



A correlative study of role commitment and vocational maturity amongst Urdu medium secondary school teachers in Aurangabad city

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Abstract

Teacher is the learner and always be a dedicated learner. The aim of the teaching is to enlighten the body and the soul of the disciple. The teacher always tries to bring the insightful among the disciple. To spread the light, he himself be a lamp whose light is reaching to the un-reached. The teacher's role is the behavior pattern of teacher according to certain rules and norms concerning with imparting knowledge, value, balanced emotions, competencies skills discipline and guidance etc. for betterment of pupil and also for attaining of goals of education. The other side is vocational maturity, defined in terms of awareness knowledge and understanding of the world of works, grow over a period of time or flash at a point of time? How is it influenced by age, personality factors, perception of one's own abilities intelligence parentage, career guidance etc. The present study explores the relation between the two variables.

Keywords: Ole commitment, vocational maturity, Urdu medium secondary school teachers, teacher behavior, educational values, emotional balance, career guidance, professional development

Introduction

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.

Rabindranath Tagore

Aim of the Study

The word "School Teacher" evokes a variety of images and ideas depending on the experiences as one recalls from his school life. Successful teachers represent variety of personalities, levels of mental abilities, types of training and of-course the commitment towards their job. Role commitment consists of two words, namely 'Role' and 'Commitment'. The 'role' is the expectations of the society from an individual occupying a particular position in the social system. Thus role is the set of socially expected behavior pattern consisting of both duties and privileges associated with a particular position in a group.

'Commitment' is a part of teachers' effective or emotional reaction to their experience in a school setting. It can be seen to be part of a learned behavior or attitude associated with the professional behavior of teachers. Teacher's personal and professional beliefs are clearly related to their commitment. Such beliefs are 'Messy' but are central to commitment. The teacher has to maintain perfect interaction with the students in

all situations as the teacher himself or herself is responsible for the proper management of all the activities related to the process of teaching & learning. School can play a vital role in the moral development of the students and the most important agent in the school is the teacher.

The teacher's role is the behavior pattern of teacher according to certain rules and norms concerning with imparting knowledge, value, balanced emotions, competencies skills discipline and guidance etc. for betterment of pupil and also for attaining of goals of education. The teacher role is a dynamic aspect of his / her status, it has also been defined as patterns / sequence of teaching action performed by a person in an interactive school situation and the commitment is being dedicated towards profession or promise or obligation for work. 'Commitment' is a term that teachers frequently use in describing themselves and each other. It is a word they use to distinguish those who are 'caring dedicated and who take the job seriously from those who put their own interest first. Some teacher sees their commitment as part of their work and get a lot of enjoyment or satisfaction from this. Other teachers feel the demands of teaching to be significant too burdensome /challenging requiring great personal investment and view it as a job that can take over your life. These teachers often limit their commitment and their engagement with the school, as a means of survival. In some cases, these teachers choose to leave the profession altogether. For these reasons, teacher

commitment has been found to be a critical predictor for teacher's work performance, absenteeism, burnout and turnover, as well as having an important influence on student's achievement and attitude towards school.

Teacher's commitment is thought to decrease progressively over the course of their teaching career. At the beginning of a teachers career there is an early stage of commitment to teaching associated with the choice of professional identity, followed by a stage of experimentation and search for new challenges, teachers often experience a stage of conservatism and which can lead to eventual disengagement. This transition from an enthusiastic engagement with the profession to a more distance and limited involvement to reform classroom practices happen due to various factors.

Teacher's commitment may be enhanced or diminished, by factors such as student's behavior, collegial and administrative support, parental demands, and national education policies.

The current conceptualizations of teachers commitment can be directly linked back to the research done in the 1970's into organizational commitment by Kantar (1994)^[11] and Mowdey S, Steers and Porter (1979)^[12]. However, the profession of teaching is unique in a number of ways. It's very nature involves a complex and rich combination of working relationships with not only the organization (schools and education system) but with a number of other stakeholders, including the parents, students and colleagues. To consider the idea of teacher commitment only in these terms adopted by Kantar (1974)^[11] and Mowdey et.al. (1979)^[12] ignores many other factors that are integral to teaching itself. Thus, an extended view of teacher commitment is necessary.

The concept of vocational maturity has its origin in the developmental theory of career behaviour, which envisages that selection of an occupation is a process spanning a considerable number of years usually from late childhood to early adulthood. Vocational maturity indicates the positive perfect and elaborated feelings, thoughts or attitudes of an individual towards competencies required job attitude towards related facts of job and consistency of career choice.

Vocational maturity is the stage of general course of action of a person through some phase of life pertaining to or characterized by full development.

Does vocational maturity, defined in terms of awareness knowledge and understanding of the world of works, grow over a period of time or flash at a point of time? How is it influenced by age, personality factors, perception of one's own abilities intelligence parentage, career guidance etc. These and similar other questions will be of value in planning of programme for vocational education.

Hence the researcher wants to study the role commitment and vocational maturity of secondary school teachers in detail. As the researcher had stated that role commitment & its significance and emotional maturity is need of the hour to study.

Need of the Research Problem

Quality of education is directly linked with quality of teacher. Up to 1950 there was no serious discussion on the quality of education and in those days it was commonly believed those teachers are committed to their profession. It is a sense of being bound emotionally or intellectually to some course of action, which may include a person's relationship with other individual, group or organization.

It is generally agreed that the "Goodness" of an educational system to a great extent, is dependent on the quality of teachers. A college may have excellent material resources like equipment building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or in different to their responsibilities the whole program is likely to be ineffective and wasted. The problem of identification of effective teachers therefore is of prime importance for realizing desirable educational goals. Teacher's effectiveness causes change in the overt and covert behavior of the learner for learning is nothing but a change in the behavior of the learners (students) in accordance with the social and cultural expectations and norms of the society of which he is a member. The better a teacher can manifest this change in the students the more effective he as a teacher.

"Teachers efficacy is related to effectiveness. The teacher sense of efficacy is teacher's judgment about their abilities to promote students learning".

Objectives

- 1) To study the role commitment among Urdu medium secondary school teachers of Aurangabad city.
- 2) To study the vocational maturity among Urdu medium secondary school teachers of Aurangabad city.
- 3) To correlate role commitment and vocational maturity among Urdu Medium secondary school teachers of Aurangabad City.
- 4) To study the factor wise score of role commitment among Urdu Medium secondary school teachers of Aurangabad City.

Hypotheses

1. The level of role commitment among Urdu medium secondary school teachers is low.
2. The level of vocational maturity among Urdu medium secondary school teachers is average.
3. There is low positive correlation between role commitment and Vocational maturity of Urdu Medium secondary school teachers.
4. The factor wise score of role commitment is low amongst Urdu Medium secondary School teachers towards
 - Students.
 - School.
 - Parent.
 - Society.
 - Nation.
 - Profession.

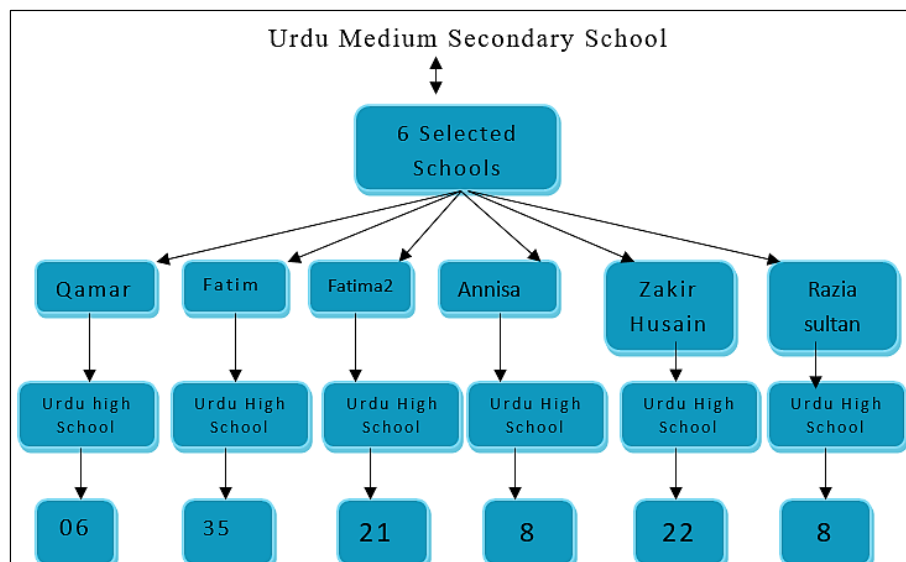
Variables

- 1) Teachers role commitment.
- 2) Teachers vocational maturity.

Limitations and scope of present research

Present research is limited to Aurangabad city and academic year 2019- 20. The scope of present research is the study of role commitment of teacher and vocational maturity of Urdu medium secondary school teachers.

Research Design and Methodology: Present study deals with survey method. 100 teachers of Urdu medium secondary school are the sample of the study. The researcher used simple random sampling technique (Lottery Method) to select the sample.



Tools for Research

The standardized tool to measure Teachers Role Commitment by Dr. Meena Budhi Sagar Rathod and vocational maturity by Dr. Meena Budhi Sagar Rathod and Madhulika verma.

Major Findings and conclusions

- 1) The mean score of Role Commitment amongst Urdu medium secondary school teachers is 125.5 which show low role commitment.
- 2) The mean score of vocational maturity amongst Urdu medium secondary school teacher is 124.7 which show average role commitment.
- 3) Correlation of co efficient between role commitment and vocational maturity amongst Urdu medium secondary school teachers is 0.10 which shows negligible positive co efficiency of correlation
- 4) The mean score of factor wise score of role commitment amongst Urdu medium secondary school teachers is given below.

Factor A): The mean score or role commitment towards students is 24.3 which show low role commitment score towards students.

Factor B): The mean score of role commitment towards school

is 22.3 which show very high role commitment score towards school.

Factor C): The mean score of role commitment towards parent is 25.2 which show high role commitment score towards parent.

Factor D): The mean score of role commitment towards society is 18.7 which show high role commitment score towards society.

Factor E): The mean score of role commitment towards Nation is 19.7 which show very high role commitment score towards Nation.

Factor F): The mean score of role commitment towards profession is 17.5 which show average role commitment score towards profession.

Testing of Hypothesis

H1) The level of role commitment amongst Urdu medium school teacher is low. The calculated mean value of role commitment amongst secondary school teacher is 125.2 which when compared to the standard norm table lie in the range of below 134, describing low role commitment. Hence the above hypothesis is accepted.

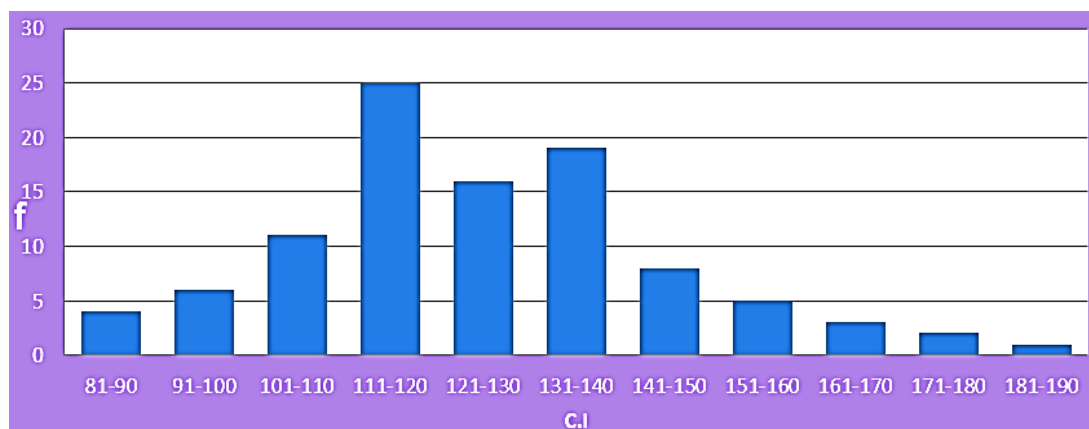


FIG 2: Role Commitment

H2) The level of vocational maturity amongst Urdu medium school teacher is average.

The calculated mean value of vocational maturity of Urdu medium secondary school teacher is 124.7 which lie in the

range of 104 - 136 in standard normal table describing average vocational maturity amongst Urdu medium secondary school teacher. Hence the above hypothesis is accepted.

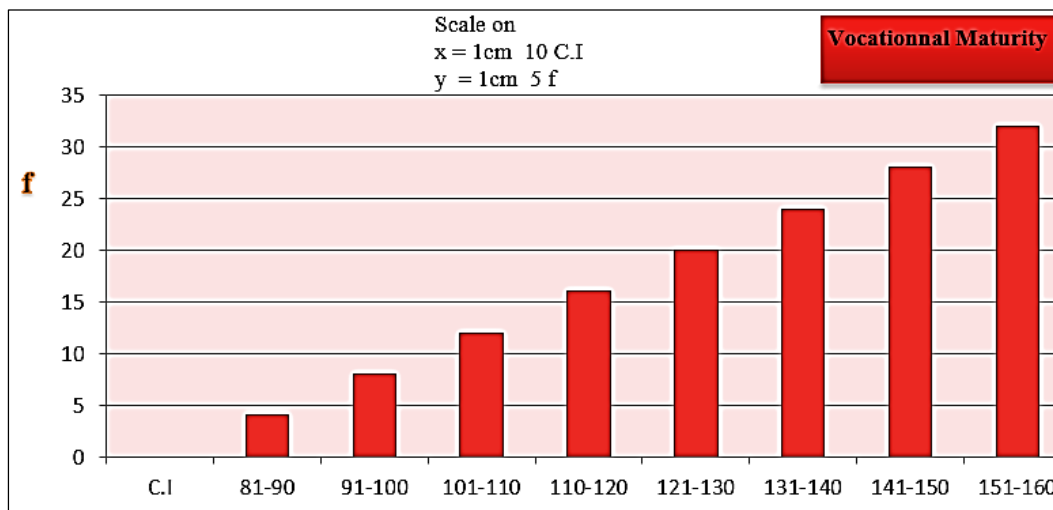


Fig 3: Distribution of Vocational Maturity Scores among Urdu Medium Secondary School Teachers

H3) There is low positive correlation between role commitment and vocational maturity of Urdu medium secondary school teachers.

The correlation of co efficient between role commitment and vocational maturity of Urdu medium secondary school teacher is 0.10. which shows negligible positive correlation hence the above hypothesis is rejected.

H4) The factor wise score of role commitment is low amongst Urdu medium school towards

(a) Students (b) School (c) Parent (d) Society (e) Nation (f) Profession.

(A) Role Commitment towards Students.

The calculated mean value of role commitment towards, students is 24.3 which when compared to the standard norm table lie in the range of 16-30 describing low role commitment towards students.

B) Role Commitment towards school.

The calculated mean value of role commitment towards school is 22.3 which when compared to standard norm table lie in the range 21-25 describing very High role commitments towards school.

C) Role Commitment towards Parents.

The calculated mean value of role commitment towards parents

is 25.2 which are lying in the range 25-32 describing high role commitment towards parent.

D) Role Commitment towards society.

The calculated mean value of role commitment towards society is 18.7 which when compared to standard norm table lie in the range 17-20 describing very high role commitment towards society.

E) Role Commitment towards Nation.

The calculated mean value of role commitment towards Nation is 19.7 which when compared to standard norm table lie in the range 17-20 describing very high role commitment towards Nation.

F) Role Commitment towards Profession.

The calculated mean value of role commitment towards profession is 17.5. Which when compared to standard norm table lie in the range 17-24, describing average role commitment towards profession.

The mean score of factor wise scores of role commitment towards student is low while it shows high commitment towards school and parents. The mean score of society and nation shows very high role commitment. The score of profession shows average commitment hence the above hypothesis is rejected.

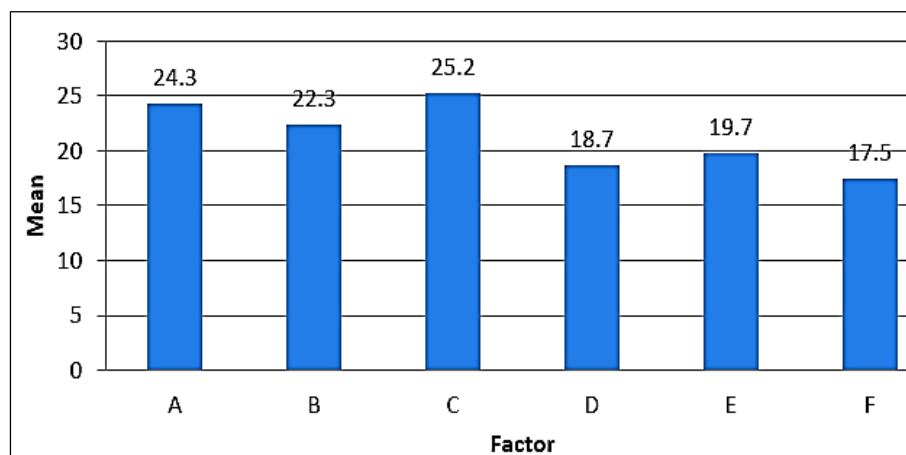


Fig 4: Mean Scores of Different Factors Influencing Vocational Maturity

x- axis: factor of role commitment y- axis: mean of role commitment

A - Role commitment towards students B - Role commitment towards school

C - Role commitment towards parents D - Role commitment towards society

E - Role commitment towards nation F - Role commitment towards profession

Suggestions

There are some suggestions for bringing about effective role commitment, efficacy and vocational maturity among teachers.

1. Teacher should always try to improve his teaching abilities, using different Innovative methods.
2. He should make his teaching more and more interesting and multi-dimensional.
3. He should consider all the students as equal and give equal opportunity to all the students for development in learning.
4. He should know his responsibilities towards his profession.
5. Teacher should stress on avoiding outdated method of teaching in school.
6. Teacher should attain refreshers courses in summer vacation or takes special teaching and adopt new technology in teaching in School.
7. Teacher should motivate the students in favorable atmosphere to take maximum participation in classroom.
8. Teacher should have mastery on the content and should be well prepared before teaching/ entering the class.
9. Teacher should get sufficient time in the school to do other school related work.
10. Teacher should make teaching child centered.
11. Teacher should be paid more according to their qualification and teaching efficiency.
12. The teacher should be trained in moral and value education.
13. The management should treat the teachers with respect.
14. Teachers should consider teaching as moral duty towards the nation.
15. Teachers should consider their teaching as a contribution towards the nation.

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