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ATTITUDE AND JOB COMMITMENT OF OBC TEACHERS TOWARDS TEACHING

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Abstract:

The main objective of this study was to investigate the effect of attitudes of OBC teachers towards teaching on their commitment. The researcher used already constructed and standardized scales for assessing attitude of OBC teachers towards teaching and commitment of them. The both scales measurement then was subjected to comparisons between different groups of high school OBC teachers. The researcher has examined attitude and job Commitment of OBC teachers as per gender, type of Schools they worked, Experience and locale of schools. The study has also investigated the relationship between the OBC teachers' attitude and its influence on their commitment. The result shows that the significant difference and significant positive relationship between attitude and job Commitment among high school OBC teachers towards teaching.

Key Words: Teaching, Attitudes and job Commitment, High School, Gender, Experience, etc.

1. Introduction:

Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources. Nowadays, there is however a general feeling that the OBC teachers do not have proper attitude and commitment in their job. There seems to be growing discontentment towards their job as a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Higher academic and professional qualification of the teachers, no doubt can raise the standard of education as well as of nation, but dissatisfied OBC teachers in spite having a good and sound academic career and professional training, will do much harm than good because they will neither work wholeheartedly nor will they try to contribute anything to education.

The quality of the teacher, his general and professional education, knowledge and interest, personality, character and attitude towards work and pupils are highly significant in the total educational situation. A teacher is an individual who knows how to deal different situations in a professional manner; competence comes in the way how the teacher handles his roles both in the classroom and outside the classroom.

It is sometimes presumed that success of a teacher depends in part on the ability of the teacher to get along with the pupils in interpersonal relationships. There is also another assumption that a successful teacher is the one who is to some degree satisfied with teaching as a profession. Teaching profession demands a clear set of goals, love for profession, good interpersonal and intrapersonal skills and obviously a favorable attitude towards the profession. As teachers they will be required not only to acquire proficiency in planning of the lessons and delivery but also must have good personality and good attitude towards their teaching.

The researcher feels that the future of the country lies in the hands of the teachers. They are responsible for molding the students as true citizens by inculcating the right values in their minds. This is possible only if the teachers have a positive attitude towards the students and only if there are truly committed to the profession. The study reveals relationship of attitude and commitment OBC teachers towards teaching science.

2. Need of the Study:

Commitment plays a decisive role in effective teaching. The more a teacher is committed more he would acquire competencies and more he would tend to be performing teacher. A committed teacher would certainly respond to most of the issues through their professional expertise and appropriate utilization of relevant competencies. Various research studies have revealed that commitment enhances job satisfaction, performance, attitudes towards teaching their subject and reduces the absenteeism.

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards a higher quality of life. They reveal and enlighten the path to attain humanistic, ethical and moral values in life. Teachers put forth before learners the sublime aspects of culture and inculcate empathy for fellow beings.

Teachers are not mere knowledge providers as in the earlier days. Today the role of the teachers has changed. Earlier the education was teacher centered which has changed now to student centered. Today's teachers are the guide, philosophers, facilitator of information, motivator, and counselor and also the confidant of the students. The teachers are responsible for creating a positive attitude in the minds of the students.

The 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 attitudes of teachers which they are teaching. In the present study investigatory wants to study the attitudes of high school teachers towards teaching Science and influence it on their commitment for teaching profession.

3. Objectives of the study:

1. To study the attitudes of male and female OBC teachers towards e teaching.
2. To study the attitudes of more and less experienced OBC teachers towards teaching.
3. To study the attitudes of urban and rural school OBC teachers towards teaching.
4. To study the attitudes of Graduate and post graduate OBC teachers towards teaching.
5. To study the attitudes of Govt., Private and Aided school OBC teachers towards teaching.
6. To study the attitudes school OBC teachers towards teaching and their commitment.

4. Hypothesis:

1. There is no significance difference between mean attitudes of male and female OBC teachers towards teaching.
2. There is no significance difference between mean attitudes of more and less experienced OBC teachers towards Science teaching.
3. There is no significance difference between mean attitudes of urban and rural school OBC teachers towards teaching.
4. There is no significance difference between mean attitudes of Graduate and post graduate OBC teachers towards teaching.
5. There is no significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards teaching.
6. There is no significance relationship between mean attitudes and commitment of school OBC teachers towards teaching.

5. Review of Related literature:

1. **Sumangala, V; Ushadevi V.K, (2009):** "Role Conflict, Attitude towards teaching Profession and Job Satisfaction as Predictors of Success in Teaching". The survey was carried out in Kerala among 300 secondary school women teachers working in government and private-aided secondary schools of 10 districts. The study concluded that role conflict and attitude towards teaching profession are significant predictors of success in teaching among secondary school women teachers of Kerala. Role conflict contributes more to the variation in success in teaching when compared to attitude towards teaching profession.

2. **Niloufar Mohammadtaheri (2011):** in the studies “The study of effective factors on the teachers’ job Commitment in High Schools” investigated effective factors on teachers’ job Commitment in Tehran City on 2800 teachers. The samples were chosen by the use of Morgan table and it comprised 340 subjects. Research method was descriptive with simple random sampling. The researcher tried to analyse some effective factors on teachers’ job Commitment and to do so six theories have been compiled. 1. There is a connection between the teachers’ economic factors and job Commitment. 2. There is a connection between the teachers’ human relations and job Commitment. 3. There is a connection between the teachers’ knowledge and job Commitment. 4. There is a correlation between the OBC teachers’ personal characteristics and job Commitment. 5. There is a correlation between inner-school factors and job Commitment of teachers. 6. There is a correlation between value-system and job Commitment. Gathered data were analyzed by using of descriptive and inferential statistics include Spearman correlation Test. It was found out that there was positive and significant correlation between economic factors, human relationship, teacher’s knowledge, in-school factors, values system, OBC teachers’ personality traits and teachers’ job Commitment.

6. Design of the study:

The Descriptive survey method is used. The variables used in this research are the academic variables. The sampling technique, size of sample, variables of the study, description of the tool is elaborated.

Sample:

Samples of around 300 OBC teachers teaching in high schools of Raichur district have been considered as sample for the study. Govt., aided and Private Schools are considered for the study. Sample includes Male and female, More and less experienced, Rural and urban school teacher who are teaching.

Tool used for data Collection:

1. Teacher Attitude Inventory towards teaching by prepared by Investigator himself and
2. Teacher Commitment Scale by Allen and Meyer

Data Collection:

Investigator personally visited schools collected the data from selected OBC teachers. After collection of data, all data have been tabulated and interpreted according to objectives.

Statistical Techniques used for data analysis:

In this study, t-test, f-test and r-value statistical techniques are used. SPSS has been used for this purpose.

7. Analysis of the study:

I. Comparison of attitude of high school OBC teachers towards the Teaching :

Testing Hypothesis:

1. Hypothesis H₁₀: There is no significance difference between mean attitudes of male and female OBC teachers towards teaching.

Table No-1: The attitudes of Male and Female OBC teachers towards teaching

Variable (Gender)	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Male	150	250.8	29.53	2.41	100.8	298	114.5	Sign.
Female	150	150.0	29.00	2.36				

Statistical data of table -1 above was

analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (114.5) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted. Male OBC teachers are having more positive attitude (250.8) than that of female OBC teachers (150.0).

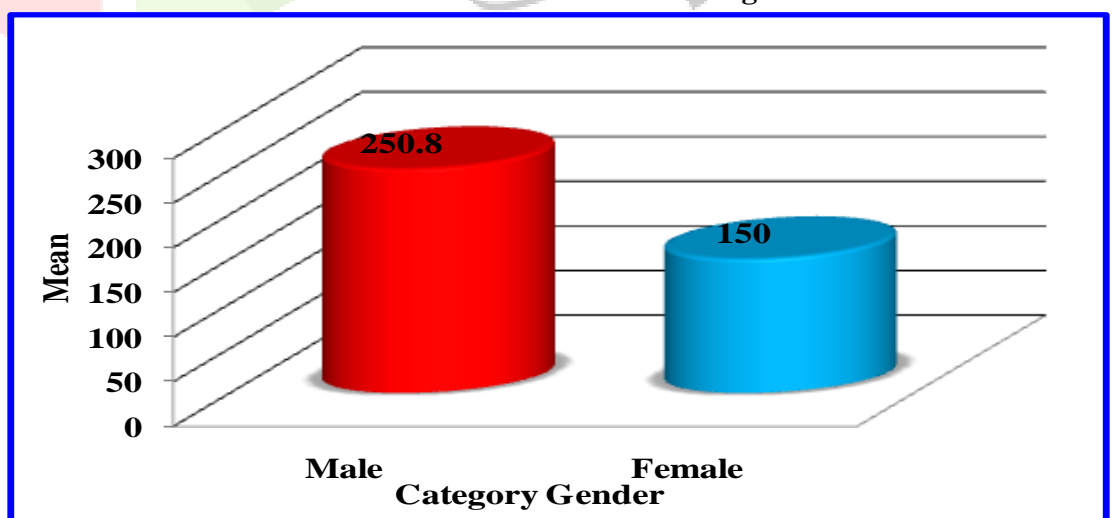
Findings:

It is found that there is significance difference between mean attitudes of male and female OBC teachers towards teaching.

Conclusion:

There is significance difference between mean attitudes of male and female OBC teachers towards teaching.

Graph-1: The attitudes of Male and Female OBC teachers towards teaching



2. Hypothesis H₂₀: There is no significance difference between mean attitudes of more and less experienced OBC teachers towards teaching.

Table No – 2: The attitudes of more and less experienced OBC teachers towards teaching

Variable (Experience)	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
(More than 10 Years)	150	212.6	56.77	4.63	24.4	149	5.515	Sign.
(Less than 10 Years)	150	188.2	57.54	4.69				

Statistical data of table -2 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (5.515) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H₂₀ has been accepted. More experience OBC teachers are having more positive attitude (212.6) than that of less experience OBC teachers (188.2).

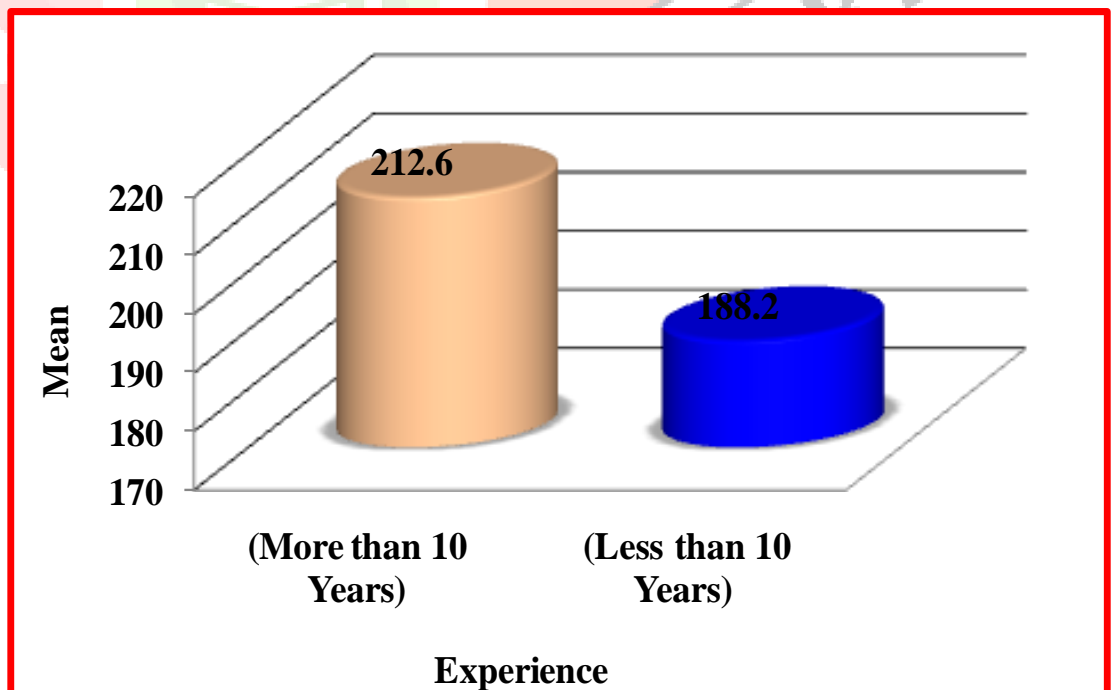
Findings:

It is found that there is significance difference between mean attitudes of more and less experienced OBC teachers towards teaching.

Conclusion:

There is significance difference between mean attitudes of more and less experienced OBC teachers towards teaching.

Graph-2: The attitudes of more and less experienced OBC teachers towards teaching



3. Hypothesis H₃₀: There is no significance difference between mean attitudes of urban and rural school OBC teachers towards teaching.

TABLE No - 3

The attitudes of urban and rural school OBC teachers towards teaching

Variable (Locale)	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Urban school OBC teachers	150	203.6	61.05	4.98	5.49	298	3.62	Sign.
Rural school OBC teachers	150	197.2	55.56	4.53				

Statistical data of table -1 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (3.62) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H₃₀ has been rejected and alternative hypothesis accepted. Urban school OBC teachers are having more positive attitude (203.6) than that of rural school OBC teachers (197.2).

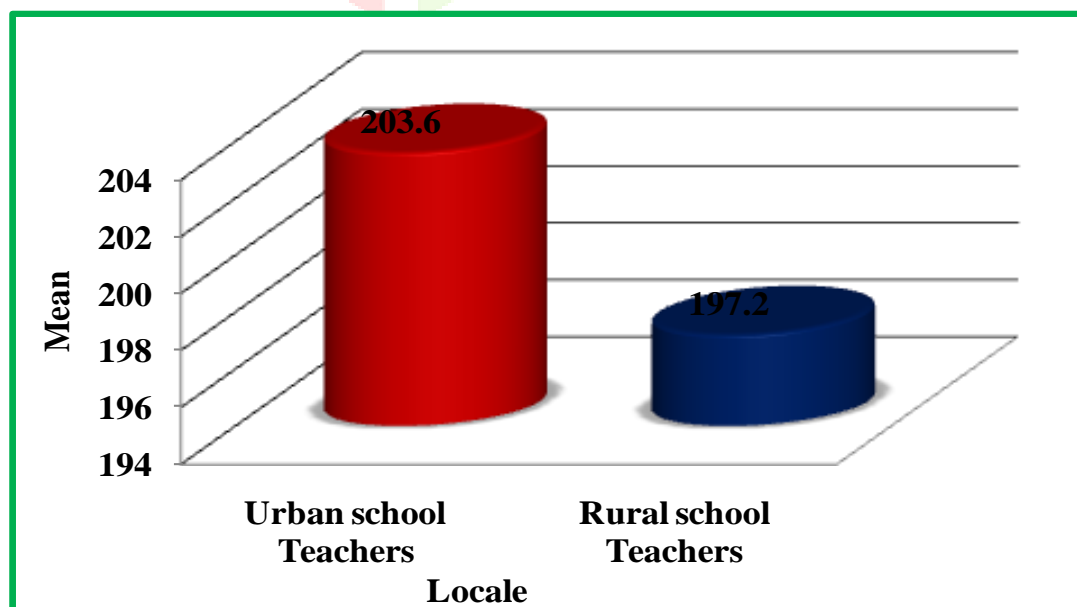
Findings:

It is found that there is no significance difference between mean attitudes of urban and rural school OBC teachers towards teaching.

Conclusion:

There is no significance difference between mean attitudes of urban and rural school OBC teachers towards teaching.

Graph-3: The attitudes of urban and rural school OBC teachers towards teaching



4. Hypothesis H₄₀: There is no significance difference between mean attitudes of male and female OBC teachers towards teaching.

TABLE No - 4

The attitudes of Graduate and post graduate OBC teachers towards teaching

Variable (Education level)	N	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Graduate Teacher	150	194.2	58.29	4.75	0.02	298	4.81	Sign.
Post Graduate teacher	150	206.6	57.96	4.73				

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Statistical

data of table -1 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (4.81) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H₄₀ has been rejected and alternative hypothesis accepted. Post Graduate teacher are having more positive attitude (206.6) than that of Graduate teacher (194.2).

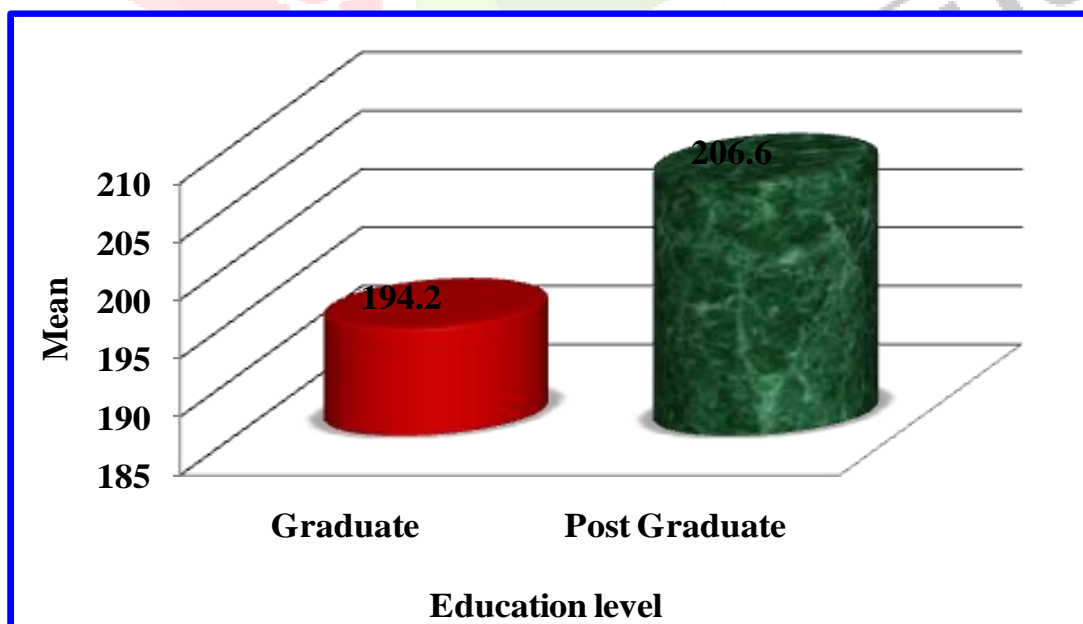
Findings:

It is found that there is significance difference between mean attitudes of male and female OBC teachers towards teaching.

Conclusion:

There is significance difference between mean attitudes of male and female OBC teachers towards teaching.

Graph-4: The attitudes of Graduate and Post Graduate OBC teachers towards teaching



5. Hypothesis H_0 : There is no significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards teaching.

TABLE No. 5

The attitudes of attitudes of Govt., Private and Aided school OBC teachers towards teaching

Variable	Category	Mean		Sum of Squares	df	Mean Square	F
Type of School	Govt. (100)	268.7	Between Groups	919399.8	29	459699.94	1377.4
	Aided (100)	199.3	Within Groups	99116.26	297	333.72	
	Private (100)	133.1	Total	1018516.1	299		

Statistical data of table -5 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated F value (1377.4) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H_0 has been rejected and alternative hypothesis accepted.

Findings:

It is found that there is significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards teaching.

Conclusion:

There is significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards teaching.

II. Analysis of total attitudes of OBC teachers towards teaching Science:

Table-1

Frequencies and Central tendencies of mean values total OBC teachers

Sl. No.	Description	Values
Central tendencies:		
1.	Total sample, N	300
2.	Mean	200.45
3.	Mode	198.00
4.	Median	288.00
5.	S.D.	58.364
Details of frequencies OBC teachers' attitudes		
1.	Favourable	210
2.	Neutral	25
3.	Unfavourable	65
4.	N	300
5.	Chi-Square	189.5
6.	df	2

Statistical data of table -1 above was analyzed and following observations were made:

The mean values of attitudes of OBC teachers is 200.45 and S.D. is 58.364 which is in between values 142.056 and 258.814 on scale, hence we come to conclusion that OBC teachers are having positive attitude towards Teaching of Science. From the above table it is seen that the calculated chi square value (189.5) is more than the table value of t (3.814) at 0.05 level of significance. Therefore the null hypothesis has been rejected and alternative hypothesis accepted i.e. there is significant difference between the frequencies of favorable, Neutral and Unfavorable attitudes.

III. To compare the attitudes towards teaching and Commitment of high school OBC teachers:

Hypothesis H₀: There is no significance difference between mean and attitudes towards teaching and commitment.

Table-6

High school OBC teachers' attitudes towards teaching and Commitment

Variable	N	Mean	S.D.	t- value	Correlation
Attitudes	300	314.3	54.0	54.23	0.936
Commitment	300	185.8	38.7		
			8		

Statistical data of table -6 above was analyzed and following observations were made:

Analysis:

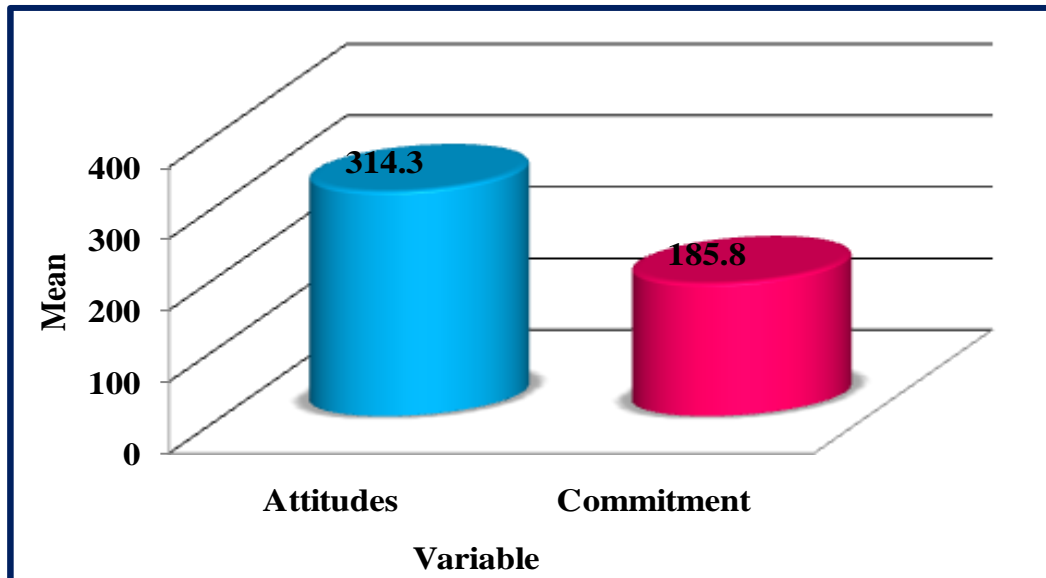
From the above table it is seen that the calculated t value (54.23) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis-6 has been accepted. And it is also seen that calculated r value (0.936) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis-7 has been accepted.

Findings:

It is found that there is no significance difference between mean attitudes towards teaching and commitment of high school OBC teachers and also found that there is no significance relationship between mean attitudes towards teaching and commitment of high school OBC teachers.

Conclusion:

There is significance difference between mean attitudes towards teaching and commitment of high school OBC teachers and also found that there is significance relationship between mean attitudes towards teaching and commitment of high school OBC teachers.

Graph-5: High school OBC teachers' attitudes towards teaching and Commitment**8. Findings:**

1. There is significance difference between mean attitudes of male and female OBC teachers towards teaching.
2. There is significance difference between mean attitudes of more and less experienced OBC teachers towards teaching.
3. There is no significance difference between mean attitudes of urban and rural school OBC teachers towards teaching.
4. It is found that there is significance difference between mean attitudes of male and female OBC teachers towards teaching.
5. There is significance difference between mean attitudes of Govt., Private and Aided school OBC teachers towards teaching.
6. There is Significant Difference between The Frequencies Of Favorable, Neutral And Unfavorable attitudes.
7. It is found that there is no significance difference between mean attitudes towards teaching Science and commitment of high school OBC teachers and also found that there is no significance relationship between mean attitudes towards teaching and commitment of high school OBC teachers.
8. There is significance difference between mean attitudes towards teaching and commitment of high school OBC teachers and also found that there is significance relationship between mean attitudes towards teaching and commitment of high school OBC teachers.

9. Summary:

There are differences in the attitudes of different groups of high school OBC teachers of Raichur District and the level of attitude of OBC teachers towards teaching is certainly affecting on their commitment.

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