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IMPACT OF COMMITMENT, EFFECTIVENESS, ORGANIZATIONAL CLIMATE, CONFLICTS ON HIGH SCHOOL TEACHERS DEDICATION: A STUDY



ABSTRACT: -

The present study is aimed to find out the significant difference in the teacher's dedication among high school teachers based on gender, graduation and locality. Normative method is used. The sample comprised of 760 high school teachers from Vellore, Kanchipuram, Thiruvanamallai, and Krishnagiri Districts of Tamil Nadu State. Data is analyzed by t-test. Findings showed that there is no significant difference in the teacher's dedication of high school teachers with respect gender, educational qualification, and locality.

KEYWORDS: Effectiveness, Organizational Climate, High School Teachers Dedication.

INTRODUCTION

The ultimate goal of education is the harmonious and progressive development of the child. It can be achieved only when teachers have certain characteristics and qualities in them. A scholar may properly be devoted to his special subject, but the teacher must always think of subject matter in relation to its value in life and its use for children. The great teacher is concerned with what the pupil can do with subject matter and how knowledge affects the learner, and not primarily with the mastery of a subject for its

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own sake. Personal and institutional factor is the major determinant factor of the teacher dedication and effectiveness.

OBJECTIVES OF THE STUDY

- To find out the significant difference between male and female high school teachers with respect to their teacher's commitment, teacher's effectiveness, organizational climate, teacher's role conflict and teacher's dedication.
- To study the significant difference between undergraduate and postgraduate high school teachers with respect to their teacher's commitment, teachers' effectiveness, organizational climate, teacher's role conflict and teacher's dedication.
- To find out the significant difference between urban and rural locality high school teachers with respect to their teacher's commitment, teacher's effectiveness, organizational climate, teacher's role conflict and teacher's dedication.

HYPOTHESES

1. There will be no significant difference between male and female high school teachers with respect to their teacher's commitment, teacher's effectiveness, organizational climate, teacher's role conflict and teacher's dedication.
2. There will be no significant difference between undergraduate and postgraduate high school teachers with respect to their teacher's commitment, teacher's effectiveness, organizational climate, teacher's role conflict and teacher's dedication.
3. There will be no significant difference between urban and rural locality high school teachers with respect to their teacher's commitment, teacher's effectiveness, organizational climate, teacher's role

conflict and teacher’s dedication.

METHOD & SAMPLE OF THE STUDY

Normative method is employed to describe and interpret the Teacher’s Dedication with other selected independent and demographic variables of high school teachers. Totally 760 Teachers (127 Teachers from Government school, 258 Teachers from Government Aided School, and 375 Teachers from Private School) were taken for the study from Vellore, Kanchipuram, Thiruvanamallai and Krishnagiri from Districts.

TOOLS

The following tools are modified by the researcher.

- Teacher Commitment Inventory by Noorjehan, 1971.
- Teacher Effectiveness Scale by Vedanayagam, E.G., 1989.
- Organizational Climate by Dr. Nisha.
- Teacher Role Conflict Scale constructed and validated by the investigator.
- Teacher Dedication by Indira Shukla (1999).

Analysis of Data

Table 1: Mean difference between Male and Female High School Teachers in the Teacher Commitment, Teacher Effectiveness, Organizational Climate, Teacher Role Conflict and Teachers Dedication

Variable	Gender	Mean	SD	t-value	P-value	Remark
Teacher Commitment	Male	113.21	16.350	2.961	0.003**	Significant
	Female	116.45	13.814			
Teacher Effectiveness	Male	140.88	30.135	1.776	0.076	Not Significant
	Female	144.46	25.473			
Organizational Climate	Male	116.43	17.351	2.222	0.027*	Significant
	Female	119.16	16.431			
Teacher’s Role Conflict	Male	100.05	19.647	0.100	0.920	Not Significant
	Female	99.91	19.511			
Teacher’s Dedication	Male	121.63	15.213	4.938	0.001**	Significant
	Female	127.27	16.163			

It is inferred from the results presented in the above table that female teachers have significantly higher mean score on the teacher commitment, organizational climate and teacher’s dedication when compared to male teachers. The teacher commitment and teacher dedication were significant at 0.01 level and organizational climate of teachers were significant at 0.05 level. From the above it is found that female teachers (116.45, 119.16 and 127.27) have better teacher commitment, organizational climate and teacher’s dedication than the male teachers (113.21, 116.43 and 121.63). Hence, it is concluded that female teachers are having more commitment, organizational climate and teacher’s dedication than the male teachers. Therefore, the formulated hypothesis that there is no significant difference between the male and female high school teachers on teacher commitment, organizational climate and teacher’s dedication is rejected. Further, it could be inferred from the table that both male and female teachers do not manifest significant difference in the selected variables of teacher effectiveness and teacher role conflict. It is therefore conclude that in this study both male and female teachers are similar in their teacher effectiveness and teacher role conflict. Hence, the formulated hypothesis that there will be no significant difference between male and female teachers in their teacher effectiveness and teacher role conflict is accepted.

Table 2: Mean difference between Undergraduate and Postgraduate High School Teachers in the Teacher Commitment, Teacher Effectiveness, Organizational Climate, Teacher Role Conflict and Teachers Dedication

Variable	Educational Qualification	Mean	SD	t-value	P-value	Remark
Teacher Commitment	Undergraduate	113.10	15.504	1.288	0.212	Not Significant
	Postgraduate	115.28	14.998			
Teacher Effectiveness	Undergraduate	138.86	28.601	1.427	0.156	Not Significant
	Postgraduate	143.42	27.520			
Organizational Climate	Undergraduate	116.78	16.402	0.722	0.482	Not Significant
	Postgraduate	118.11	16.957			
Teacher Role Conflict	Undergraduate	107.96	18.008	4.433	0.001**	Significant
	Postgraduate	98.90	19.522			
Teacher's Dedication	Undergraduate	120.94	16.011	2.429	0.015*	Significant
	Postgraduate	125.29	15.926			

It is inferred from the results presented in the above table that undergraduate teachers have significantly higher mean score on the teacher role conflict when compared to postgraduate teachers which is significant at 0.01 level. From the above it is found that undergraduate teachers (107.96) have more role conflict than the postgraduate teachers (98.90). Hence, it is concluded that undergraduate teachers are having more role conflict than the postgraduate teachers.

Further, it is also inferred from the results presented in the above table that postgraduate teachers have significantly higher mean score on the teacher dedication when compared to undergraduate teachers which is significant at 0.05 level. From the above it is found that postgraduate teachers (125.29) have more dedication than the undergraduate teachers (120.94). Hence, it is concluded that postgraduate teachers are having more dedication than the undergraduate teachers.

Therefore, the formulated hypothesis that there is no significant difference between the undergraduate and postgraduate high school teachers on teacher role conflict and teacher's dedication is rejected.

It is also inferred from the table that both undergraduate and postgraduate teachers do not manifest significant difference in the selected variables of teacher commitment, teacher effectiveness and organizational climate. It is therefore concluded that in this study both undergraduate and postgraduate teachers are similar in their teacher commitment, teacher effectiveness and organizational climate. Hence, the formulated hypothesis that there will be no significant difference between undergraduate and postgraduate teachers in their teacher commitment, teacher effectiveness and organizational climate is accepted.

Table 3: Mean difference between Urban and Rural High School Teachers in the Variables of Teacher Commitment, Teacher Effectiveness, Organizational Climate, Teacher Role Conflict and Teachers Dedication

Variable	Locality of School	Mean	SD	t-value	P-value	Remark
Teacher Commitment	Urban	112.96	16.597	3.607	0.001**	Significant
	Rural	116.88	13.279			
Teacher Effectiveness	Urban	139.34	29.213	3.372	0.001**	Significant
	Rural	146.08	25.819			
Organizational Climate	Urban	115.90	18.217	3.208	0.001**	Significant
	Rural	119.81	15.375			
Teacher Role Conflict	Urban	101.75	20.066	2.394	0.017**	Significant
	Rural	98.36	18.969			
Teacher’s Dedication	Urban	122.51	16.692	3.752	0.001**	Significant
	Rural	126.83	15.051			

It is inferred from the results presented in the above table that rural teachers have significantly higher mean score on the teacher commitment, teacher effectiveness, organizational climate and teacher’s dedication when compared to urban teachers which is significant at 0.01 level. Whereas, urban teachers have significantly higher mean score on the teacher role conflict when compared to rural teachers which is significant at 0.01 level. From the above it is found that rural teachers (116.88, 146.08, 119.81 and 126.83) have better teacher commitment, teacher effectiveness, organizational climate and teacher’s dedication than the urban teachers (112.96, 139.34, 115.90 and 122.51).

However, it is also found that urban teachers (101.75) have more role conflict than the rural teachers (98.36). Hence, it is concluded that rural teachers are having more commitment, effectiveness, organizational climate and teacher’s dedication than the urban teachers. Whereas, urban teacher have more role conflict than the rural teacher. Therefore, the formulated hypothesis that there is no significant difference between the urban and rural high school teachers on teacher commitment, teacher effectiveness, organizational climate, teacher role conflict and teacher’s dedication is rejected.

MAJOR FINDINGS

1. From the above all discussions it is summed up that teacher commitment, organizational climate and teacher’s dedication have made significant difference between male and female teachers. Further, teacher effectiveness and teacher role conflict have not made any significant difference between male and female teachers.
2. From the above all discussions it is summed up that teacher role conflict and teacher’s dedication have made significant difference between undergraduate and postgraduate teachers. Further, teacher commitment, teacher effectiveness and organizational climate have not made any significant difference between undergraduate and postgraduate teachers.
3. From the above all discussions it is summed up that teacher commitment, teacher effectiveness, organizational climate, teacher role conflict and teacher’s dedication have made significant difference between urban and rural locality teachers.

SUGGESTIONS FOR FURTHER STUDY

- 1) A study may be carried to find out teacher dedication among high school Teachers and it may be extended to primary and higher secondary school teachers.
- 2) Similar study may be conducted to other districts.
- 3) Similar investigation may be extended to College level and university level professors.

CONCLUSION

An institution is not made up with buildings and bricks but it works with individuals with dedication and diligence. A resourceful teacher cannot be replaced by any other factors of the school. A good school's reputation is depends upon the quality of teachers and teaching as well. So a professional management and administration should extend support through good academic climate and working environment which makes teacher so committed and dedicated in their profession and uplifts their morale and facelift of the organization.

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