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## A STUDY OF PROFESSIONAL COMMITMENT AMONG GOVERNMENT AND NON GOVERNMENT PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR ORGANIZATIONAL CLIMATE

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### ABSTRACT:-

An organization could be defined as a system that consciously co-ordinates the activities of two or more persons and influences their behavior. The school as an organization has certain aims and objectives which it has to achieve (National Policy on Education 2004). The researcher has studied Professional Commitment among Government and Non Government Primary School Teachers in Relation to their Organizational Climate. With this aim researcher have formulated hypothesis based on the objectives, The objectives of the present study were to study the relationship between professional commitment of government primary school teachers and their organizational climate and to study the relationship between professional commitment of non government primary school teachers and their organizational climate. Organizational climate scale (by Sanjyot Pethe, Sushma Chaudhry, Upender Dhar) and 'Teacher's Professional Commitment scale' (by Dr. Amrita Maheswari) was administered to a selected purposive random sample of 80 primary school teachers (40 female teachers and 40 male teachers) form selected simple random sample of 26 primary schools (13 government primary schools and 13 non government primary schools) of Lucknow district. The data were analyzed with the help of statistical technique of PPMC test. The findings revealed that there was a weak relationship between professional commitment of government primary school teachers and their organizational climate and also there was an averagely strong relationship between professional commitment of non government primary school teachers and their organizational climate.

**KEYWORDS:** Professional commitment and organizational climate.



### INTRODUCTION:

The quality of Education of any nation depends upon the qualities of its schools, which in turn, depends significantly on the qualities of the committed teachers. The effectiveness and stability of the schools are mostly based on their organizational climate as well as on the satisfaction of the committed teachers working with them.

An organization could be defined as a system that consciously co-ordinates the activities of two or more persons and influences their behavior. The school as an organization has certain aims and objectives which it has to achieve (National Policy on Education 2004).

Teaching and learning situation in schools

seem to be a function of the atmosphere of the school and the productivity of the teacher. In this school climate teachers has responsibilities, accountabilities and also committed towards their work. Commitment is associated with greater job effort and involvement (Mowday et al., 1979). A school with a positive climate for teachers is more likely to have committed teachers (Reihl & Sipple, 1996). Every teacher is expected to be an ideal man with a high moral character. Professionally, he is supposed to have rapport with all persons concerned with his profession. The teachers' commitment to their schools as organizations served. Schools can become effective when there are committed teachers. Thereby, creating a positive school climate (Peterson & Skiba, 2001) that can be a great help to build teachers committed.

### NEED AND IMPORTANCE OF THE STUDY:

Primary schools and teachers have important roles in society for directing the society to the teachers. Recent research suggests that good teaching is a complex undertaking that requires careful planning as well as the capacity to adjust one's performance, according to student responses (Clark & Peterson, 1986). Smart (2003) study revealed that working conditions emerged as the most important predictor of professional commitment. Bahrami, Mohd. A. et al, (2016), study revealed that Improving the organizational climate could be a valuable strategy for improving organizational commitment. Jamal (2011) has found in his study that occupational stress and employees' morale as a whole and its components like workload, student misbehavior; classroom resources, poor colleague relation, etc. are predictors of organizational commitment and affective commitment. If quality education is the goal, it cannot be achieved without the sincere efforts of dedicated, accountable and committed teacher. It is the committed teachers that can play an important role in educating the future members of a society through their work in schools. The teachers should have accountability, responsibility and commitment towards their job which can only be possible when school climate would be healthy and have harmonious interpersonal relationship. In this context, researcher selected the present problem to study "A Study of Professional Commitment among Government and Non Government Primary School Teachers in Relation to their Organizational Climate". The purpose of this study was to find out those factors which contribute in developing the professional commitment of the teachers and to develop a healthy and harmonious organizational climate.

### OBJECTIVE:

1. To study the relationship between professional commitment of government primary school teachers and their organizational climate.
2. To study the relationship between professional commitment of non government primary school teachers and their organizational climate.

### HYPOTHESES:

**Ho<sub>1</sub>:** There exists no significant relationship between professional commitment of government primary school teachers and their organizational climate.

**Ho<sub>2</sub>:** There exists no significant relationship between professional commitment of non government primary school teachers and their organizational climate.

### Methodology:

'Descriptive Survey Method of Research' was adopted to conduct the present study.

### Population:

In this research study, it covers the male and female teachers of government and non government primary schools as a population in Lucknow district.

### Sample:

The sample selected for the present study consisted of 80 teachers from 26 selected primary schools of

Lucknow district.

**Sampling procedure:**

The sampling was done in two stages:

Stage-1 >		Selection of Primary Schools	Stage-2 >	Selection of Teachers
Sampling >		Simple Random Sampling	Sampling >	Purposive Random Sampling
S.N.	No.		No.	
1.	13	Government Primary schools	20	Male Teachers
			20	Female Teachers
2.	13	Non Government Primary schools	20	Male Teachers
			20	Female Teachers
Total	26	Primary schools	80	Teachers

**Tool:**

The data were collected from the government and non government primary school teachers by administering Organizational climate scale prepared by Sanjyot Pethe, Sushma Chaudhry, Upender Dhar. This scale has 22 items and also administering ‘Teacher’s Professional Commitment scale’ developed and standardized by Dr. Amrita Maheswari. This scale is has 30 items which are to be rated on five points Likert type scale.

**Data Collection:**

Before administering the tool, subjects were told regarding the purpose of the study. Then, following the instructions given in the scale, tools were administered. On completion scoring was done according to the scoring key formulated by the authors of the tool.

**Statistical technique:**

The Pearson Product Moment Correlation was used to analyze the data pertaining to professional commitment primary schools’ teachers and their organizational climate.

**Result and Interpretation:**

Data with statistical measures have been shown in tables 1 to 2.

**Ho<sub>1</sub>:** There exists no significant relationship between professional commitment of government primary school teachers and their organizational climate.

**Table –1 Significant relationship between professional commitment of government primary school teachers and their organizational climate.**

Variables	Professional Commitment of Government Primary School Teachers Correlation Value (r)	Significant level
Organizational Climate	0.304*	0.05

\*significant at 0.05 level, \*\* not significant at 0.05 level

Table-1 showed that the relationship between professional commitments of teachers from government primary schools in relation to their organizational climate is very low positive and significant (r = .304, p>.05). This result rejected (Ho1). Overall, the correlation result showed the r value is weak. The low r value indicates that school climate has a weak positive relationship. This result is similar to the study result by Karadag, Baloglu and Cakir (2011) study revealed that the direct effect of school culture on organizational commitment was not meaningful.

**Ho<sub>2</sub>:** There exists no significant relationship between professional commitment of non government primary

school teachers and their organizational climate.

**Table –2 Significant relationship between professional commitment of non government primary school teachers and their organizational climate.**

Variables	Professional Commitment of Non Government Primary School Teachers Correlation Value (r)	Significant level
Organizational Climate	0.509*	0.05

\*significant at 0.05 level, \*\* not significant at 0.05 level

Table-2 showed that the relationship between professional commitments of teachers from non government primary schools in relation to their organizational climate is positive and significant ( $r = .509, p < .05$ ). This result rejected ( $H_0$ ). Overall, the correlation result showed the r value is averagely strong. The positive significant relationship showed that a healthy school climate can increase the level of teachers’ commitment. This finding is in agreement with Raman Arumugam, Ling Chang Chi and Khalid Rozalina (2015), studied 178 teacher and observed that school climate has relationship with teachers’ commitment, explored the ways and means of enhancing commitment. Joseph (2003) study revealed that a significant positive relationship between professional commitment and working conditions.

**IMPLICATION & SUGGESTION:**

The present study will help to throw light on the role of governing bodies in the functioning of government primary schools and as well as non government primary schools and it is expected that they will seriously work for providing a congenial environment for all those people who are engaged in the formal teaching learning process. Various in-service teacher training programs should be organized by the DEIT/SCERT and school management by which the teachers ought to be taught to develop professionalism, to inculcate values, to develop new and innovative teaching-learning strategies, to develop teaching skills etc. which will help them to be committed to their profession. Some of them could be as follows:

- Organizational climate is found to be the best predictor of teacher’s commitment. Thus all possible efforts should be made to keep the organizational climate congenial and soothing to help the teachers to work in a more professional manner.
- Apply cultural competence and promote social justice in in-service teacher training programmes.
- A code of behavior and professional ethics may guide teachers by which they carry out their duties. It includes good citizenship, dress code and the teacher’s ability to interact with others and society at large.
- In order to increase the level of professional commitment and professional responsibility school teachers the educational planner and administrator should keep in their for an educational program.
- Teachers should be willing to understand the local community and participate in various activities related to the development of the school and the community also be able to internalize the value of their own day to day world in developing in a rich human resource for the advancement of the individual learner, family, local community and the larger society.
- Professionalism, enhancing the knowledge, knowledge refers to the content knowledge, the technical knowledge and practical understanding a teacher needs in order to carry out their duties.
- The teachers should always try to identify themselves with their profession and it should be considered as an inseparable.

It may conclude that develop a code of professional ethics and professional skills would improve professionalism in teachers, as well as professionalism would develop commitment in the teachers and it will be possible with effective and supportive organizational climate. In the same way, the ministry, authority and school management should not ignore school climate which has been proven to have effect on teachers’ commitment.

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