

# STUDY OF ROLE COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER, TYPE OF SCHOOL, AND TEACHING EXPERIENCE

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## Abstract

The current study aims to explore the influence of gender, type of school and teaching experience on role commitment (RC) among 600 teachers of secondary school. The teacher's Role Commitment Scale has been employed for the study as manifested by role commitment scale of teachers (Rathod and Varma). The finding indicates that male secondary school teachers are less committed than their female counterparts, but government-private teachers have no significant difference in their commitment, both groups showing average levels of commitment. Regarding role commitment (RC), there is a notable disparity in the mean scores between teachers in secondary school having experience over or less than 15 years. There exists no substantial interaction effect of a three-way interaction (gender × teaching experience × type of school) concerning RC. After analyzing the results of findings, some suggestions have been provided to improve the RC.

**Keywords:** Role commitment, Teaching experience, Secondary school

## 1. INTRODUCTION

Teaching is a challenging and multifaceted profession that requires maintaining energy and enthusiasm over time. To do so, teachers need to remain dedicated to their roles (Day, 2000). The concept of "role commitment" (RC) merges two components: "role" and "commitment." The "role" signifies the expectations society places on someone occupying a specific position within the social framework. It involves the behaviors expected from an individual in performing their duties and acting according to their given status. In essence, a role encompasses a set of socially anticipated behaviors, including both the duties and privileges tied to a particular position within a group. A teacher plays the roles of a husband or wife, worker, parent, and a good citizen. When we describe the function of teachers, after all, we would refrain from dealing with the many roles inhabited by teachers as persons, but instead, we shall focus on various roles occupied by persons as teachers. So, various researchers have discussed only the role of the teacher related to pupil, school, society, parents, and nation. The teacher should impart knowledge, values, skills, competencies, balanced emotions, discipline, and guidance to the students to attain the goals of education and the betterment of pupils. In accordance with certain conventions and customs, the behavioral pattern of the teachers reflects their roles.

The role of a teacher is considered a dynamic element of their profession. It can be described as the ongoing process of instructional activities carried out by an individual within an educational context. Commitment refers to the recognized duty to promise, pledge, or undertake a task. Commitment means becoming immobilized to the best of one's potential as well as knowledge and knowing how the individuals up-to-date their performance. Commitment is the act of binding yourself to a course of action. In education, commitment is the most important quality of teacher's character and performance. The RC has become extremely important in schooling around the world. It is regarded as a natural component of the teaching profession. In other words, RC is not only a philosophical requirement but also an unavoidable necessity and an inevitable demand of the dynamic modern society. The review of studies shows that RC is affected by demographic factors such as teaching experience, gender, type of school, etc. Boylan and McSwan (1998) identified a significant positive relationship between teaching experience and role commitment. Their study indicated that commitment levels varied notably with age, with older teachers demonstrating higher levels of commitment compared to their younger counterparts. Joffres and Haughey (2001) identified a relationship between various teacher characteristics—including age, education level, gender, years of experience, length of tenure, and career stage—and their commitment levels. Abler (2002) demonstrated a positive correlation between teachers' organizational commitment and factors such as teaching efficacy, academic achievement indicators, and experience. The study recommended that school administrators and policymakers foster a supportive environment for committed teachers to enhance their effectiveness. Mishra (2011) reported that male teachers showed a higher level of commitment compared to female teachers. Kaur (2012) found that teachers with high role commitment were more effective than those with low commitment, and observed a significant difference in role commitment between male and female secondary school teachers. Kaur also revealed a similarity in the levels of commitment in case of government-private teachers of secondary school. However, Kaur (2014) discovered a notable difference in role commitment

between government and private elementary school teachers. Jamal, Hasan, and Raheem (2007) indicated that male teachers exhibited greater organizational commitment than their female counterparts. Bala (2009) also concluded that male teachers were more committed than female teachers, with no significant difference between government and private school teachers. Similarly, Maheshwari (2002) observed that teachers generally had a moderate level of professional commitment, which did not vary significantly based on gender.

## 2. JUSTIFICATION OF THE STUDY

In the sphere of education, the concept of RC of teachers is now a frequently discussed topic. Committed teachers are supposed to teach in a creative manner and with a clear vision of the future of mankind. They are required to be lifelong learners of their subjects, their students, themselves, and the environment in which they must work. Teaching is not only a career to make a living for committed teachers. They are not simply technicians, communicating a comprehension of the syllabi's contents. They are deeply committed to the great purpose of education, which entails the enfoldment and development of human potentiality in such a way that civilization and culture continue to advance.

Every school needs committed teachers to achieve their aims and objectives of education as they cannot get success without efforts and commitment of teachers. The teachers, who are strongly committed to the school, can easily do their work with interest and wholeheartedly. We can also say that the teachers with a high level of commitment to their workplace put more effort into their classroom than those with a low level of commitment. Generally, it should affect students' learning and achievement standards of education in the country. When good teachers quit school, it has far-reaching implications for the education system. A significant determinant of teacher effectiveness has been found in the teacher's RC. Therefore, a comprehensive view of RC is extremely important as it will lead to qualitative improvement in the education system.

## 3. OBJECTIVES

- To examine the significant mean differences in role commitment (RC) among teachers of secondary school on the basis of (i) gender (male-female), (ii) type of school (government-private), and (iii) teaching experience (> or < 15 years).
- To assess the interactional effects (gender × type of school × teaching experience) on RC of secondary school teachers.

## 4. METHODOLOGY

A descriptive survey approach was adopted in the current investigation. This method is related to surveying, analyzing, and describing the current circumstances of any phenomenon, conditions, and relationships. In this work, the population of 600 secondary school teachers from four zones of Haryana namely, Kurukshetra, Rewari, Sonapat, and Jind was taken for investigation. The sample was obtained using multi-stage and stratified random sampling procedures.

### Instruments Used for Data

The study used the Role Commitment (RC) Scale for teachers, designed by Rathod and Varma (2003). This Scale was designed to measure the RC concerning mainly pupils, society, school, parents, profession and nation of the teachers in the light of the operational measuring of RC.

## 5. RESULTS

### To investigate the significant mean difference in RC of secondary school teachers (male-female).

Table 1 summarizes that the calculated t-value of 4.291 is significant at the 0.01 level. Additionally, the mean role RC score is  $134.64 \pm 27.348$  for male secondary school teachers and  $142.77 \pm 18.161$  for female teachers of secondary school.

**Table 1: Mean, standard deviation (SD), Standard error of difference (SED), and t-value of Secondary School Teachers (male-female) on role commitment (RC)**

Variable	Group	N	Mean	SD	SED	t-value
Role Commitment	Male	300	134.64	27.348	1.895	4.291**
	Female	300	142.77	18.161		

\*\*Significant at the 0.01 level of significance

**To investigate the significant mean difference in the RC of teachers in secondary school (government-private).**

Table 2 presents the mean RC scores for teachers in private secondary schools at  $140.51 \pm 24.623$  and for teachers in government secondary schools at  $136.90 \pm 22.317$ . The computed t-value of 1.883 indicates that it is not significant (at the 0.05 level of significance).

**Table 2: Mean, SD, SED, and t-value of teachers in Secondary School (government-private) on RC**

Variable	Group	N	Mean	SD	SED	t-value
Role Commitment	Govt.	300	136.90	22.317	1.919	1.883
	Private	300	140.51	24.623		

**To investigate the significant mean difference in RC of teachers in secondary school (> and < 15 years teaching experience)**

Table 3 displays that the t-value of 3.030 is statistically significant (at 0.01 level of significance). The mean RC score for secondary school teachers with over 15 years of teaching experience is  $135.81 \pm 25.785$ , whereas for teachers having experience below 15 years, the mean score is  $141.60 \pm 20.718$ .

**Table 3: Mean, SD, SED, and t-value of Secondary School Teachers on RC (> and < 15 years teaching experience)**

Variable	Group	N	Mean	S. D	SED	t-value
Role Commitment	>15 years	300	135.81	25.785	1.910	3.030**
	<15 years	300	141.60	20.718		

\*\*Significant at the 0.01 level of significance

**To explore the significant interactional effect (Gender × Type of School × Teaching Experience) of secondary school teachers on RC.**

Table 4 highlights the interactional effect of Type of School (Govt.-Private), Gender (Male-Female), and Teaching Experience (> and < 15 years) of secondary school teachers on RC.

**Table 4: Analysis of Variance for Role Commitment of Secondary School Teachers (2×2×2 factorial design)**

Source of variation	Sum of Squares	Df	Mean Squares	F-Ratio
Gender × Type of School	77.760	1	77.760	0.149
Gender × Teaching Experience	4035.227	1	4035.227	7.707**
Type of School × Teaching Experience	1109.760	1	1109.760	2.120
Gender × Type School × Teaching Experience	89.707	1	89.707	0.171
Error	309946.000	592	523.557	

F- Ratio at 0.01 level is 6.69 at df 1/592

\*\*Significant at the 0.01 level of significance

### Two-way Interaction

#### Gender and Type of School

Table 4 demonstrates the value of F-ratio for two-way interaction i.e. gender × type of school of teachers in secondary school on RC is 0.149, which is less than the table values (at the 0.05 significance level).

#### Gender and Teaching Experience

The analysis of the two-way interaction between gender and teaching experience, as shown in Table 4, indicates a significant interaction, with an F-value of 7.707 at the 0.01 significance level.

#### Type of School and Teaching Experience

Table 4 reveals that the mean RC scores for government-private teachers of secondary school are not differ in a significant manner. This conclusion is supported by an F-ratio of 2.120 for the interaction (teaching experience × type of school), which is below than the table value (at significance level of 0.05).

### Three-way Interaction

Additionally, Table 4 indicates that the F-ratio of 0.171 for the three-way interaction between gender, teaching experience, and type of school is not significant at the 0.05 level.

Table 5 indicates that the t-ratio for comparing the mean RC scores of male teachers with over 15 years of experience to those with fewer than 15 years is 3.541. The t-ratio for comparing male and female teachers with more than 15 years of experience is 4.624, with both results significant at the 0.01 level. In contrast, the t-ratio

of 1.233 for the comparison between male and female teachers with less than 15 years of experience, and the t-ratio of 0.286 for comparing female teachers with more versus fewer than 15 years of experience, are not significant at the 0.05 level.

**Table 5: Mean, SD, SED, and t-value of various combinations of (Gender × Teaching Experience) groups on RC of Secondary School Teachers**

Factor	Group	N	Mean	S. D	SED	t-ratio
Gender × Teaching Experience (TE)	Male having >15years TE	150	129.15	30.174	3.099	3.541**
	Male having <15years TE	150	140.13	23.017		
	Female having >15years TE	150	142.47	18.287	3.533	0.286
	Female having <15years TE	150	143.07	18.090		
	Male having >15years TE	150	129.15	30.174	2.881	4.624**
	Female having >15years TE	150	142.47	18.287		
	Male having <15years TE	150	140.13	23.017	2.390	1.233
	Female having <15years TE	150	143.07	18.090		

\*\*Significant at the 0.01 level of significance

## 6. DISCUSSION AND CONCLUSIONS

There is a notable disparity in the mean RC scores between male-female secondary school teachers, with female teachers showing a higher level of commitment. This difference may stem from female teachers often being more nurturing, kind, friendly, caring, and empathetic toward students. They typically have better listening skills and more patience, which helps them understand and address student issues, along with showing greater dedication and responsibility in their professional duties. These findings are at odds with those of Sharma (2008), who did not find significant gender-based differences in teacher commitment. Conversely, Mishra (2011) found that male teachers were more committed than their female counterparts, a conclusion also supported by Bala (2009), who reported higher commitment levels among male teachers. Similarly, Minakshi (2012) observed that male teachers were more dedicated to their schools compared to female teachers. No notable disparities in the RC mean scores between secondary school teachers working in government-private schools was discovered. This observation aligns with Kaur (2012), who found similar levels of RC among government-private secondary school teachers, as well as with Bala (2009), who noted no substantial differences in the role commitment between teachers from these two school types. However, these findings differ from Kaur (2014), who identified a significant difference in the RC of government and private elementary school teachers.

When it comes to RC, secondary school teachers with teaching experience (> 15 years) significantly outperform those having experience less than 15 years. Teachers at secondary schools with less than 15 years of experience are more dedicated than those with experience >15 years. It displays that at the start of the job, the level of commitment is high because of their loyalty and faith in the principles of the institution and the profession. This increases knowledge of their student's interests, abilities, skills and family circumstances. Also, they better know about their responsibilities for students, parents, society, nation, and profession. The results are in tune with Punia (2000) who demonstrated that teachers of varied age groups were not likewise dedicated to their work as the younger ones were more dedicated to their profession. Contrary to these findings, Boylan and McSwan (1998) discovered a positive and significant relationship between teaching experience and RC in teachers. They noted that older teachers, especially those over 40, exhibited greater commitment than younger teachers. Minakshi (2012) also found that teachers with more experience were more dedicated to their organizations compared to those with less experience. Additionally, there was no significant effect of interaction i.e. type of school × gender of secondary school teachers on their RC. When gender and teaching experience interact with one another and creates a significant influence on RC. Regarding female teachers having experience >15 years against those having experience < 15 years, there is no apparent distinction in the performance between the two groups. Also, the findings demonstrate a higher level of commitment among male teacher with teaching experience <15 years as compared to male teachers having teaching experience > 15 years. In another way, female teachers (> 15 years of experience) are more committed than male teachers (> 15 years of teaching experience). We can say that RC increases with teaching experience in female teachers rather than male counterparts. It is attributed to the fact that the female teachers are more sincere and emotionally attached to students, parents, school, nation, and their profession than male teachers. All these things increase RC along with teaching experience. The results of the two-way interaction analysis show no notable relationship between the type of school and teaching experience of secondary school teachers.

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