

## RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND PROFESSIONAL COMMITMENT OF HIGHER SECONDARY SCHOOL TEACHERS

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### **Abstract**

*The teacher, who is committed to the society, would create a sense of belonging among the members of the community. If this happened, there will not be any problem in mobilizing the community for raising resources at any cause. Teachers may be honored if they prove themselves to be friends, philosophers, and guides of the community they serve. The working environment plays a significant role in the professional commitment of the teacher. A safe, clean, and well-maintained school with a psychosocial climate and culture can foster school connectedness, which in turn boosts students' academic achievement and staff's professional commitment. In this study, the investigator adopted survey method. 149 higher secondary school teachers were selected for the study. Simple random sampling technique was used in this study. The sample consisted of 149 teachers, male = 69 and female=89. The school environment scale was prepared and validated by Shaju (2011(adopted)). The tool consists of 65 positive statements. Each of the items was rated on a two-point scale. Professional commitment Scale was prepared and validated by the investigator which consisted of 61 statements. After pilot study, seven items were removed, and remaining 54 statements were retained. From the findings, it is inferred that there is no significant difference between gender and locality of the school concerning the school environment. There is no significant relationship between school environment and professional commitment and of higher secondary school teachers.*

### **Introduction**

A sound and effective system of education results in the enfoldment of students' potentialities, enlargement of their competencies and transformation of their intelligence, aptitudes, interests, attitudes, and values. Recognizing such an enormous potential of education, "all progressive societies have committed themselves to the universalization of education with an explicit aim of providing quality education for all."

In a society where democracy is the way of life education it is not an ornament or luxury, but an absolute necessity. An opportunity should be given to each child irrespective of caste, creed, religion, and class to receive education according to age, ability, aptitude and aspirations. Every child will develop his personality to the fullest extent possible, and contribute to progress and prosperity of the community and the country to which he belongs.

### **Significance of the Study**

For performing the duties, school employees and teachers require effective leadership, but at the same time they need a conducive environment in the school for their proper functioning. For the overall development of students, for bringing about desirable changes in the behavior of students and making school as a means of development of community and society, good and conducive environment plays an important role. 'School Environment' here means all those conditions, resource and their integrated and interrelated activities which directly or indirectly affect the functioning of the school and professional performance and commitment of the school environment. Better is the school environment; better will be the

functioning of the school and teachers' professional commitment. In an unsuitable environment or opposing environment, the possibility of going in opposite direction becomes prominent. The quality of the school is reflected in the school environment. School environment has a direct influence on the morale and professional commitment of school teachers. Protective and positive school environment promote and motivate the teachers for their dedication and commitment.

### **Operational Definition**

1. **School environment:** It refers to the psycho-social climate of the schools as perceived by the teachers and students. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available in the schools for teaching-learning process.
2. **Professional commitment:** Professional commitment is the spirit of a teacher he/she possesses to his profession characterized by consistency, professional loyalty, professional competencies and conformity to professional standards and ethics.

### **Objectives of the Study**

1. To find out whether there is any significant difference between male and female higher secondary school teachers in their school environment.
2. To find out whether there is any significant difference between urban and rural higher secondary school teachers in their school environment.
3. To find out whether there is any significant difference between male and female higher secondary school teachers in their professional commitment.
4. To find out whether there is any significant difference between urban and rural higher secondary school teachers in their professional commitment.
5. To find out the relationship between school environment and professional commitment and of higher secondary school teachers

### **Hypotheses of the Study**

1. There is no significant difference between male and female higher secondary school teachers in their school environment
2. There is no significant difference between urban and rural higher secondary school teachers in their school environment
3. There is no significant difference between male and female higher secondary school teachers in their professional commitment.
4. There is no significant difference between urban and rural higher secondary school teachers in their professional commitment.
5. There is no significant relationship between school environment and professional commitment and of higher secondary school teachers.

### **Methodology**

In this study, the investigator adopted survey method. 149 higher secondary school teachers in Virudhunagar District were selected by using a simple random technique for the

present study. The sample consisted of 149 teachers, male = 69 and female = 80. The school environment scale was prepared and validated by Shaju 2011(adopted). The tool consists of 65 positive statements. Each of the items was rated on a two-point scale. Professional commitment Scale was prepared and validated by investigator which consists of 61 items. After pilot study, seven items were removed and remaining 54 were retained.

### **Inferential Analysis – School Environment**

#### **Null Hypothesis 1**

There is no significant difference between male and female higher secondary school teachers in their school environment.

**Table 1 Significant difference between Male and Female Higher Secondary School Teachers in Their School Environment**

Gender	Number	Mean	S.D	Calculated 't' value	Table Value	Remarks
Male	69	93.9130	5.32679	1.972	1.96	S
Female	80	95.5250	6.93364			

It is inferred from the above table that the calculated 't' value (1.972) is greater than the table value (1.96) for df (147) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between male and female higher secondary school teachers in their school environment

While comparing the mean scores of male and female teachers, female teachers (mean = 95.5250) are better than the male teachers (mean = 93.9130) in their school environment.

#### **Null Hypothesis 2**

There is no significant difference between urban and rural higher secondary school teachers in their school environment.

**Table 2 Significant difference between Urban and Rural Higher Secondary School Teachers in their School Environment**

Locality of Teachers	Number	Mean	S.D	Calculated 't' value	Table Value	Remarks
Urban	32	94.1875	6.11944	0.600	1.96	NS
Rural	117	94.9402	6.33040			

It is inferred from the above table that the calculated 't' value (0.600) is less than the table value (1.96) for df (147) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between urban and rural higher secondary school teachers in their school environment.

### **Inferential Analysis - Professional Commitment**

#### **Null Hypothesis -3**

There is no significant difference between male and female higher secondary school teachers in their professional commitment.

**Table 3 Significant difference between Male and Female Higher Secondary School Teachers in their Professional Commitment**

Gender	Number	Mean	S .D	Calculated 't' value	Table Value	Remarks
Male	69	1.31572	13.71075	2.369	1.96	S
Female	80	1.25752	15.92029			

It is inferred from the above table that the calculated 't' value (1.972) is greater than the table value (1.96) for df (147) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary school teachers in their professional commitment.

While comparing the mean scores of male and female teachers, male teachers (mean = 1.31572) are better than the female teachers (mean = 1.25752) in their professional commitment.

#### Null Hypothesis 4

There is no significant difference between urban and rural higher secondary school teachers in their professional commitment.

**Table 4 Significant difference between Urban and Rural Higher Secondary School Teachers in their Professional Commitment**

Locality of Teachers	Number	Mean	S .D	Calculated 't' value	Table Value	Remarks
Urban	32	32	1.29122	0.286	1.96	NS
Rural	117	117	1.28262			

It is inferred from the above table that the calculated 't' value (0.286) is less than the table value (1.96) for df (147) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between urban and rural higher secondary school teachers in their professional commitment.

#### Correlation

##### Null Hypothesis 5

There is no significant relationship between school environment and professional commitment and of higher secondary school teachers.

**Table 5 significant relationship between School Environment and Professional Commitment and of Higher Secondary School Teachers**

Correlation	N	Calculated "r" value	table "r" value	Remarks
School Environment and Professional Commitment	149	0.66	.019	NS

(At 5% level of significance the table value 'r' is 0.113)

It is inferred from the above table that the calculated "r" value (0.66) is less the table value (0.139) at 5% level of significance. Hence, the null hypothesis is accepted. It shows

that there is no significant relationship between school environment and professional commitment and of higher secondary school teachers.

## **Major Findings**

### **Inferential analysis**

1. There is no significant difference between male and female higher secondary school teachers in their school environment.
2. There is no significant difference between urban and rural higher secondary school teachers in their school environment.
3. There is significant difference between male and female higher secondary school teachers in their professional commitment.
4. There is no significant difference between urban and rural higher secondary school teachers in their professional commitment.

### **Correlation**

1. There is no significant relationship between school environment and professional commitment and of higher secondary school teachers.

### **Conclusion**

In light of the above findings, the following useful recommendations are suggested to improve the school environment about professional commitment. 1. Teachers may give more importance in arranging field trips, using local resources in making teaching-learning material which may help in the motivation of their students. 2. Teachers may try to take maximum benefits from the in-service courses they attend every year, as the success of all training programmes largely depends on the cooperation of the participants. It will help to create a good school environment among the teachers. 3. The present existing teacher-student ratio of 1:40 may be reduced to 1:25. This will provide an opportunity to improve the quality of education by paying individual attention to all the students in the class.

### **References**

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