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“Impact of Variables like Self-Esteem and Self-Concept on Role Commitment of Secondary Teacher Educators Working in Private Institutions”

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Abstract

Teaching is considered as the noblest profession in the world and hence naturally it demands more commitment than any other profession. A teacher has to show commitment in a multi-dimensional aspect because the future of society and nation lies on the shoulders of a teacher. In the present age, the teachers' perform a lot of roles. Some of them are inspirer, facilitator of learning and reducer of anxiety. The main purpose of the present paper was to study the influence of academic qualification, self-esteem and their interaction on role-commitment of secondary teacher educators and the influence of academic qualification, self-concept and their interaction on role commitment of secondary teacher educators.

The sample comprises of about 212 secondary teacher educators working in private institutions of Jabalpur city, selected by employing random sampling technique. Out of all the available tools for collecting data for role commitment, the investigator opted Dr. Madhulika Verma's (2003) Teachers' Role Commitment Scale. For assessing the self-esteem of teacher educators, Rosenberg Self-Esteem Scale (RSES) was used and the data related to self-concept were assessed with the help of Self-Concept List (SCL) developed by Dr. (Mrs.) Pratibha Deo (1985). For the data collection, permission was taken from the principal of institution. Instructions given in the tool were followed. The collected data were analyzed with the help of two-way ANOVA. Role-commitment of teacher educators was independent of self-esteem and self-concept and also independent of interaction between academic qualification and self-esteem, academic qualification and self-concept.

Keywords:

Role Commitment, Self- Concept, Self -Esteem, Self Concept, Self Esteem, Teacher Educators, Teacher, Educators, Interaction, Research, Research Paper, Secondary Teacher Educators, Private Institutions, Organizations

Introduction:

In the past, the life was very simple and easy, people were not materialistic. Only respect was important for a teacher and he / she got psychological satisfaction from it. It is clear from history that in our ancient time, teacher was considered equal to the God or even higher than God. But today, life is complicated. Everybody wants a higher status in society. Teaching profession is not getting respect as much as it got in the past.

It is generally agreed that goodness of an educational programme, to a large extent, is dependent on the quality of teachers available to implement it. In the present age, the teachers perform a lot of roles. Since commitment is the basic essential element of a role, it is impossible to perform any role without commitment. Role commitment can be defined as “Role commitment of teachers is the promise or obligation of teachers' behaviour pattern accordingly mainly with pupil and own profession, school, society, parents and nation”.

To perform role completely and effectively, the teachers are expected to possess some qualities like;

- (i) Honesty towards his / her duties.
- (ii) Take interest in students.
- (iii) Care for the individuality of the student.
- (iv) Complete knowledge of the subject matter.
- (v) Good confidence level and good voice.
- (vi) Cheerful.
- (vii) Hard work.
- (viii) Optimistic thinking.
- (ix) Curious for new knowledge and experiment.

Self-esteem can be broadly defined as the overall evaluation of oneself in either a positive or negative way. It indicates the extent to which an individual believes himself or herself to be competent and worthy of living. Simply put, self-esteem is essentially one's feeling of self-competence and self-worth. Research has consistently shown a correlation between how people value themselves and the level of their commitment.

Self-concept is best conceived as a system of attitudes towards oneself. Just as a person, as a result of experiences, forms attitude which he organizes into a self-consistent system and defends against threats and attacks, so the person also forms attitudes towards himself. Self-concept consists of all the perceptions, feelings, attitudes, aspirations and values of oneself concerning oneself. Self-concept is one of the most dominating factors influencing the individual behaviour on the other hand life experience too affect the self-concept. However, since the self-concept is of greater consequence, this fact has to be admitted and the self reports as given by the teacher have to be accepted for study.

Review of Related Literature:

Review of literature puts light on different types of results on teachers' role commitment.

- Rosenhottz (1989) and Kushman (1992) in their studies put forward the relationship between teacher commitment and student's achievement.
- Marks and Louis (1997) stated that teacher commitment to the school affects pedagogical quality and student's academic performance.
- Fried (2001) supporting this idea states that there is strong connection between passionate teaching and a quality of student's learning.
- Varma (2002) studied the job satisfaction of teacher in relation to job stressors, role commitment, vocational maturity and social intelligence of teacher and found that teachers having high role commitment were found to be more job satisfied than teachers having low role commitment.
- Maheshwari (2003) revealed that majority of teachers suggested that for increasing commitment, school environment should be healthy.
- Divya (2006) studied emotional intelligence and professional achievement of teachers. Teachers are committed to various roles. They are committed to society for their development, educational awareness, to break superstitions, promote education. They are committed to learners for their all round development. Teachers are committed to their profession by updating their knowledge. They are committed to parents to make them aware of their child's progress. They are also committed to school and nation.

- Hammid Raja (2007) studied the effect of emotional intelligence on teachers' teaching aptitude.
- Nabia (2008) found that competence have a positive significant relationship with organizational commitment.
- Joshi, Suresh (2008) studied emotional intelligence and stress of teachers.
- Anari (2012) reported that there were no significant differences among high school teachers of different genders and ages concerning their organizational commitment.
- Kumar (2013) studied relationship of academic anxiety among adolescents in relation to their home environment and found that the academic anxiety and home environment scores of adolescents are correlated significantly.
- Sethi, Bhavna (2014) studied role commitment of Government and Private College teachers.
- Agrawal, Shweta (2016) studied emotional intelligence of teachers with reference to the subject.

Surprisingly, little work has been done on role commitment. For effective teaching, teachers must be committed as he / she plays the most significant role in shaping and molding the habits, manners and above all, the characters of the students who are future citizens. A little research work has been done in this area. More research work is needed.

Objectives of the Study:

The following were the objectives of this study-

- (1) To study the influence of Academic Qualification, Self-Esteem and their interaction on Role Commitment of secondary teacher educators.
- (2) To study the influence of Academic Qualification, Self-Concept and their interaction on Role Commitment of secondary teacher educators.

Hypotheses of the Study:

The following were the hypotheses of this study-

- (1)(a) There is no significant influence of Self-Esteem on Role-Commitment of secondary teacher educators.
- (b) There is no significant influence and interaction of Academic Qualification and Self-

Esteem on Role Commitment of secondary teacher educators.

- (2) (a) There is no significant influence of Self-Concept on Role Commitment of secondary teacher educators.
- (b) There is no significant influence and interaction of Academic Qualification and Self-Concept on Role Commitment of secondary teacher educators.

Methodology of the Study:

For the data collection, permission was taken from the Principal of institution; instructions given in tool were followed. After collecting the data from one institution, data was also collected from other institutions and the same procedure was followed.

Sample:

The sample comprised of about 212 secondary teacher educators selected by employing random sampling technique. The sample was taken from private institutions of B. Ed. course, operating in Jabalpur city.

Tools:

Out of all the available tools for collecting data for role commitment, the investigator opted for the Role Commitment Scale developed by Dr. Madhulika Varma (2003). The reason for selecting this particular tool was that out of all the available tools, this was the only one pertaining to the study undertaken by the investigator. In this study, the investigator had taken secondary teacher educators into consideration. Therefore, the tool developed by Dr. Madhulika Varma (2003) is suitable as per the requirement of the study. The Role Commitment Scale (RCS) consisted of fifty eight items related with different role played by teacher in six areas, i.e. student, parents, school, society, nation and own profession. The split half correlation is 0.879 and test retest correlation is 0.843. Scoring was done by scoring key provided in the manual.

For assessing the self-esteem of teacher educators, Rosenberg Self-Esteem Scale (RSES) was used. Items of the RSES were answered on a 4-point scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Self-Concept of teacher educators was measured by the Self-Concept List (SCL). It was developed by Dr. (Mrs.) Pratibha Deo (1985). The SCL is based on the self-reporting technique and is available in both forms, the check-list as-well-as the rating scale. Reliability was estimated by text re-test method. The coefficients of correlation ranged from 0.62 to 0.86 (N ranging from 65 to 70). SCL gives a stable and reliable measure of self-concept.

Technique of Data Analysis:

The collected data were analyzed with the help of two-way ANOVA (Analysis of Variance).

Analysis and Interpretation:

(01) Influence of Academic Qualification, Self-Esteem and their interaction on Role Commitment:

On the basis of academic qualification, the group was divided into two groups, viz. science background trained educators and non-science background trained educators. On the basis of self-esteem, the group was divided into two groups, viz. high self-esteem and low self-esteem. The results are given in Table-01.

Table-01

Summary of 2 x 2 Factorial Design ANOVA for Role Commitment

Source of Variance	df	SS	MSS	F - Value
Academic Qualification (A)	1	16.63	16.63	3.975
Self-Esteem (B)	1	13.92	13.92	1.324
A x B	1	8.87	8.87	2.212
Error	208	727.05	7.451	
Total	211	755.58		

(1.1) Influence of Self-Esteem on Role Commitment:

From Table-01, it can be observed that the F - Value for self-esteem is 1.324, which is not significant. So, it can be inferred that the self-esteem did not significantly influence the role commitment. Hence, the null hypothesis “There is no significant influence of self-esteem on role commitment of secondary teacher educators” is not rejected.

(1.2) Influence and interaction of Academic Qualification and Self-Esteem on Role Commitment of secondary teacher educators:

From Table-01, it is evident that the F-Value for the interaction between Academic

(02) Influence of Academic Qualification, Self-Concept and their interaction on Role Commitment:

There were two categories of self-concept. These were Self-Concept Clarity (SCC) and Self-Concept Differentiation (SCD). The results are given in Table-02

Table-02

Summary of 2 x 2 Factorial Design ANOVA for Role Commitment

Source of Variance	df	SS	MSS	F – Value
Academic Qualification (A)	1	0.427	0.427	0.572
Self-Esteem (B)	1	13.75	13.75	3.774
A x B	1	2.88	2.88	0.761
Error	208	298.83	2.748	
Total	211	321.54		

(2.1) Influence of Self-Concept on Role Commitment:

From Table-02, it can be observed that the F-Value for self-concept is 3.774, which is not significant. So, it can be inferred that the self-concept did not significantly influence the role commitment. Hence, the null hypothesis “There is no significant influence of self-concept on role commitment of secondary teacher educators” is not rejected.

(2.2) Influence and interaction of Academic Qualification and Self-Concept on Role Commitment of secondary teacher educators:

From Table-02, it is evident that the F-Value for the interaction between academic qualification and self-concept is 0.761, which is not significant. In this context, the null hypothesis “There is no significant influence and interaction of academic qualification and self-concept on role commitment of secondary teacher educators” is not rejected.

Major findings of study:

The following were the findings of this study-

(i) Role Commitment was independent of Self-Esteem and Self-Concept of secondary teacher educators.

(ii) Role Commitment of secondary teacher educators was found to be independent of interaction between Academic Qualification and Self-Esteem, Academic Qualification and Self-Concept.

Discussion:

From the findings of the present study, we can say that the secondary teacher educators who are working in private institutions, whether or not they possess high self-esteem or low self-esteem, have same extent of role commitment. Reasons for this may be that self-esteem is the personal feeling of self-acceptance, self-realization, self-adoration and self-respect, which is independent of factors like appreciation, condemnation, appraisal / evaluation etc. done by others. Therefore, there is no influence of low or high self-esteem on a teacher who is committed towards his / her role.

In the same way, both of the secondary teacher educators, one having self-concept clarity and the other having self-concept differentiation, are not different in the level of role commitment. Self-concept consists of all the perceptions, feelings, attitudes, aspirations and values concerning one, possessed by oneself. In this research work, secondary teacher educators have been taken into consideration, and all of these educators are trained. Before teaching B. Ed. course, they are given training on how to teach the subject matter, due to which this self-concept gets already developed, and that's why they remain committed towards their roles. These teacher educators, when trained for a significantly long span of time, using adequate tools and under proper guidance, in an appropriate environment, then the role commitment remains no more an optional behaviour for them, but rather becomes a routine or habit, since it gets deep rooted in their behaviour due to the aforementioned training. In that case, neither the surrounding environment nor the self-esteem and neither the self-concept can influence these teacher educators emotionally, as they are no more driven by these factors, but are rather driven by their sense of duty and habit, just like that of a doctor who doesn't need to get emotionally involved with his patient to treat him, but treats him out of his sense of duty or role commitment. The other driving forces are salary, liabilities of family, supervision, organizational climate, job insecurity in private organizations and desire to excel or to get promoted.

Salary, the prime driving force behind role commitment in any occupation, plays no different role in case of teaching. Today, when people are opting for a profession in teaching more as a means of livelihood than as a social service, salary remains the main driving force in teaching.

Liabilities of family, the mother of necessity for a good salary, is another major driving force behind role commitment. The sense of responsibility towards family and being an earning member for the family, makes a teacher educator remain committed towards his / her role as a teacher.

A vigilant supervision also keeps a teacher educator committed to his / her role. The better the supervision, the more committed are the supervised towards their roles. Organizational climate has a great influence on the role commitment of teacher educators. A climate where the dreams of a teacher educator can thrive and gets realized, certainly keeps him / her committed to his / her role. This satisfies the intellectual hunger of the teacher educator, which is essential for all-round development of a teacher educator, and for strengthening his / her role commitment.

Another major cause behind role commitment is job insecurity in private organizations. The teacher educators know that if they do not remain committed to their roles and do not perform well consistently, they may lose their jobs, which is a big stake in this era of cut-throat competition and unemployment. Thus, this insecurity or fear of losing job becomes yet another major driving force behind role commitment.

The last but not the least, the desire to excel and get promoted, and thereby remaining ahead of others in competition, plays a major role in role commitment.

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