



Research Paper

Commitment of Elementary School teachers in teaching English in relation to gender and area with reference to Barpeta District: A study

Himalinee Bezbaruah

Research scholar, MGU

ABSTRACT: *The involvement of teachers in promoting the quality of the students are completely depends upon the commitment of the teachers. A teacher might be a successful one who is highly committed towards the learners. The present study is conducted to study the commitment of the Elementary school teachers of Barpeta district in relation to Gender and Area. The study comprises of 200 samples of Upper primary school teachers, teaching in English; 100 from Rural and 100 from Urban Area. Commitment scale is used to analyse the data collected in the study. This study reveals that all the upper primary teachers are extremely high committed in teaching the subject English.*

KEYWORDS: *Commitment, Elementary School, Teaching, Gender, Area*

Received 25 April, 2021; Revised: 06 May, 2021; Accepted 08 May, 2021 © The author(s) 2021.

Published with open access at www.questjournals.org

I. INTRODUCTION:

Teaching of English is not an easy process. It needs proper processes, ways, methods, approaches, styles, techniques and strategies which can improve the quality of teaching English. A special place has been occupied by English as a library language and it is the window to the modern world. It can strengthen the quality of education for which one can stand bravely if he or she can speak English. All teachers who teach English should have basic proficiency in English. Teaching of English depends completely upon the appropriate situation of the classroom to use the skills and the knowledge of the English teacher. The elementary education is the basic foundation of any educational system. It highlights the development of a nation in all the fields of education. Therefore, the teachers should have commitment to teach the language. Commitment is one of the covetable specialities of the teacher. It appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional commitment, teachers' face the constant danger of burn out is an increasingly intensified work environment (Nias, 1996). The involvement of teachers in promoting the quality of the students are completely depends upon the commitment of the teachers. In the teaching learning process the influence of teacher is always on student. It is evident that teachers are the main influential body in the achievement of the students. Through the commitment of the teacher the work is reflected. Teacher commitment has been identified as one of the most critical factors in the success of education (Huberman, 1993). An effective teacher should have the commitment to teach efficiently. Commitment points out the active participation in the teaching or any other profession. A teacher, who is committed to the teaching profession, must be effective and competent. Reys (1989) identified that a committed teacher is likely to be more hard working, less tardy and less inclined to leave the workplace to devote more time to extracurricular activities to accomplish the goals of the organization and to behave and act upon the goal of the schools (Thien Mee Lei, 2015). According to Longman Dictionary of contemporary English gives the following conception about the word commitment.

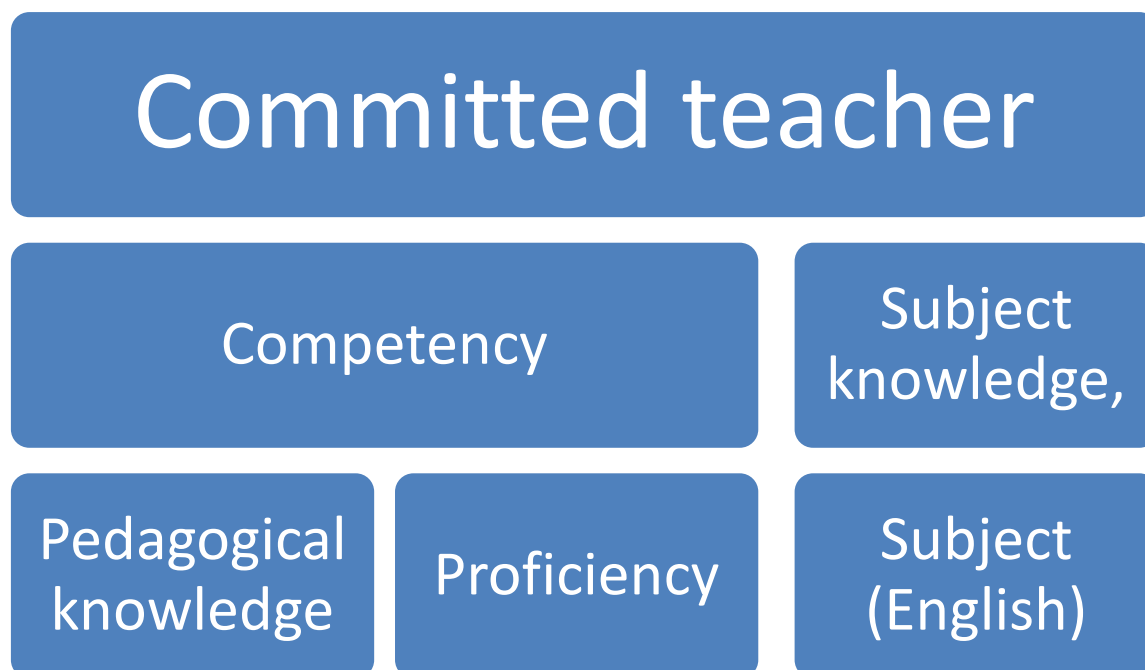
- Commitment is a promise to do something or behave in a particular way.
- It's a hard work and loyalty that someone gives to organisation activity etc.
- Something that you have previously arranged to do at a certain time and which prevents you from doing anything else at that time.

According to Webster's New World Dictionary (1979), "commitment is referred to as pledging or binding of one self, in continuing a course of action." It is a promise or give to a particular principle, person or plan of action. NCTE emphasizes the need for the quality education in relation to competency based and commitment of teachers. If the teacher is highly committed in the profession he or she will be active in his or

her work. At school level commitment of the teacher is one of the influential aspects. An English teacher, who has the commitment to teach English, is highly effective. A.P.J Abdul Kalam (2002) said that commitment is a crucial quality for those who want to reach the very top of his profession. Teacher commitment is essential to quality teaching and it includes the commitment to the school, students, teaching profession, professional knowledge and career (Crosswell and Elliott, 2004). Cleap (2001) classified commitment into following four domains as a) commitment to school b) commitment to teaching work c) commitment to work group and d) commitment to teaching profession(Choudhury Geetanjali(2018).

A committed teacher always engages his students with the new strategies and techniques in teaching. The present study focuses on the commitment of the upper primary teachers in teaching English. Commitment is the psychological attachment of the teacher in teaching. The future of the students is on the hands of the teachers. Hence, it is needed to improve the relations among the teachers, among the teacher and the students and among the teacher and the principal. In English teaching the commitment, dedication, and active involvement of the teacher make teaching learning effective. In any work the strength of the school depends on the teacher (Reymond B. Fox, 2015). Therefore, he should be committed to his work of teaching. Teacher commitment is an essential quality and it includes to the commitment of School, students, professional knowledge, teaching professions and career (Crosswell and Elliot, 2004)

In the classroom the English teacher must have commitment towards the learners and the subject teaching in the classroom. The conceptual understanding is that commitment depends upon the professional knowledge and the competency of the teacher. A competent teacher has the commitment to the learners, society, profession, excellence, human values and teaching the subject areas. If the teacher has the current pedagogical knowledge on the subject then he must have commitment towards the learners and the subject. An English teacher should have the subject proficiency to teach effectively. So, the proficiency in teaching English, competency and commitment are related to each other. Commitment also has the relationship with the academic achievement of the learners.



II. REVIEW OF RELATED LITERATURE:

Nias (1981) conducted a study on the relationship of commitment with the motivation. The commitment of the primary teachers were studied and assessed in the study. 250 numbers of primary teachers of Sikkim were selected as sample of the study. Among them 120 were female and 130 were male teachers. Gender wise commitment of the teachers was assessed in the study. It was found in the study that those who were highly motivated had the commitment to their profession. They were emotionally committed to their work. There was no effect of gender on the commitment of the teachers in teaching.

Abdul Raheem (2009) conducted a study on the commitment of English teachers in Tulkarm district. The main objective of the study is to determine the level of secondary English language teachers commitment in public schools and its relationship to students' academic achievement in Tulkarm district. In this study teachers' commitment was studied in four domains: a) commitment to school. b) Commitment to teaching work. C)

Commitment to teaching occupation. D) Commitment to work group. It was found in the study that teachers' commitment was satisfactory in general. It means that the English teachers were committed to their job. There were no significant differences in the level of school commitment of secondary English language teachers among the four domains and there was a positive significant relationship between teachers' commitment and academic achievement of the students.

Varandani, Shalini(2016) conducted a study on professional commitment of secondary school teachers in Vadodara district. In the study it was found that gender of teachers affects professional commitment. Medium, location and qualification does not affect commitment of the teachers and experience, cast and job satisfaction affects the commitment of the teachers, it was also found that teachers who are more involved in decision making process are more committed. It was discussed that Professional commitment is a crucial factor in the field of education.

Suman Lata and Sharma, Surendra Kumar (2016), focused on the professional commitment and teachers effectiveness of elementary school teachers. The study also revealed that demographic variable i.e., gender has significant effect on teacher commitment exerts a significant effect on the teacher effectiveness of elementary school teachers. The results of the study also indicated that high professionally committed teachers are better in their effectiveness than low professionally committed teachers. They feel greater responsibility of teaching. Teachers' effectiveness scale and commitment scale are used in the study.

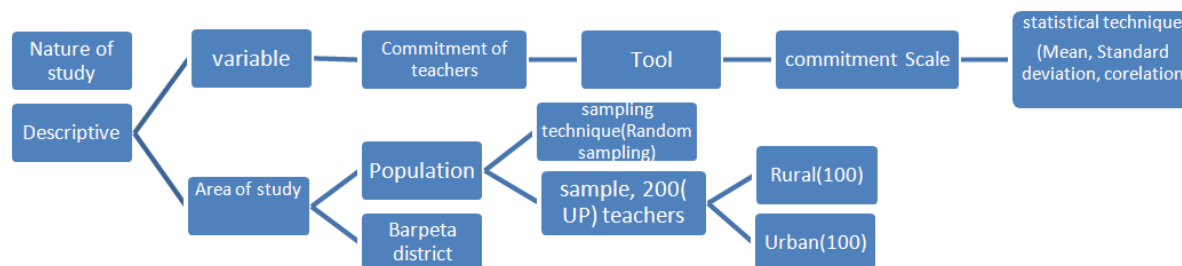
Altun, Mustafa (2017) emphasized on the commitment of the teachers in school based activities in an article published in an international journal. The study explores the role of teacher commitment in student achievement. Commitment is a psychological attachment to an organization in which people give their loyalty to its values and goals. Commitment is one of the most critical factors of effective teaching. Commitment to teaching profession allows teachers to change their teaching practices to facilitate in the classroom. It is also said that commitment is a motivational force that inspires teachers to invest more time and energy in student achievement. It promotes teaching profession, work performance, school, and promote student achievement.

Marak (2018) conducted a study on commitment and envisaged that commitment makes teaching learning effective. There are some factors of affecting professional commitment which are organizational commitment, professional and organizational conflict, Organization at the entry or socialization stage, monetary benefits and employee services in the government and private organizations. The main objective of the study was to study the Professional Commitment of Upper Primary School Teachers across Geographical Location, School Type, Gender, Training Status and Experience. The sample of the study was all the upper primary teachers of East and North Garo Hills. The tools for the study was the professional commitment scale for teachers by Kaur, Ranu & Brar (2011). It was found in the study that the analysis of data obtained from the upper primary school teachers on the basis of professional commitment that the east and north hills districts differ significantly on the total professional commitment as well as on maximum of its dimensions which are commitment to the learner, to the society, to achieve excellence. The trained and untrained teachers differ significantly on the total professional commitment and two of its dimensions commitment to the society and commitment to basic values and that the untrained upper primary school teachers have exhibited higher professional commitment than their trained counterparts.

Objectives of the study: To study the commitment of the upper primary school teachers, teaching in English.

Design and Methodology: Descriptive method is used in the present study. The population of the study comprises of all the Government upper primary English teachers existing in Barpeta District. In Barpeta district there are 170 upper primary schools, 133 M.V schools and 252 composite schools which formed the population of the study. The random sampling technique is used in the present study to select the sample.

Research design:



Population: All the teachers teaching the subject English in the Upper primary schools of Barpeta district comprises the population of the study.

Sample : The sample for the present study happens to be 100 each from urban and rural area of Barpeta district.

Tool: Commitment scale for teachers developed by Dr. Ravinder Kaur, Dr. Sarbajit Kaur Ranu and Mrs.Sarvajeet Kaur Brar has been adopted in the present study.

Analysis:

General Information of teacher respondents

General information about teachers is presented in Table 1.

Table 1 Information regarding respondents (Barpeta District)

Particulars	Location	Number of Respondents	%
Gender	Male	92	46
	Female	108	54
Number of Teachers	2	13	6.5
	3	178	89
	4	10	5
Qualification of Teachers	B.A	58	29
	B.A B.Ed	33	16.5
	B.A, D.El.Ed	1	0.5
	M.A	57	28.5
	M.A, B.Ed	50	25
	M.A, D.El.Ed	1	0.5
Experience of Teachers	1-5	15	7.5
	6-10	82	41
	11-15	54	27
	16-20	26	13
	21-25	22	11
	26-30	1	0.5

a) Gender

46% of teacher respondents found to be male members and 54% are female respondents.

b) Number of Teachers with respect to Number of Schools

In 89% of the schools there are 3 numbers of teachers; in 6.5% of schools there are 2 numbers of teachers and in 5% of schools there are 4 numbers of teachers.

c) Educational qualification

Educational qualification of the teacher respondents under consideration happened to be Graduates/Post Graduates; Graduates/Post Graduates without professional qualification or Graduates/Post Graduates with professional qualification. 29% are simple graduates; 28.5% are Post Graduates; 17% are graduates with B.Ed./D.El.Ed.; 25.5% are Post Graduates with B.Ed./D.El.Ed. qualifications.

d) Teaching Experience

Teaching experience varies from minimum 2 years to maximum 27 years of the respondent teachers. 41% of the respondents found to possess 6-10 years of teaching experience.

Commitment of the upper primary teachers in teaching English

The score in the Commitment Scale ranges from 45-265, and the obtained range of Teacher Commitment raw score ranges from 203-257. The calculated mean score of teacher respondents is found to be 223.92 which is above the scale mean (shown in table 2).

Table 2 Mean and SD for the teacher Commitment

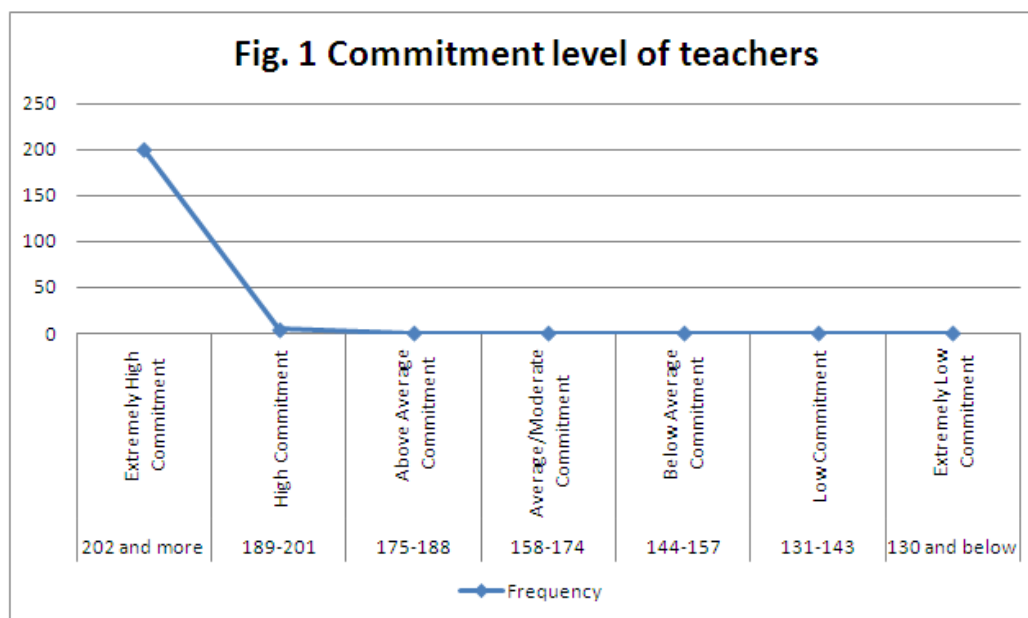
Commitment	N	Mean	Std. Deviation
Teachers Commitment	200	223.92	12.283

From table it is evident that all the teacher respondents are found to be Extremely High Committed Teacher. Thus, it is evident that all the teacher respondents fall under the highest level in terms of commitment for the subject English in the elementary schools.

Table 3 Level of Professional Commitment of Teacher

Range of Raw Scores	Range of z-cores	Level of Professional Commitment	Frequency
202 and more	+2.01 and above	Extremely High Commitment	200
189-201	+1.26 to + 2.00	High Commitment	0
175-188	+0.51 to +1.25	Above Average Commitment	0

158-174	-0.50 to 0.50	Average/Moderate Commitment	0
144-157	-0.51 to -1.25	Below Average Commitment	0
131-143	-1.26 to -2.00	Low Commitment	0
130 and below	-2.01 and below	Extremely Low Commitment	0
Total			200



Commitment of teachers in teaching English in context to Gender

The calculated mean scores of teacher respondents on Teacher Commitment Scale are found to be 224.17 for male and 223.63 for female which is above the scale mean (shown in table 4).

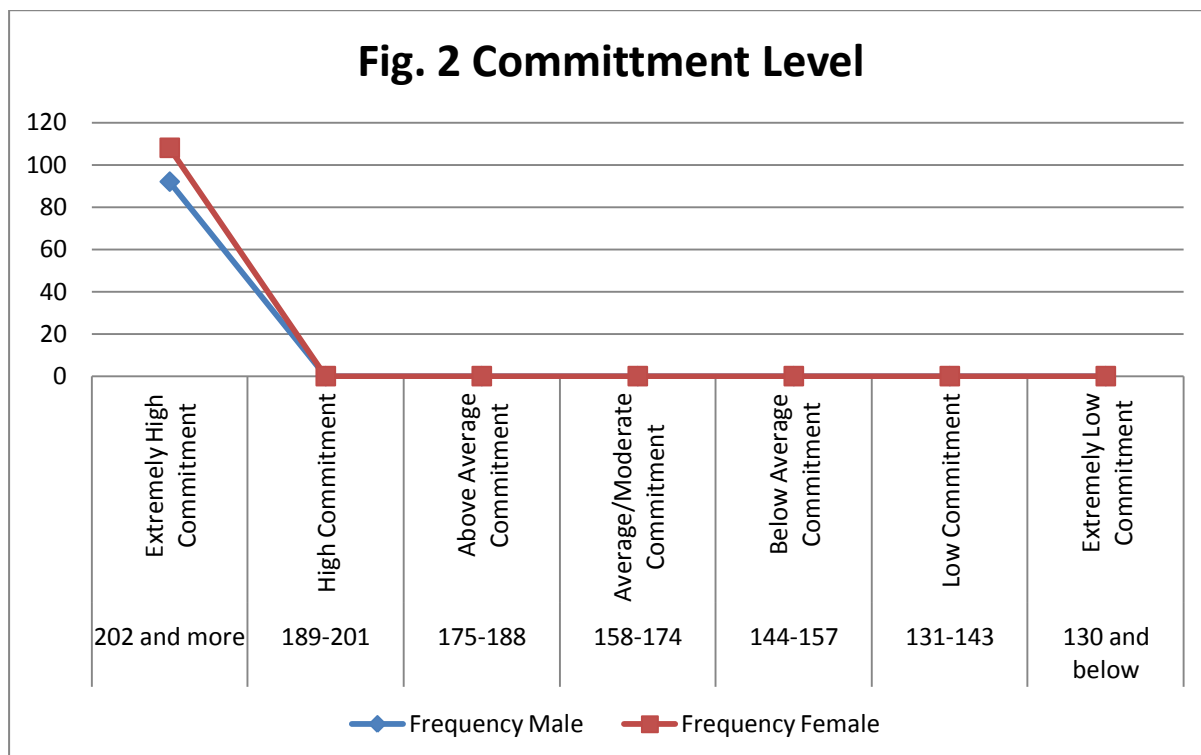
Table 4 Mean and SD for the teacher Commitment

Gender	N	Mean	Std. Deviation
Male	92	224.1759	12.22517
Female	108	223.6304	12.41031

99.5% among the male and 98.5% among the female teacher respondents are found to be Extremely High Committed Teacher for the subject English in the elementary schools as evident from table 5.

Table 5 Level of Professional Commitment of Teacher

Range of Raw Scores	Range of z-cores	Level of Professional Commitment	Frequency	
			Male	Female
202 and more	+2.01 and above	Extremely High Commitment	92	108
189-201	+1.26 to + 2.00	High Commitment	0	0
175-188	+0.51 to +1.25	Above Average Commitment	0	0
158-174	-0.50 to 0.50	Average/Moderate Commitment	0	0
144-157	-0.51 to -1.25	Below Average Commitment	0	0
131-143	-1.26 to -2.00	Low Commitment	0	0
130 and below	-2.01 and below	Extremely Low Commitment	0	0
Total			333	267



Dimension wise Commitment of the teachers of teaching English

The mean score of teacher respondents is found to be in the order of highest to lowest for the dimensions of Commitment of teacher.

Commitment to English Teaching > Commitment to learner > Commitment to society > Commitment to basic human value > Commitment to Profession > Commitment to attain excellence

For each of the dimension the Mean and SD are shown in Table 6. The mean for Commitment to English Teaching is highest and the lowest is for Commitment to attain excellence.

From the mean scores it is evident that the teacher offers more priority to English Teaching.

This is followed by Commitment to learner; Commitment to society; Commitment to basic human value; Commitment to Profession; and Commitment to attain excellence.

Table 6 Mean and SD for the dimensions of Commitment of teacher

Dimensions	N	Mean	Std. Deviation	Rank order
Commitment to learner (CTL)	200	38.82	2.369742	II
Commitment to society (CTS)	200	37.66	2.208799	III
Commitment to profession (CTP)	200	35.18	2.906862	V
Commitment to attain excellence (CTE)	200	34.82	2.813749	VI
Commitment to basic human value (CTBHV)	200	35.315	3.079479	IV
Commitment to English Teaching (CTET)	200	42.02	2.342442	I

There exists significant positive correlation between the dimensions of Commitment of teacher CTL – CTS; CTL – CTP; CTL – CTE; CTL – CTBHV; CTL – CTET; CTS – CTP; CTS – CTE; CTS – CTBHV; CTS – CTET; CTP – CTE; CTP – CTBHV; CTP – CTET; CTE – CTBHV; CTE – CTET; CTBHV – CTET as shown in the correlation matrix (Table 7).

Table 7 Correlation Matrix

Dimensions	CTL	CTS	CTP	CTE	CTBHV	CTET
CTL	1	.604**	.791**	.669**	.506**	.364**
CTS	.604**	1	.523**	.488**	.261**	.131
CTP	.791**	.523**	1	.679**	.561**	.480**
CTE	.669**	.488**	.679**	1	.528**	.322**
CTBHV	.506**	.261**	.561**	.528**	1	.445**
CTET	.364**	.131	.480**	.322**	.445**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Commitment of the teachers for teaching English in Rural and Urban Area

The mean score of teacher respondents is found to vary in the order of highest to lowest for the dimensions of commitment of teacher in urban and rural area.

Urban area

Commitment to English Teaching > Commitment to learner > Commitment to society > Commitment to basic human value > Commitment to Profession > Commitment to attain excellence

Rural area

Commitment to English Teaching > Commitment to learner > Commitment to society > Commitment to Profession > Commitment to basic human value > Commitment to attain excellence

For each of the dimension the Mean and SD are shown in Table 8.

Table 8 Mean and SD for the dimensions of Commitment of the teacher

Dimensions	Urban Area (N= 100)			Rural Area (N= 100)		
	Mean	Std. Deviation	Rank order	Mean	Std. Deviation	Rank order
Commitment to learner (CTL)	38.96	2.365	II	38.68	2.378	II
Commitment to society (CTS)	38.06	1.757	III	37.26	2.529	III
Commitment to profession (CTP)	35.23	3.171	V	35.13	2.631	IV
Commitment to attain excellence (CTE)	34.98	2.832	VI	34.66	2.801	VI
Commitment to basic human value (CTBHV)	35.75	3.517	IV	34.88	2.512	V
Commitment to English Teaching (CTET)	41.53	2.560	I	42.51	1.997	I

III. FINDINGS:

1. The calculated mean score of teacher respondents is found to be 223.92 which is above the scale mean. All the teacher respondents are found to be Extremely High Committed Teacher.
2. 99.5% among the male and 98.5% among the female teacher respondents are found to be Extremely High Committed Teacher for the subject English.
3. The dimensions of Commitment of teacher follows the order Commitment to English Teaching > Commitment to learner > Commitment to society > Commitment to basic human value > Commitment to Profession > Commitment to attain excellence.
4. There exists significant positive correlation between the dimensions of Commitment of teacher.
5. The mean score of teacher respondents is found to vary in the order of highest to lowest for the dimensions of commitment of teacher in urban and rural area. There is a ranking order variation with regard to the dimensions - Commitment to basic human value and Commitment to Profession

IV. CONCLUSION:

Quality of the students learning largely depends upon the commitment of the teachers. Teachers' work gets reflected through their commitment. Effectively engaging the students rests on commitment of the teachers in application of strategies and techniques in teaching. This study reveals that all the upper primary teachers are extremely high committed in teaching the subject English. Nias (1981); Raheem (2009); Lata and Sharma, (2016); Marak (2018) all dealt with the commitment of the teachers and the studies are in tune with the present study. Both the genders are found to be highly committed to their profession which contradicts with the study conducted by Shalini (2016). Also, the present study revealed that there exists significant positive correlation between the dimensions of Commitment of teacher which conforms the study conducted by Altun (2017). Thus, the educational implication follows that commitment of the teachers towards teaching of English subject merits top priority followed by commitment to learner.

REFERENCES:

- [1]. Abdul Salam Jameel Mohammad Abdul Raheem (2009), *The Level of Commitment and its Relation to Students' Achievement as Perceived by English Language Teachers in Public Schools in Tulkrum District*, Dissertation, an-Najah National University, Nablus, Pelestine
- [2]. Choudhury Geetanjali (2018), *Professional Commitment of Teacher Educators in Relation to Institutional Climate a study on the B.Ed colleges affiliated to Gauhati University*, Thesis, Gauhati University
- [3]. Crosswell L., & Elliot B. (2004) *Committed teachers, passionate teachers the dimension of passion associated with teacher commitment and engagement(proceedings)* AARE conference, Melbourn Astralia.
- [4]. Fox B. Reymond, (2015), " *The Committed Teacher*" ,Head, Deptt of Education Northern Ellieis university De Kalb
- [5]. Huberman M.(1993), *The lives of teacher*, London,Cassell villiersa house.
- [6]. Kalam, A.P.J (2005) Address to the nation on 5th Sep, 2005, <http://www.presidentofindia.nic.cin/scripts>.

- [7]. Lata, Suman & Sharma, Surendra Kumar (2015), *Teacher Effectiveness of Elementary school teachers in relation to Gender and Professional Commitment*, SJIF 2015:5.403 www.srjis.com
- [8]. Lawrence, R.Jauch, William zf Gluecknd Richard N. Osborn(1978) “*Organisational loyalty, professional commitment and academic research productivity.*” *The academy of management* 2191 page84-92
- [9]. Longman Dictionary of contemporary English(1978)
- [10]. Marak Aldrin B.(2018), “*Professional Commitment in relation to Work Motivation, Job Satisfaction and self efficacy of elementary school Teachers*” North Eastern Hill University, Shillong, Meghalaya
- [11]. Mustafa, Altun (2017), *The Effects of Teacher Commitment on student Achievement, international journal of social sciences*, ISSN 2520-0968, vol 3, No 3
- [12]. Nias, J. (1981), *Commitment and Motivation in School Teachers Educational Review*, 33(3),181-190
- [13]. Nias, J. (1996), *Thinking about feeling, The emotions in teaching*, Cambridge journal of education vol 26(3), pg 131-190
- [14]. Reyes(1989) *Organisational commitment to teachers*. pg 91
- [15]. Thien Mee Lei, Nordin Abdul Razak , (2014), “*Validating Teacher Commitment Scale Using a Malaysian Sample*”
- [16]. Varandani, Shalini (2016), *A study of professional commitment of secondary school teachers in Vadodara district*, Maharaja Sayajirao University of Boroda..
- [17]. Webster’s New World Dictionary(1979)