well as other related factors that influence the teaching effectiveness of a Secondary School teacher since these factors and their interactions may vary across different socio-cultural and economic setups throughout the globe.

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