

IMPORTANT FACTORS AND PARAMETERS AFFECTING TEACHERS' COMMITMENT AND SCHOOL'S EFFECTIVENESS IN GOVERNMENT AND PRIVATE SCHOOLS

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ABSTRACT

As doctor is responsible to save life, a farmer is responsible to feed us, an engineer may build a bridge but a teacher is greatly responsible to build the character of an individual which will never leave him/her in the journey of life even when money, health, and people are not supportive in that condition. As education sector is a dynamic industry, here teachers need to be constantly updated with the best practices and pedagogical skills development by focusing on self-improvement and self-analysis. The high performing countries keep professional development and training program at top most priority to make their educators more valuable, demanded and give their students a value based education. It is very well said that, if employees are behaved very well in the organization in return they will give much or more in terms of both physical and emotional commitment. Corporate respect for employees is established in a wide variety of ways, including fairness in the application of company policies, such as recruitment & selection, appraisal schemes, equal distribution of rewards, opportunities for growth and development; recognition of employee needs, a clean, safe, hygienic working environment. This research paper focuses on the important factors and parameters which make teachers committed and schools effective in government and private schools in Jaipur city.

KEYWORDS: *Growth & Development, Hygienic Working Environment, Pedagogical Skills Development.*

Introduction

The education in India has a rich and exciting history. It is said that in the early days, the sages and the scholars used to communicate education verbally and the information was passed on from one generation to the other. Later on with the development of letters, it took the form of writing using the palm leaves and the barks of trees. The temples and the community centers shaped the role of schools. Later, the Gurukul system of education came into existence. The Gurukuls were the traditional Hindu residential schools of learning which were normally in the teacher's house or a monastery. At the Gurukuls, the teacher used to communicate knowledge on various aspects of the religion, the scriptures, the philosophy, the warfare, the literature, the statecraft, the medicine astrology and the history. As the education was free, the students from well-to-do families used to pay the Guru dakshina which was a desirable contribution after the completion of their studies. This system is referred as the oldest and the most effective system of education. The present system of education was introduced and founded by the British in the 20th century, by the recommendations of Macaulay. As British Government did not identify the traditional structures, so it has failed. Gandhi defined the traditional educational system as a beautiful tree which was ruined during the British rule. After independence, the education became the responsibility of the states and the Central Government, which coordinated the technical and higher education by specifying the standards. In 1964, the Education Commission started execution with some specialists in which some of them were Indian experts and some of them were foreign experts. Later in 1976, the education became a joint responsibility of both the state and the Centre through a constitutional amendment. The Education policy and planning was formulated by the central government through the

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Ministry of Human Resource Development's Department of Education and the governments at the states. In the year 1992 free and compulsory education was provided for all children up to 14 years of age. In November 1998, Prime Minister Atal Bihari Vajpayee declared setting up of Vidya Vahini Network to link up universities, UGC and CSIR. Grades-based system is now being adopted in place of general marks-based education system.

Role of Teachers in Concern of Students' Productivity in School Education

Following are the points where teachers are responsible to make their students productive:

- Teachers are role model for students. Teachers should not consider teaching as a money earning profession which not only destroy the image of themselves to be a role model but also destroy the growth and development of many lives depends on them.
- Teacher's main role is to understand students' needs, plan and organize classroom activities, encourage students to take part in different activities, motivate students to do better and better, calling for student- parents meetings to discuss the performance or discipline of the students.
- Teachers should be committed towards their profession ,by teaching their students about stress management, time management, developing positive thinking, emotional intelligence, empowerment, self-motivation, self-awareness, communication skills development within the students to increase the productivity of the students as well as school.
- Teachers should understand and highly committed in effort to improve the quality of education. A qualitative teacher is a teacher that fulfils the responsibilities to produce knowledgeable and trained workforces as well as create a national identity and in still high national spirit and integrity among our people to foster national unity

Problems and Challenges Related to Commitment of Teachers in Indian Schools

Which schools are better and on what grounds, and employees of which schools are better and on what grounds? Following are the problems which almost every school and administration of every school is facing.

- Lack of motivation and commitment among teachers and local administrators
- Problems related to Compensation, Incentives and Promotion
- Inadequate Teaching and Non-teaching Staff (lack of female teachers in rural areas,
- Irregular Classes,
- Overcrowded Classrooms,
- Poor leadership skills of Principal,
- High dropout rates,
- Inadequate infrastructure in schools,
- Unavailability of teachers in remote rural or tribal areas
- High rate of teacher absenteeism,
- Less number of teachers than required and inadequate allocation of resources on education

Research Methodology

Purpose of the Study

As the great development is being taken place in every sector of the world and it can only be possible because of commitment of employees. In today's place of work, where employees rarely expect to remain with one organization for their entire careers, firms are searching for new ways to increase the commitment of their employees. So what kind of factors or parameters is there to make teachers devoted towards their goal or task, and organization effective? By this study the reasons can be recognized that lead to positive commitment of the teachers and productivity of the schools. **Topic of the Research Paper** "Important Factors and Parameters affecting Teachers' Commitment and Schools' Effectiveness in Government and Private Schools"

Hypothesis of the Study

- H₁:** There is significant affect of factors affecting teachers' commitment in government and private schools
- H₂:** There is significant affect of parameters affecting schools' effectiveness in government and private schools

Objectives of the Research

- To find out the relevant factors which make teachers committed.
- To examine the appropriate parameters to make schools productive.
- To study the suitable measures for enhancing effectiveness of the school
- To suggest better strategies to increase teachers' as well as school's productivity at workplace

Research Type

It is revealed from thorough analysis of the literature on types of research that most of the authors have categorized research design or types as exploratory research, descriptive research and causal research and generally it is decided on the basis of information required (Malhotra, 2004; Zikmund, 2003).

Target Population of the Study

Teachers working in government and private schools in Jaipur city.

Sampling Size

60 teachers of government and private schools in Jaipur city were treated as sample size for the study.

Mean based Comparative Analysis of Factors and Parameters affecting Teachers' Commitment and School's Effectiveness in Government and Private Schools

Table 1

	Category of School					
	Government		Private		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
My tenure of services with the school.	3.42	.739	3.79	.694	3.64	.735
My Position in the School influences my commitment	3.39	.742	3.86	.684	3.67	.746
Job security in my School influences my commitment.	4.32	.617	4.18	.657	4.24	.643
Stress free work environment influences my commitment	3.89	.742	3.92	.690	3.91	.711
My marital status influences my commitment	3.25	.816	3.64	.839	3.48	.850
Effective Pay and Reward system of my school influences my commitment	2.53	.902	3.38	.955	3.03	1.022
Effective incentive Programs of my school influences my commitment	1.93	.818	2.26	.899	2.12	.881
Job satisfaction of work done by me influences my commitment.	3.88	.748	4.21	.590	4.07	.679
Workplace values of my School influences my commitment.	3.39	.814	3.90	.755	3.69	.820
Motivational policies influences my commitment	2.69	.816	3.37	.998	3.09	.985
Infrastructure facilities influences my commitment	2.88	.951	3.83	.830	3.44	.996
Emotional attachment and belongingness with the school influence my commitment	3.51	.690	4.07	.672	3.84	.733
Successful people management influences my commitment	3.38	.814	4.04	.706	3.77	.819
HR policies and procedures of my school influence my commitment	3.11	.520	3.74	.719	3.48	.716
Work life balance influences my commitment	3.17	.735	3.78	.837	3.53	.850
My interpersonal relationship with the school management and other school members	3.68	.754	4.10	.621	3.93	.708
Effective employee support programs of my school are responsible for my commitment	2.57	.796	3.21	.885	2.95	.906
Standardized training and development programs	3.11	.661	3.50	.809	3.34	.775
Proper communication and motivation	3.90	.768	4.26	.688	4.11	.742
Balanced work-load	3.71	.665	3.87	.570	3.81	.615
Average class size	3.62	.750	4.00	.509	3.84	.646
Exposure and career advancement opportunities	2.51	.909	3.41	.930	3.04	1.021
Good quality of students	2.81	.720	3.55	.751	3.24	.824
Standard of work	3.05	.820	3.79	.717	3.49	.845
Good remuneration/ compensation benefits of school	2.69	.868	3.56	.801	3.20	.934

Good record of school admission	3.22	3.435	3.88	.900	3.61	2.331
Good Board examination Results	3.73	.798	4.00	1.028	3.88	.948
Affordable school fees	4.13	.572	3.86	.565	3.97	.582
Good quality of education	3.19	.779	3.85	.710	3.58	.807
Staff retention for long term	4.03	.575	3.99	.603	4.01	.591
Good reputation of school	3.41	.656	3.97	.725	3.74	.748
Student satisfaction	3.32	.638	3.82	.718	3.62	.728
More focused on learning rather than teaching	3.34	.612	3.97	.688	3.71	.728
Good performance of school in academics	3.66	.662	4.14	.586	3.94	.663
Good performance of school in Extra-curricular activities	2.73	.797	3.63	.820	3.26	.923
Sufficient number of Teaching and Non-teaching staff	3.47	.936	4.04	.595	3.80	.805
Effective educational practices	2.91	.736	3.72	.760	3.39	.850
Better relationship with the parents	3.07	.657	3.79	.713	3.49	.775
Well satisfied team work among the employees and school management	3.68	.711	4.15	.634	3.96	.705
Goal accomplishment as per the set objectives and time	3.60	.573	4.00	.589	3.83	.613
Well organized school data base management system	3.31	.752	3.91	.622	3.66	.740
Infrastructural improvement on regular basis	2.95	.879	3.80	.750	3.45	.908
Proper governance of the management	3.34	.725	3.97	.707	3.71	.779
Betterment of school Curriculum	3.48	.560	3.87	.585	3.71	.605
Appropriate government funding	2.68	.932	2.17	.859	2.38	.924

Interpretation

It has been concluded from the calculated data that factors and parameters are very much important to make teachers of government and private schools committed and it has also been stated that the private school teachers found comparatively more committed and devoted than Government school teachers.

Conclusion

There is need for the government and school administration to be focused upon the important factors and parameters which actually make teachers committed and important measures should be adopted by them to promote good quality of education and services not only schools of urban areas but also schools of semi urban and rural areas.

Suggestions

- As education sector is a dynamic industry, teachers need to be constantly updated with the best practices and pedagogical skills development by focusing on self-improvement and self-analysis.
- Command over subject, good preparation and presentation of lesson, competencies to do the things differently and commitment to work and other extra-curricular activities not only make teachers' work productive and students' performance competitive but also responsible for the success of the school.
- Effective leadership and motivation, effective control and guidance, effective supervision, effective methodologies and practices introduced by the school administration are responsible to make school productive.
- Monetary and Non-monetary rewards such as increase in salary and wages, incentive, bonus, medical, transport facilities, promotion, job recognition, appreciation at work, proper staff training, etc. will have significant affect on school's effectiveness.
- Schools should provide e-classrooms, digital labs, language labs, and multimedia labs to increase effectiveness of the school as per the competitive scenario.
- To increase productivity ,a leader should always try to make their employees feel appreciated and give public recognition, respect and rewards as per their efficiency at work.

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