

**A STUDY OF RELATIONSHIP BETWEEN TEACHING
COMPETENCE AND ORGANIZATIONAL COMMITMENT
AMONG HIGH SCHOOL TEACHERS**



A

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**“A STUDY OF RELATIONSHIP BETWEEN TEACHING
COMPETENCE AND ORGANIZATIONAL COMMITMENT
AMONG HIGH SCHOOL TEACHERS”**

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ABSTRACT

Competency has become the key word in the current educational scenario in India. If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. An effective teacher is one who quite consistently achieves goals, which directly or indirectly focuses on the learning of their students. An effective teacher might be understood as one who helps in the development of basic skills, understandings, proper work habits and desirable attitudes, value judgements and adequate personal adjustment of the students. Organizational commitment is the bond employees experience with their organization. Broadly speaking, employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and feel they understand the goals of the organization. Commitment of teachers is the degree of psychological attachment to their profession. Education is a pre-requisite for national, regional and global development. For delivery of education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. The present investigation aims at studying teaching competence and organizational commitment of high school teachers in government and private sectors. A random sampling technique was employed for selecting the sample. The sample covers 160 teachers from 20 selected schools. The sample consisted of 80 teachers of government schools and 80 teachers of private schools. In the present study, three independent variables (gender, teaching experience and type of institution) and two dependent variables (Teaching Competence and Organizational commitment) were taken for the study. Data were collected through survey method and tools used were *General Teaching Competency Scale* (1994) prepared by B.K Passi and M.S Lalitha and *Teacher's organizational Scale* (2014) prepared by Sajid Jamal and Abdul Raheem. The investigator employed the percentage, mean, standard deviation, t- test, coefficient of correlation for analyzing the data. The findings revealed that most of the school teachers have obtained scores above average level of teaching competence and organizational commitment of high school teachers have been above average. However, significant differences have been found in the teaching competencies of high school teachers in relation to their teaching experience and type of institute. The scores obtained on teaching competence and organizational commitment by male school teachers have been found to be a bit higher than of the female school teachers, but no significant differences have been found to exist on the basis of the gender. Thus, the teaching competencies of teachers vary with respect to selected teaching skills.

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ABBREVIATIONS USED

GTCS-	General Teaching Competency Scale
TOCS-	Teachers Organizational Commitment Scale
GHS-	Government High School
GHSS-	Government Higher Secondary School
JKBOSE	Jammu &Kashmir Board of School Education
SPSS	Special Package for Social Science

CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Quality education cannot take place without a competent teacher as only competent teachers prepare their students for quality learning through instructions, sharing different knowledge and motivation. Competence and commitment of teachers are the heights to which system of education can lift. Teaching competence and commitment are most significant factors in getting higher quality educational results. Quality of any education system rely on the competence, commitment, motivation and satisfaction of the teachers. An effective and competent teacher will obtain desired learning outcomes if he or she feels satisfaction in the profession. Education is a process which entails both teaching and learning. The progress of a country depends on the quality of the teachers and for this reason teaching is the noblest among all the professions. Thus, teachers are called the builders of the nation. The quality of teachers teaching depends on the level of teacher's involvement in relation to commitment towards the profession. Teacher commitment is a critical factor influencing teaching and learning. It has been examined from various theoretical perspectives. The teacher's commitment to teaching refers to the teaching profession in general sense. Teachers with no sense of relevance to their teaching are not as committed as others possibly due to frustrations of their work.

”A key to growth, as a teacher is to keep company with teachers who uplift your ideas, whose presence inspire you and whose dedications drives your way towards loyalty for the profession and confront the decision of pure commitment towards the profession.” Meeha, (2005)

Commitment to student learning involves teachers dedication to helping students regardless of academic difficulties or social background. Teaching is a complex and democratic profession. The concept of commitment has been associated with the professional characteristics of a teacher. It is widely recognized that the role of teachers has intensified and teachers are needed to adapt to bureautically driven escalation of pressures, expectations and controls concerning what teachers do and

how much they should be doing within the teaching day. It is also different from other professions because of its multiple dimensions. Teachers are the largest professional group engaged in human development activities. Teaching is more than the presentation of facts, it includes the dedication of facts, and it includes the dedication of heart and time. A teacher is said to be a professional, only when he or she possesses the ability to do any work by heart whereas education is indeed a process of human enlightenment and empowerment. It is not a product to be sold and bought in the academic markets; likewise, students cannot be treated as the finished products. It is high time that interface between commitment among teachers and their performance is empirically tested and analyzed and explained, as it is the need of the hour. For the successful and better education committed teachers are required. Hargraves (1994) states that teachers must be willing to experience steep learning curves and invest personal time and energy to translate the on-going reforms successfully into effective practice.

Education is a lifelong process which starts with our birth and ends with our life. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship. It modifies our behavior and lays the foundation stone of nation's intellectual power which shapes the power profile of a nation in the community of world nation. Process of a country particularly of a democratic country depends upon the quality of its teacher's qualitative improvement rests in the hands of teachers who uses various tactics, strategies, designs, rules, procedures and plans for such purposes. Qualitative improvement is directly and indirectly related with effective teaching which begins with effective planning.

Every profession has its norms, moral responsibilities and personal values etc. When we talk about teaching profession, we talk about teacher's moral responsibilities, personal values, and expertise in using teaching skills, knowledge of subject matter. Teachers have multiple roles to play including teaching, research, consultancy, extension work, development of instructional resources, and management of class rooms. Therefore, it is necessary to know their ability which can indicate his/ her success in teaching profession.

All human effort strives to achieve better. This quest for going a step higher and achieving quality has been a marked feature of human evolution. Educational programmes that strive to innovate and revitalize the existing systems often find it difficult to achieve the desired results, because the teachers are sometimes found incompetent and ill-suited to do their tasks effectively. Teaching quality which is closely associated with teaching competence, teachers commitment with organization, teacher attitude, teaching aptitude and teaching effectiveness is then at the very heart of all educational advancements. Teaching is a series of events through which a teacher attempts to bring desired behavioural changes in students. Through teaching, manner of thinking, feeling and acting of students is changed. Teaching as 'the stimulation, guidance, direction and encouragement of learning.' Thus, teaching is a matter of helping the child to respond to his environment in an effective manner. Teaching widens the adaptability of students to complex environments. It imparts useful information to the students and develops harmonious relationship among the teacher, the students and the subject. It causes the student to learn. It guides the student's activities and trains his/ her emotions. Teachers are the ones who nurture young minds and, therefore, shape our very future. It is in classrooms that the ideas to improve and make our world a better place to live in are disseminated.

Mahatma Gandhi (1937) explained education in these words that 'By education I mean an all-round drawing out of the best in the child and man in body, mind and spirit'. Hence, the essence of education lies in stimulating the growing generation with consistent, compelling and creative system of values, promoting cultural heritage, both spiritual and material aspects of the community, to the tender souls so as to develop them into civilized, creative, emotionally balanced and productive members of a progressive society.

The children learn many things when they grow up and they teach many things to others. This process of learning and teaching begins with the creation of the world and it will go on till the end of the world. The progress, welfare and prosperity of a nation mainly depend on a rapid, planned and sustained growth in the quality and extent of education. The process and pace of development are determined by disciplined citizens who are suitably educated and properly trained. It enables an individual to move towards the goal set. It also forms the basis for civilization and cultural behavior.

Education is viewed as an instrument to develop the cognitive qualities, intelligence, tolerance and understanding of people. It should prepare the younger generation to understand and face the hard realities of the world. In this context, teachers have more responsibilities in molding and building the characters of students. Education is a never ending process intricately interwoven with human life, enriching the individual with a variety of experiences, kindling the flames of knowledge through constant probing into the mysteries of life. Education plays an important role in the economic and social development of the country, in the building of a truly democratic country, in the development of a truly democratic society, in the development of a truly above all in the transformation of the individual for the endless pursuit of excellence and perfection. Education plays an important role in shaping the future of a nation. Education has an immense effect on the political, economic and social development with the increasing recognition by all the countries. Kabir (1959) rightly emphasized that ‘a nation, however rich in national resources, cannot prosper unless its human resources are properly developed.’ and such a development is essentially, a function of education. Education has many components in itself and one of the important is teaching

1.1 Teaching

When one person imparts information or skill to another, it is common to describe the action as teaching, but not every way of bringing about learning in other counts is teaching, and not every act of teaching has a place within a programme of education. Teaching is a complex art and is dependent on method of teaching, curricula, infrastructure, technology, etc. It is a demanding job that requires in-depth knowledge of subject matter and age-specific pedagogy. It also requires divergent

skills such as creativity, leadership, organizing ability, patience, administration, and counseling.

1.2.2 Concept of Teaching

The concept of teaching has undergone a number of changes during the last few decades. Teaching is not an easy task. It is not every body's tea cup to sip. It is an art and skill to be learn. Teaching is a complex set of attitudes, knowledge, skills, motivation and values. It requires the thorough knowledge of subject matter, familiarity with methods of teaching, teaching aptitude, favorable attitude towards teaching, interest in teaching, etc. The success in teaching mainly depends on two things, one is mastery over the content to be taught and the second one is skill in teaching. To make the teaching more effective, the teacher has to select suitable methods and techniques in a given situation. The selection of these methods and techniques depends on learning objectives, nature of the content, nature of the learners and the facilities available in the class room. In the words of Fillai, (1985) 'teaching is one of the oldest professions, and it is an art, a science and a skill.'

Teaching is neither easy nor monotonous. Artiste and craftsmen manipulate tangible and inert things. The teacher manipulates the living mind, with its ever-changing and ever- surprising responses and attitudes. Teaching is never static. It is a living process that is colored by the past experience as well as by the present mood and purpose of the learner. It requires blood, sweat, and tears. Teaching is more than standing before a class and applying a few specific techniques. It is not merely presenting information and then testing the student's ability to repeat it. There is no magic formula for transforming knowledge from the teacher's mind to align the pupils. Teaching is not mechanical process. It is an intricate, exacting, challenging job. According to Mann (1953) 'teaching is the most difficult of all arts and profound of all sciences.'

Teaching is not a monologue but a dialogue; a dialogue in which one partner is vocal, but the other partner may, by simple expressions on the face, by some gesture of exclamation or by brief participation in the form of a query, take part in the dialogue. Teaching is a purposeful behavior. In the words of Smith 'teaching is a system of actions intended to induce learning. There is no teaching where there is no learning, where there is learning, there must be teaching.'

It is a system that is primarily verbal in nature even though several types of teaching acts may be performed by the teacher. According to Braskamp, Brandenburg and Gery (1989), good teaching means more than entertaining in front of the class. Teaching is varied in style, tempo and strategies with an order of logical operations involved in it.

Good teaching develops the mutual respect between the teacher and the taught and instills intellectual integrity and independent judgment among the pupils. The teacher has to realize the activities he provides and the knowledge and know-how he imparts goes a long way in preparing the child to be a life-time learner. The mutual respect between the teacher and the students is an important factor in determining the effectiveness of teaching. The mutual respect should be cordial and brotherly.

The term 'teaching' clearly implies that the person who is engaged in the activity intends the students to learn something. The term 'teaching' also includes 'tasks' and 'achievement'. Thus 'teaching' can be defined as an activity aimed at the achievement of learning. Teaching is a complex activity comprising many teaching acts. These acts can be easily divided into three categories. First, those acts which arise before teaching, secondly those acts that arise during teaching and thirdly those acts which are to be taken into consideration after teaching.

1.3 Teaching Competence

Teaching is an important part of the process of education. There are three focal points in education – the teacher, child and the subject matter. Teaching is a relationship which is established among these three or teaching brings teacher, child and subject matter into a relationship. Teaching is the process by which the teacher brings the student and the subject matter together.

Teaching is not considered as a full-fledged profession as yet that of medicine, engineering and law etc. Nevertheless, teaching stands in a way at the apex of all professions and is considered as the noblest of all professions since it deals with the subjects, which are regarded as intellectually healthy. Gery (1989), good teaching means more than entertaining in front of the class. Teaching is varied in style, tempo and strategies with an order of logical operations involved in it (Krishnan, 1992). Good teaching develops the mutual respect between the teacher and the taught and

instills intellectual integrity and independent judgment among the pupils. The teacher has to realize the activities he provides and the knowledge and know-how he imparts goes a long way in preparing the child to be a life – time learner. The mutual respect between the teacher and the students is an important factor in determining the effectiveness of teaching. The mutual respect should be cordial and brotherly.

Competency has become the key word in the current educational scenario in India. If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. An effective teacher is one who quite consistently achieves goals which directly or indirectly focuses on the learning of their students. An effective teacher might be understood as one who helps in the development of basic skills, understandings, proper work habits and desirable attitudes, value judgements and adequate personal adjustment of the students. Effectiveness is the requirements of a competency based teacher education, which includes knowledge, skills and values the trainee teacher, must demonstrate for successful completion of the teacher education programme.

The terms Competency and Competence are used interchangeably (Passi and Lalitha, 1994). Competence is personal traits or a set of habits that leads to more effective and superior job performance. Teacher competence includes a thorough knowledge of the content. A teacher's competency mainly includes the strategies, understanding of student psychology and the process of learning.

Teaching competencies was functional abilities which teachers show in their teaching activities. Teaching competency is the ability of the teacher to transmit knowledge, application and skills to the students. Competency does not imply perfection; it implies performance at a state level. Teaching competency is the ability of a teacher manifested through a set of overt classroom behaviour. Teaching competency is the skill, ability and capability possessed by the teacher so as to make the teaching- learning effective and productive there by realizing the full potential of teacher as well as students and in turn achieving the goals of education. (Passi, 1982).

Competence of teacher means teacher's strength, expertise or potential or potential to perform his job properly and stable quality that does not change from one situation to another situation whenever teacher teaches. (Bibi, 2005). Teacher competence is

ability of teacher teach effectively(De-Ketele,1996). The composite collection of knowledge, different skills, understanding, values and attitude which enforce to successful action in order to solve the problems is known as competence of teacher. Competence is the ability to carry out complex acts with ease, precision and adaptability. Teaching competence has great importance in educational context. Competence of a teacher influences the values, behaviour, communication, goals and the teaching as well supporting curriculum and professional development. Without competent and effective teachers, quality teaching could not take place. The competence studies the success of teachers to differentiate high successful and less successful people in related job. The Ministry of Education, Government of India, has given 10 professional standards for teacher quality. These standards are knowledge of subject matter, learner's human growth and development, knowledge of ethical values, instructional planning and strategies, assessment of the students, environment of learning effective communication, collaboration and partnership, continuous professional development and code of conduct and teaching of English language as second /foreign language. Teacher must be able to understand the knowledge of subject matter, instructional planning and strategies, assessment of the students, environment of learning and effective communication as well.

1.4 Organizational Commitment

Organizational commitment is the bond employees experience with their organization. Broadly speaking, employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and feel they understand the goals of the organization. Commitment of teachers is the degree of psychological attachment to their profession. Professional commitment is an attitude of someone towards his profession. Professional commitment as the strong point of identification of an individual and participation in that particular profession. Teacher commitment as a psychological position that displays a teacher's relationship with his or her employees and has a strong influence for the decision to remain as a part of that profession. Teacher commitment helps us to differentiate between those teachers, who are devoted and take profession very seriously and not that who prefer their own interest. Commitment has been discussed into four parts: Commitment to institution or organization, commitment to students, commitment to career continuance and commitment to teaching profession. Commitment to organization is

the degree of positive and affective link between teacher and at the school or organization. Commitment to student learning involves teachers dedication to helping students regardless of academic difficulties or social background. Teaching is a complex and democratic profession. The concept of commitment has been associated with the professional characteristics of a teacher. It is widely recognized that the role of teachers has intensified and teachers are needed to adapt to bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day. It is also different from other professions because of its multiple dimensions. Teachers are the largest professional group engaged in human development activities. Teaching is more than the presentation of facts, it includes the dedication of facts, and it includes the dedication of heart and time. A teacher is said to be a professional, only when he or she possesses the ability to do any work by heart whereas education is indeed a process of human enlightenment and empowerment. It is not a product to be sold and bought in the academic markets; likewise, students cannot be treated as the finished products. It is high time that interface between commitment among teachers and their performance is empirically tested and analyzed and explained, as it is the need of the hour. For the successful and better education committed teachers are required. Hargreaves (1994) states that teachers must be willing to experience steep learning curves and invest personal time and energy to translate the on-going reforms successfully into effective practice.

Teacher commitment could be enhanced, if school cultures produce such environment where teachers have independence in performing their duties. Students performance highly depends on commitment of teachers. Commitments to the students as individual try to adopt individualized learning and assessment. Commitment to career continuance is concerned with career continuance. Commitment to teaching profession is devotion to teaching as a profession.

Commitment is an act or course of action that is demanded of one as by position, custom, law or religion. Commitment is the state of being bound emotionally, intellectually, or both to a particular person or course of action. Commitment starts with a choice and is sustained by dedication and perseverance. Commitment is active it is expressed and realized in our thoughts and actions. Commitment is more than just obligation – it is a giving of ourselves, sometimes at high personal cost or risk to

a person or purpose that we find worthy of that gift like other forms of giving, commitment can produce some of life's greatest satisfaction. Teachers who are committed to the goals of the school, work collaboratively and cooperatively with other teachers in the school to seek ways to promote school and teaching profession. Teachers play a crucial role in promoting school. It should be noted that commitment level of teachers to their profession, students and school increases when they achieve something through their efforts. There are two types of committed teachers, one is more committed teachers and the other is less committed teachers. More committed teachers reduce the difficulties and deviations in respect of the educational aims whereas less committed teachers create difficulties and deviations of the educational aims. A committed teacher has one more important characteristic that he is able to find the solution to the problem of the students by healthy discussions with the parents and regarding the problem. Teacher commitment is one of the most important aspect of performance and quality of school staff.

1.5 NEED AND SIGNIFICANCE OF THE STUDY

School teachers are most important group of professionals for our nation's future. Therefore, it is astonishing to know that even today many of the school teachers in government as well as private sector are dissatisfied with their organization in many areas of our country. The future of modern India depends upon the quality of its education which in turn, depends upon the intellectual competence and organizational commitment of the teachers. The fast moving educational scenario demands highly effective and result oriented performance.

To improve the strength of educational system, it needs teachers who are competent, and who are aware of their duties and will do their best. We are living in the age of accelerating change and super complexity, which is straining out physical defense and overwhelming our decisional process. In this situation, a teacher can help students and the community to subject the process of change with his effective and perfect teaching. After all, the modern world needs effective teachers who can enable the society to reach the peak of glory and progress. The effectiveness of a teacher mainly depends upon the character, ability and his competency towards teaching. Competency of a person is very much depend upon the variable like gender, subject background, qualification age experience.

Effective teaching is the process through which the teachers prepares the younger generation to internalize knowledge, skill and attitudes suitable for taking up the responsibilities of promoting quality education. Effective teaching is possible only through the use of effective teaching strategies. Diversity exists in every classroom, and expecting all students to learn in the same way would be a mistake.

The research in this area may provide some information regarding teachers current challenges and experience of teaching competency and organizational commitment of the high school teachers. The present study will also provide opportunity to the teacher to do their best in their field. The present study will be helpful for teacher education programmes. This study will also be helpful to enhance the quality education by improving the competency of teachers in all levels of institutions.

1.6 STATEMENT OF THE PROBLEM

A STUDY OF RELATIONSHIP BETWEEN TEACHING COMPETENCE AND ORGANIZATIONAL COMMITMENT AMONG HIGH SCHOOL TEACHERS

1.7 OPERATIONAL DEFINITIONS OF THE TERMS

Teaching Competence

In the present study, teacher competence is ability of a teachers teach effectively stated that composite collection of knowledge, different skills, understanding, values and attitude which enforce to successful action in order to solve the problem is known as competence of teachers and it is being here, measured by General Teaching Competency Scale Developed by Passi and Lalitha (1994).

Organizational Commitment

In the present study, organizational commitment is the bond teachers experience with their institution and generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization and it is being here assessed by Teacher's Organizational Commitment Scale developed by Jamal and Raheem (2014).

High School Teachers

In the present study, high school teachers refer to teachers teaching Ninth and Tenth classes in high/ higher secondary schools in Jammu and Samba districts.

1.8 OBJECTIVES

1. To estimate the overall teaching competence of high school teachers.
2. To estimate the overall organizational commitment of high school teachers.
3. To find out the significant differences in teaching competence of high school teachers with respect to their gender, teaching experience and type of institution.
4. To find out the significant differences in organizational commitment of high school teachers with respect to their gender, teaching experience and type of institution.
5. To find out significant relationship between teaching competence and organizational commitment of high school teachers.

1.9 HYPOTHESES

1. The overall teaching competence of high school teachers is above average.
2. The overall organizational commitment of high school teachers is above average.
3. There is no significant difference in the teaching competence of high school teachers with respect to their gender, teaching experience and type of institution.
4. There is no significant difference in the organizational commitment of high school teachers with respect to their gender, teaching experience and type of institution.
5. There is no significant relationship between teaching competence and organizational commitment of high school teachers.

1.10 DELIMITATIONS

The present study has been confined to;

1. 20 schools of Jammu and Samba districts.
2. Teachers teaching at high school or higher secondary level only.
3. Schools affiliated to J&K Board of School Education only.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The research for a reference material is a time consuming but fruitful phase of research programmes. Every investigator must know that what resources are available in his field of enquiry and which are those, he or she is to use. In the field of education, as in other field the research worker needs to acquire up to date information about what has been done in the particular area from which they intend to take up a problem to conduct research. It was, therefore, thought proper to go through such studies. The review of the related literature is an important part of the scientific approach and is carried out in all areas of scientific research, whether in the physical, natural or social sciences. Such reviews are also the basis of most research in the field of Education. Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. The related literature forms the foundation upon which all future work will be built. It enables the investigator to know the means of getting to the frontier in the field of his research. It also provides ideas, theories, explanations, hypothesis and method of research valuable in formulating and studying the problems. It furnishes the researcher with indispensable suggestions about comparative data, good procedure, likely methods and tried techniques. The information about the activities of previous investigations stimulate the researcher to use each bit of knowledge as a starting point for new and further progress. A brief account of the important investigations made by the investigator in this and related fields are given below.

A review of related literature is a must in research. The reasons behind conducting research are many. It helps the researcher identify and define a research problem and justify the need for studying a problem. It prevents unnecessary duplicate of a study

and it can be a source of a theoretical basis for the study. It enables the researcher to learn how to conceptualize a research problem and properly identify and operationally define study variables and finally it helps formulate and refine research instruments.

Review of related literature, provides a comprehensive understanding about what has already been known about a topic. It forms the basis for subscribing rationale for having chosen the problem for the study. Review of related literature allows the researchers to acquaint himself with the current knowledge in the field or area in which he is going to conduct his research. It enables the researcher to define the limits of his study. It also helps the researcher to delimit and define his problem. The knowledge of the related literature brings the researchers up-to-date on the work, which others have done and thus state the objectives clearly and concisely.

In the present research study, the findings of the research studies consulted have been presented in following two areas of research i.e. 2.1.1 Studies related to organizational commitment and

2.1.2 Studies Related to Teaching Competence

2.1.1 Studies Related to Organizational Commitment

Punia (2000) studied commitment among university teachers in relation to organizational commitment and job commitment. The result showed that university teachers were more committed towards their job as compared to their organization.

Lu and Chang (2002) carried out a survey to find the relationship among professional. A significant positive correlation between job satisfaction and professional commitment and turnover intention.

Cetin (2006) conducted a research to find out if there is a significant difference between job satisfaction and organizational commitment of 132 academic and found a relationship between job satisfaction and organizational commitment.

Sharma (2008) found, in this study, that college teachers temperamentally characterized as conscientious, socially bold, trusting practical and high in self-concept tend to be highly committed to their institutions.

Faranak and Yeshodhara (2009) studied organizational commitment among high school teachers of India and Iran. Data were collected from 721 high school teachers in Bangalore (India) and Sanandaj (Iran). Results revealed that Indian teachers had better organizational commitment in the affective and normative components and Iranian teachers were found to have better organizational commitment in the continuance component.

Jonathan, Darroux and Massele (2010) worked on perceived job satisfaction and its impact on organizational commitment. This empirical study of public secondary school teachers in Dodoma found that there was strong, positive correlation between intrinsic satisfaction and organizational commitment.

Kumari and Jafri (2011) mentioned a study on level of Organizational Commitment of male and female teachers of secondary school of Aligarh Muslim University. Results revealed that overall female teachers organizational commitment was much higher than male teachers.

Joshi (2011) conducted a study on commitment of secondary school teachers. The data for the study consisted of 100 secondary school teachers from Ahmedabad selected through random sampling technique. The tool for the data collection consisted of standardized Professional Commitment Scale by Patel (2010). The data was analyzed by calculating mean, standard deviation, standard error and correlation. The major findings of the study were that female teachers were more committed than male teachers in various areas like commitment to learner, commitment of the profession, commitment to achieve excellence; whereas male teachers had more commitment in areas like commitment to basic human values. The level of entire commitment of male teachers was higher than female teachers. The level of commitment was higher in more experienced teachers.

Mohdsuki and Suki (2011) examined on job satisfaction and organizational commitment: The effect of gender on employee perception of job satisfaction and organizational commitment. Study revealed that employee's gender has no significant effect on his/her perception of job satisfaction and men and women have the same level of organizational commitment.

Nagar (2012) undertook a study on “Organizational commitment and job satisfaction among teachers during times of burnout foe developing and tests a model for burnout and its effect on job satisfaction on organizational commitment”. Results showed that in terms of job satisfaction and organizational commitment, the mean score for female teachers was higher than male teachers.

Zilli and Zahoor (2012) conducted a study to find out the organizational commitment among male and female higher education teachers and to compare the organizational commitment among male and female higher education teachers. Result revealed that the females had significantly higher level of organizational commitment.

Kauts (2013) explored study of teacher commitment in relation to its dimensions such as teaching experience, appropriateness of qualification of teachers at the secondary stage. Eight hundred teachers formed the sample and were selected for the study by stratified random sampling technique. The data was collected using tool in form of questionnaire. The analysis of variance was employed to calculate the scores of teacher commitment. The major findings of the study were that teachers with high experience were more committed towards the profession as compared to low experience teachers. Female teachers were more committed towards profession and basic values than male teachers. Teachers with higher experience were more committed than teachers with low experience. Teachers with less than the required qualification were more committed than teachers with required qualification.

Sharma (2015) inquired impact of teacher’s commitment on teacher freezing of secondary school of Himachal Pradesh. The sample for the study comprised of 180 secondary school teachers and was drawn through random cluster sampling technique. For collecting data, Teacher Freezing Scale (TFS) by Hassan Taj (1998) and Teacher Commitment Scale (TCS) By Dr. T. Pradeep Kumar. Both the variables were analyzed using Pearson’s Product Movement correlation and t-test respectively. The findings of the study showed significant negative correlation between teacher commitment and teacher freezing score. Secondary school teachers possess favaoable teacher commitment and lower level of teacher freezing as compared to teachers possessing unfavorable teacher commitment.

2.1.2 Studies Related to Teaching Competence

Varghese (2004) conducted a study on relationship between emotional intelligence and teaching competency of high school teachers. The findings showed that there was a positive relationship between emotional intelligence and teaching competency of high school teachers.

Amandeep and Gurpreet (2005) in a study, found that female teachers were more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers.

Kaur and Sidana (2010) found that rural teachers were more satisfied as compared to urban college teachers and male college teachers were satisfied as compared to female college teachers. This implied that women teachers thought that they had not got recognition from teaching profession.

Taj and Jamal (2012) conducted a study on the topic “The Teaching Competence of Secondary School Teachers in relation to their Organizational Commitment.” The researcher had selected 213 teachers by stratified random sampling technique and the tool administered on the study was Teaching Competence Scale based on the core teaching skills and The Organizational Commitment Scale adopted and standardized by Haseen Taj (2007). The major finding of the study were that males and females had significant difference on teaching competence; qualification of teachers did not found any effect on teaching competence and locality of school did not have any effect on teaching competence.

Padmavati (2013) conducted a survey on secondary school teacher’s perception, competency and use of computers. The study was carried out among secondary school teachers working in Puducherry, India. The accessible population in this study was secondary school teachers working in the government and government aided schools in the union territory of Pondicherry. Self-developed questionnaire was employed to gather data from randomly selected 134 secondary school teachers. Age, gender, computer ownership, teaching subject and training had significant difference on the teaching competence.

Chauhan and Gupta (2014) compared the teaching competency of different groups working at secondary school level in Ghaziabad. The sample of 100 teachers was selected. The investigator used the descriptive survey method. General Teaching Competence Scale by (Passi and Lalitha ,1994) was administered. The results revealed that the competency of female teachers was higher than the male teachers working in secondary schools. It was also found that competency of experienced teachers was significantly higher than inexperienced teachers.

Mariani and Ismail (2015) conducted a study on the elements of teachers competency for creative teaching in mathematics. This study was a qualitative exploratory study conducted in the form of document analysis, Literature Analysis and Expert's Interviews. The findings from the interviews were analyzed using a frequency matrix table. The findings of the study show that the Professional Knowledge, Functionality Skills and Creative Attitudes were identified as the critical elements of teacher's competency for creative teaching in mathematics.

Bird (2016) conducted a study and observed that world's best business communicators has strong body language that reflects confidence, competence and charisma. He concluded that developing appropriate body language have added advantage to the job satisfaction level.

Ahmad and Khan (2016) assessed teaching competency of secondary school teachers in relation to their educational qualification, stream and type of school. In their study, the sample comprised of 447 secondary school teachers of eastern UP which were selected randomly. General Teaching Competency Scale (Passi and Lalita) is a classroom observation schedule which was administered to the target group. The results of the study showed that the government secondary school teachers were highly significant than the private teachers also there was no significant difference in the qualification of the teachers and the science stream teachers were significantly more competent than the arts stream teachers.

Kounsar (2016) designed a study on teaching competences of government and private secondary school teachers. The sample choosen consisted of 100 secondary school teachers (50 Govt. Secondary School Teachers and 50 Private Secondary School Teachers) selected randomly from the different schools in Kashmir division. General Teaching Competency Scale by B.K.Passai was used. The results revealed

that there is significant difference between Private and Govt. Secondary school teachers on their teaching competency. Private school teachers are better than government school teachers.

Pratiba (2017) investigated a study on teaching competency of primary school teachers and their relation with sex and educational qualification. The study was of descriptive nature. Randomly selected 300 primary school teachers of U.P were taken as sample of the study. General teaching competency scale (GTCS) by B.K. Passi And M.S. Lalitha was administered. To analyze and interpret the data F- test and t-test were used. The results showed that teachers' educational qualification and sex did not affect the overall teaching competency of primary school teachers.

2.3 CONCLUSION

From the review of related studies as mention above, it can be concluded that teaching competency of teachers varies with different variables. Most of the teachers have been found above average level of teaching competence. According to Ahmed and Khan (2016) investigated that the government secondary school teachers were highly competent than the primary school teachers and also science teachers were highly competent than the arts teachers and Chauhan and Gupta (2014) found that the competency of female teachers was higher than the male teachers working in secondary schools. It was also found that competency of experienced teachers was significantly higher than inexperienced teachers and there are many factors which depend a lot on the commitment of teachers towards their profession. Acoording to Zilli and Zahoor (2012) conducted a study to find out the organizational commitment among male and female higher education teachers and to compare the organizational commitment among male and female higher education teachers. Results revealed that the females had significantly higher level of organizational commitment. But, no study of this type has been conducted in Jammu and Kashmir earlier. So, it has been thought appropriate by the investigator to investigate the teaching competence and organizational commitment of the secondary school teachers posting in private and government sectors with respect to selected teaching skills.

CHAPTER III

METHODOLOGY AND PROCEDURE

3.1 INTRODUCTION

Research methodology is a systematic way to solve the research problem. In other words, the procedure by which the researcher goes about their work of describing, explaining and predicting phenomenon is called research methodology. Its aim is to give the work plan of research in a logical direction. It is necessary for a researcher to design a research methodology for the selected problem. It is important for a researcher to know not only the research tools necessary for the research undertaken but also the methodology. Research methods are of outmost importance in a research process. They indicate the various steps to be adopted for solving a research problem. It is therefore very important that researchers have a thorough understanding of diverse research methods, their strategies, limitations, applications and appropriateness. The decision about the method or methods to be employed always depends on the nature of the problem selected and the kind of data necessary for its solution, whatever the method to be employed, it is essential that it should be describable otherwise it will lose its significance and effectiveness.

The proper direction in any research work yield positive and meaningful results. The direction determined by the research methodologies and strategies, the investigator has adopted for completing the task. This chapter provides the information about sample, which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for tabulation of data and statistical technique used. The chapter shows the detail of the procedures following in conducting this piece of research. In addition to this, it also provides a picture of the instruments employed for the analysis of the data. Each study possesses its own problem and size of the sample varies from study to study.

A research design describes in details the methodology adopted for the study, the nature and size of the sample and the sampling techniques used in selecting the sample, the tool used and the process of preparation of the tools, the data collection process and the techniques of data analysis. In other words, it provides the blueprint of the research.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and thus reaching valid conclusions.

3.2.1 METHOD

Descriptive survey method has been adopted to study the teaching competence and organizational commitment among high school teachers.

3.2.2 SAMPLE OF THE STUDY

Random sampling technique has been employed for selecting 20 Schools from Jammu and Samba Districts. 160 teachers from 20 schools were selected randomly. Sample comprised of 20 high schools i.e. 10 from government and 10 from private schools belonging to Jammu and Samba districts only.

3.3 SELECTION OF TOOLS

The researcher has selected two standardized tools namely:

1. General Teaching Competency Scale (GTCS) by B.K Passi and M.S Lalitha (1994).

There are 21 items related to 5 teaching skills which encompass the entire teaching learning process in the classroom namely planning, presentation, managerial, evaluation, and closing.

2. Teacher's Organizational Commitment by Sajid Jamal and Abdul Raheem (2014).

There are 42 statements related to different activities of our day to day teaching behaviour reflected in various aspects of organizational commitment.

3.4 Description of tools

The investigator employed a standardized tool for the collection of the data namely General Teaching Competency Scale developed by B.K Passi and M.S Lalita and Teacher's Organizational Commitment Scale developed by Sajid Jamal and Abdul Raheem.

For assessing the teaching competency of secondary school teachers the General Teaching Competency Scale has been used. There are 21 items related to 21 teaching skills which encompass the entire teaching- learning process in the classroom. They are related to five major aspect of classroom teaching namely, Planning, Presentation, Closing ,Evaluation and Managerial. The items are such that they are centred around the teacher classroom behaviour in relation to pupil behaviour.

For assessing the teacher's organizational commitment of secondary school teachers the investigator used standardized tool for the collection of the data namely Teacher's Organizational Commitment Scale by Abdul Raheem and Sajid Jamal. In order to collect required data for the research appropriate tool is employed with the suitable measuring techniques. There are 42 statements related to different activities of our day to day teaching behaviour reflected in various aspects of organizational commitment in this questionnaire. One may agree or disagree with the statements. The statements have been answered on five point scale strongly agree, agree, undecided, disagree or strongly disagree.

3.5 DATA COLLECTION

The data collection for the study was quantitative in nature. The quantitative data on teaching competency and commitment was collected by tools General Teaching Competency and Teacher's Organizational Commitment Scale.

3.5.1Administration of the Tools:

The investigator visited the schools personally for the collection of the data. First of all, the investigator approached the heads of the institutions and the purpose of the data collection was explained to them. The school teachers included in the sample were also selected randomly by the researcher and a cordial atmosphere was developed for them. The school teachers were informed that their responses will be kept confidential and therefore, they should be frank, honest, bold and sincere while answering the question. After providing the necessary instruction, the researcher distributor copies of the teaching competence scale and organizational commitment scale among school teachers. Every attempt was to remove their doubt and difficulties the school teachers were directed to read statements one by one and tick mark the most suitable response for the respective items in the questionnaires. After

feeling the responses, text booklets were collected back. In this way, the test was administrated in all the selected school teachers and thus data was collected.

3.5.2 PROCEDURE

Phase 1

In the first phase, the investigator reviewed the related literature for this study and she visited schools and randomly selected 10 schools Government and 10 schools private. She procured two tools for collection of data for the study.

Phase 2

The collection of information regarding tools and planning for the data collection. At this stage, sample details were finalized and high schools were selected for the data collection.

Phase 3

In the third phase, the investigator reviewed the related literature for this study and she visited schools and randomly selected ten schools of Government and ten schools of private she procured two tools for collection of data for the study. At this stage, sample details were finalized and high schools were selected for the data collection and the investigator selected the schools in Jammu and Samba districts.

Phase 4

In this phase, scoring and tabulation of data was done by using MS Excel and Software package for social science (SPSS).

Phase 5

In this phase, data processing and analysis using appropriate statistical techniques was carried out version 14.0 using and results were interpreted according to the objectives of the study.

Phase 6

This phase was concerned with writing, typing, editing and finalization of research report and compilation of report for final submission.

3.6 STATISTICAL TECHNIQUES EMPLOYED

In order to analyze the data, the investigator used following statistical techniques:

1. Mean
2. Standard Deviation

3. t -Test

4. Coefficient of Correlation

5. Percentage

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The next steps in the process of research, after the collection of data, are organization, analysis and interpretation of data and formulation of conclusions and generalizations to get a meaningful picture out of the raw information collected. The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to derive from the data the inherent meanings in their relation to the problem. The mass data collected through the use of various tools, need to be systematized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Here, editing implies the checking of gathered data for accuracy, utility and completeness; classifying refers to the dividing of the information into different categories of classes or heads, for use; and tabulating denotes the recording of the classified material in accurate mathematical terms. The analysis of data means studying the tabulated material in order to determine inherent facts or meaning. It involves breaking down the existing complex factors into simpler parts and putting the parts together in new arrangements for purposes of interpretation. The present chapter, analysis of data, hence, includes a study of the different techniques adopted for analysis and interpretation of data, and the results of the analysis of the data. After finalizing the tools and sample for the study, the data were collected from 160 secondary school teachers in private and government sectors.

The investigator used the General Teaching Competency scale standardized by (Passi and Lalitha) to collect data on teaching competence of the high school teachers in government and private schools. Similarly, to collect data on Organizational Commitment a standardized tool by (Jamal and Raheem) on organizational commitment was used to collect data from high school teachers in government and private schools.

After collection of data, statistical techniques are employed to give concise picture of the whole data so that it can be arranged, tabulated and make ready to employ other statistical techniques. The present chapter describes the result from the qualitative

analysis of data obtained through the administration of tool to school teachers. Data were further processed and analyzed using SPSS to achieve research objectives and test hypotheses. Results have been presented as following:

4.2 RESULTS AND FINDINGS

Objective 1: To estimate the overall teaching competence of high school teachers.

To estimate the overall teaching competence of high school teachers, the scores obtained on the teaching competence were analyzed frequencies were computed to find out different levels of teaching competence from scores obtained by high school teachers. The results are given in table 4.1

For interpretations, raw scores were divide in three levels i.e. 84 and less were named as Below Average, 85to 126 were named as Average and 127 and above were named as Above Average.

Table 4.1

Levels of Teaching Competence of High School Teachers.

Levels of Teaching Competence	Raw scores	Frequency	Percentage
Below Average	84& less	0	0
Average	85-126	22	13.75
Above Average	127& above	138	86.25
Total		160	100.0

Table 4.1 depicts that no high school teacher has below average level of teaching competence. 13.75% of high school teachers have average level of teaching competence i.e. 85 to 126 score. 86.25% of high school teachers have above average level of teaching competence. Table 4.1 indicates that the overall teaching competence of high school teachers is above average. Therefore, proposed Hypothesis I, ‘The overall teaching competence of high school teachers have been above average’ stands accepted.

Objective 2: To estimate the overall organizational commitment of high school teachers.

To estimate overall organizational commitment of high school teachers the scores obtained on organizational commitment were analyzed and frequencies were computed to find out the different levels of organizational commitment from scores obtained by high school teachers. The results are given in Table 4.2

For interpretations, raw scores were divide in three levels i.e. 84 and less were named as Low, 85to 126 were named as Medium and 127 and above were named as High.

Table 4.2

The overall Organizational Commitment of High School Teachers.

Raw Scores	Levels of Organizational Commitment	Frequency	Percentage
84 &less	Low	0	0
85-126	Medium	0	0
127&above	High	160	100.0

Table 4.2 depicts that no high school teacher has low level of organizational commitment. No high school teacher has medium level of organizational commitment. 100% of high school teachers have high level of organizational commitment. Table 4.2 indicates that the overall organizational commitment of high school teachers is high. Therefore, proposed Hypothesis II, ‘The overall organizational commitment of high school teachers have been above average’ stands accepted.

Objective 3: To find out the significance difference in teaching competence of high school teachers with respect to gender, teaching experience and type of institute.

4.3.1 Gender differences in the teaching competencies of teachers with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) Of General Teaching Competency Scale.

To compare the teaching competencies of the high school teachers with respect to gender; Mean, Standard Deviation and t-value were computed by applying Independent Sample t-Test. The data obtained has been presented in the table 4.3.1

Table 4.3.1

Mean, standard deviation and t-value of Teaching Competence of High School Teachers with respect to Gender

Teaching Skills	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of significance
Planning	Male	18	24.33	1.33	0.31	158	0.96	Not significant
	Female	142	23.96	1.60	0.13			
Presentation	Male	18	70.83	4.33		158	0.18	
	Female	142	71.01	3.96	0.33			
Closing	Male	18	12.67	0.60	0.14	158	0.42	
	Female	142	12.72	0.48	0.04			
Evaluation	Male	18	12.44	0.71	0.17	158	0.30	
	Female	142	12.49	0.54	0.05			
Managerial	Male	18	12.11	0.68	0.16	158	0.85	
	Female	142	12.25	0.63	0.05			
Teaching Competence	Male	18	132.39	5.87	1.38	158	0.02	
	Female	142	132.42	5.72	0.48			

Table 4.3.1 shows that there were 142 female and 18 male teachers in the present study. The t values computed for all five skills i.e. Planning (0.96), Presentation (0.18), Closing (0.42), Evaluation (0.30), Managerial (0.85) and overall teaching competence (0.02) have not been found to be significant.

Therefore, the proposed Hypothesis III stating that there is no significant differences in the teaching competence of male and female teachers with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands accepted.

To find out the significance difference in teaching competence of high school teachers with respect to teaching experience.

Table 4.3.2

Mean, standard deviation and t-value of Teaching Competence of High School Teachers with respect to their teaching experience

Table 4.3.2

Teaching skills	Experience in years	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of significance
Planning	<= 7(Low)	87	23.60	1.65	0.18	158	3.68	0.01
	8+ (High)	73	24.48	1.32	0.16			
Presentation	<= 7(Low)	87	70.02	4.29	0.46	158	3.47	0.01
	8+ (High)	73	72.15	3.28	0.38			
Closing	<= 7(Low)	87	12.66	0.55	0.06	158	1.61	NS
	8+ (High)	73	12.78	0.42	0.05			
Evaluation	<= 7(Low)	87	12.44	0.58	0.06	158	1.10	NS
	8+ (High)	73	12.53	0.53	0.06			
Managerial	<= 7(Low)	87	12.14	0.68	0.07	158	2.04	0.05
	8+ (High)	73	12.34	0.56	0.06			
Teaching Competence.	<= 7(Low)	87	130.85	6.07	0.65	158	3.96	0.01
	8+ (High)	73	134.29	4.65	0.54			

The Table 4.3.2 shows the teaching competencies of teachers on the basis of their teaching experience with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale.

Therefore, there are significant differences in the teaching competencies of high school teachers on the basis of their teaching experience with respect to Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed hypothesis stated that there is a significant difference in the teaching competencies of high school teachers on the basis of teaching experience with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands rejected.

To find out the significance difference in teaching competence of high school teachers with respect to type of institute.

Table 4.3.3

Mean, standard deviation and t-value of teaching competence of school teachers with respect to type of institute

Table 4.3.3

Teaching Skills	Type of Institution	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of sig.
Planning	Private	80	23.68	1.81	0.20	158	2.67	0.01
	Govt.	80	24.33	1.21	0.14			
Presentation	Private	80	69.91	4.46	0.50	158	3.55	0.01
	Govt.	80	72.08	3.14	0.35			
Closing	Private	80	12.59	0.57	0.06	158	3.30	0.01
	Govt.	80	12.84	0.37	0.04			
Evaluation	Private	80	12.38	0.60	0.07	158	2.44	0.05
	Govt.	80	12.59	0.49	0.05			
Managerial	Private	80	12.05	0.67	0.07	158	3.75	0.01
	Govt.	80	12.41	0.54	0.06			
Teaching Competence	Private	80	130.60	6.32	0.71	158	4.24	0.01
	Govt.	80	134.24	4.37	0.49			

The Table 4.3.3 shows the teaching competencies of teachers on the basis of their type of institute with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale.

Therefore, there are significant differences in the teaching competencies of high school teachers on the basis of type of institution with respect to Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed hypothesis stated that there is a significant difference in the teaching competencies of high school teachers on the basis of type of institution with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands rejected.

Therefore, proposed hypothesis III, ‘There is no significant difference in the teaching competence of high school teachers with respect to their gender, teaching experience and type of institution’ stands rejected.

Objective 4: To find out the significance difference in organizational commitment of high school teachers with respect to gender.

Table 4.4.1

Mean, standard deviation and t-value of organizational commitment of high school teachers with respect gender.

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of sig.
Organizational Commitment	Male	18	173.61	13.81	3.23	158	1.44	Not significant
	Female	142	170.04	9.33	0.78			

The mean score on organizational commitment of male teachers is 173.61 and the mean value of female teachers is 170.04. The standard deviation of male teacher is 13.81 and female teacher is 9.33 and standard error mean of male is 3.23 and female is 0.78. The value of 't' (1.44) was not found to be significant. So, male and female school teachers have not shown any significant difference in their organizational commitment with respect to their gender. Also, female school teachers have got little bit lower mean scores on organizational commitments compared to male teachers. Thus, one can conclude that the scores obtained by male school teachers have been found to be a bit higher than of the female school teachers, but no significant difference have been found to exist on the basis of their gender. Therefore, they have shown equally higher commitment for their profession. Therefore, the most of the male school teachers have obtained scores more than female school teachers. Therefore, proposed Hypothesis IV, 'there is no significant difference in the organizational commitment of high school teachers on the basis of gender' stands accepted.

Mean, standard deviation and t-value of organizational commitment of high school teachers with respect to their teaching experience.

Table 4.4.2

Mean, standard deviation and t-value of organizational commitment of high school teachers with respect to their teaching experience.

Mean, standard deviation and t-value for scores obtained by school teachers on their organizational commitment with respect to their experience were computed and have been shown in Table 4.4.2.

Table 4.4.2

Variable	Experience in year	N	Mean	Std. Deviation	Std. Error Mean	df	t
Organizational Commitment	< =7 (Low)	87	167.78	9.83	1.05	158	3.85**
	8 +(High)	73	173.62	9.19	1.07		

****Significant at 0.01 level**

The above table shows that, the mean value of scores of organizational commitment of low experience (≤ 7) is 167.78 and the mean value of high experience (8+) is 173.62. The standard deviation of low experience is 9.83 and high experience is 9.19 and standard error mean of low experience is 1.054 and high experience is 1.075. The value of 't' (3.852) was found to be significant at 0.01 level of significance. Therefore, the proposed hypothesis IV, 'There is no significant differences in the commitment of high school teachers on the basis of their experience on organizational commitment scale' stands rejected.

Mean, standard deviation and t-value of organizational commitment of high school teachers with respect to type of institution.

Table 4.4.3

Mean, standard deviation and t-value of organizational commitment of high school teachers with respect to type of institution

Table 4.4.3

Variable	Type of Institution	N	Mean	Std. Deviation	Std. Error Mean	Df	t-value
Organizational Commitment.	Private	80	168.36	10.96	1.23	158	2.70*
	Government	80	172.52	8.39	0.94		

*significant at 0.05 level

The result in Table 4.4.3 shows that the mean value on organizational commitment obtained by govt. teachers is 168.36 and the mean value of private teachers is 172.52. The standard deviation of govt. teachers is 10.96 and private teachers is 8.39 and standard error mean of govt. teachers is 1.23 and private teachers is 0.94. The value of 't' (2.70) was found to be significant at 0.05 level of significance. Therefore, the proposed Hypothesis IV 'There is no significant difference in the organizational commitment of high school teachers on the basis of type of institutions' stands rejected.

Objective 5: To find out the significant relationship between teaching competence and organizational commitment of high school teacher.

To find significant relationship between teaching competence and organizational commitment of high school teacher with the help of coefficient of correlation. The result is given in Table 4.5

Table 4.5

Variable	N	Minimum	Maximum	Mean	Std. Deviation	r
Teaching Competence	160	114	142	132.42	5.714	+0.58
Organizational Commitment.	160	143	204	170.44	9.951	

The table 4.5 shows that, the Pearson coefficient of correlation (r) computed for teaching competence and organizational commitment was found to be +0.58 which is not significant at 0.05 level. So, there is no significant correlation in teaching competence and organizational commitment. This clearly indicates that there is

positive average relationship between teaching competence and organizational commitment of high school teachers. Therefore, proposed hypothesis, V ‘There is no significant relationship between teaching competence and organizational commitment of high school teachers’ stands accepted. Hence, teaching competence and organizational commitment shows positive average relationship i.e. increase the value of teaching competence the value of organizational commitment also increases.

4.3 CONCLUSIONS

The following conclusions can be drawn from the above results.

- ❖ The overall teaching competence of high school teachers of government and private high schools is above average.
- ❖ The overall organizational commitment of high school teachers of government and private high schools is above average.
- ❖ There are significant differences in the teaching competence of high school teachers with respect to gender, teaching experience and type of institutions.
- ❖ There are significant differences in the organizational commitment of high school teachers with respect to gender, teaching experience and type of institutions.
- ❖ Teaching competence and organizational commitment of high school teachers has not been found to be significantly correlated.

CHAPTER V

FINDINGS, CONCLUSION EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestions have been given for the further research. This chapter is therefore, devoted to focusing the findings, conclusion, for indicating their implications and suggestions for further studies or research.

5.2 MAJOR FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections.

Objective 1

To estimate the overall teaching competence of high school teachers.

Table 4.1 depicts that no high school teacher has below average level of teaching competence. 13.75% of high school teachers have average level of teaching competence i.e. 85 to 126 score. 86.25% of high school teachers have above average level of teaching competence. Table 4.1 indicates that the overall teaching competence of high school teachers is above average. Therefore, proposed Hypothesis I, 'The overall teaching competence of high school teachers have been above average' stands accepted.

Objective 2

To estimate the overall organizational commitment of high school teachers.

. All the high school teachers have high level of organizational commitment. 0% of high school teachers has in low level of organizational commitment i.e. 84 and less score of organizational commitment. 84 to 126 scores of organizational commitment have 0% of high school teachers fall in medium level of organizational commitment.

127 and above scores i.e. 100% of high school teachers fall in high level of organizational commitment. Therefore, proposed Hypothesis II, 'The overall organizational commitment of high school teachers have been above average' stands accepted.

Objective 3

To find out the significance difference in teaching competence of high school teachers with respect to gender, teaching experience and type of institute.

4.3.1 Gender differences in the teaching competencies of teachers with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale.

It was evident from chapter 4 that 142 female and 18 male teachers were having t-value 0.96 in planning skill of teaching. On the basis of given data 142 female and 18 male teachers were having t-value 0.18 in presentation skill of teaching. In closing skill of teaching 142 female and 18 male were having t-value 0.42. In evaluation skill 142 female and 18 male teachers were having t-value 0.30 and in managerial skill 142 female and 18 male teachers were having t-value 0.85. This shows t-value for Planning, Presentation, Closing, Evaluation, And Managerial skills are not significant at 0.05 level of significance. Thus, there are no significant differences in the teaching competencies of male and female teachers. This clearly shows that male and female possess similar teaching competencies in their Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed Hypothesis stated that there is no significant differences in the teaching competencies of male and female teachers with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands accepted.

4.3.2 To find out differences of high school teachers with respect to teaching experience

In order to compare the teaching competencies of teachers on the basis of their teaching experience with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale

indicates that t-values for Planning (3.68), Presentation (3.47), Closing (1.61), Evaluation (1.10) and Managerial (2.04) was found to be significant at 0.01 level.

The t-value for Planning, Presentation, Closing, Evaluation, And Managerial skills are significant at 0.01 level of significance. Therefore, are significant differences in the teaching competencies of high school teachers on the basis of their teaching experience with respect to Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed hypothesis stated that there is a significant difference in the teaching competencies of high school teachers on the basis of teaching experience with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands rejected.

4.3.3 To find differences in teaching competence of school teachers with respect to type of institute.

In order to compare the teaching competencies of teachers with respect to type of institution on the basis of five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale .

Therefore, there are significant differences in the teaching competencies of high school teacher on the basis of type of institution with respect to Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed hypothesis stated that there is significant differences in the teaching competencies of high school teachers on the basis of type of institution with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands rejected.

Objective 4:

To find out the significance difference in organizational commitment of high school teachers.

4.4.1 To find Gender differences in the organizational commitment of high school teachers.

The mean value of scores on organizational commitment of male teachers is 173.61 and the mean value of female teachers is 170.04. The standard deviation of male teacher is 13.81 and female teacher is 9.33 and standard error mean of male is 3.23

and female is 0.78. The value of 't' (1.44) was found to be not significant at 0.05 level. So, male and female school teachers have not shown any significant difference in their organizational commitment with respect to their gender. Also, female school teachers have got little bit lower mean scores on organizational commitment as compared to male teachers. Thus, one can conclude that the scores obtained by male school teachers have been found to be a bit higher than of the female school teachers, but no significant difference have been found to exist on the basis of their gender. Therefore, they have shown equally higher commitment for their profession. Therefore, the most of the male school teachers have obtained scores more than female school teachers. Therefore, proposed Hypothesis IV, 'there is no significant difference in the organizational commitment of high school teachers on the basis of gender' stands accepted.

4.4.2 To find organizational commitment of high school teachers with respect to their teaching experience.

It is evident from the chapter 4 that mean value of scores of organizational commitment of low experience (≤ 7) is 167.78 and the mean value of high experience (8+) is 173.62. The standard deviation of low experience is 9.83 and high experience is 9.19 and standard error mean of low experience is 1.054 and high experience is 1.075. The value of 't' (3.852) was found to be significant at 0.01 level of significance. Therefore, the proposed hypothesis IV, 'There is no significant differences in the commitment of high school teachers on the basis of their experience on organizational commitment scale' stands rejected.

4.4.3 To find differences in organizational commitment of high school teachers with respect to type of institution

From Chapter 4 the result shows that the mean value of organizational commitment obtained by govt. teachers is 168.36 and the mean value of private teachers is 172.52. The standard deviation of govt. teachers is 10.96 and private teachers is 8.39 and standard error mean of govt. teachers is 1.23 and private teachers is 0.94. The value of 't' (2.70) was found to be significant at 0.05 level of significance. Therefore, the proposed Hypothesis IV 'There is no significant difference in the organizational commitment of high school teachers on the basis of type of institutions' stands rejected.

Objective 5:

To find out the significant relationship between teaching competence and organizational commitment of high school teacher.

The result reveals that, the Pearson coefficient of correlation (r) computed for teaching competence and organizational commitment was found to be +0.58 which is not significant at 0.05 level. So, there is no significant correlation in teaching competence and organizational commitment. This clearly indicates that there is positive average relationship between teaching competence and organizational commitment of high school teachers. Therefore, proposed hypothesis, V 'There is no significant relationship between teaching competence and organizational commitment of high school teachers' stands accepted.

Hence, teaching competence and organizational commitment shows positive relationship i.e. increase the value of teaching competence the value of organizational commitment also increases.

5.3 CONCLUSIONS

On the basis of the interpretation of the results drawn in the present study as discussed in previous chapter, the investigator laid down the following conclusions:

- Almost all of the high school teachers (86.25%) have above average level of teaching competence and only 13.75% of high school teachers have average teaching competence. None of them had low teaching experience.
- All of the school teachers (100%) have high level of organizational commitment and no teacher have low organizational commitment. Therefore, the hypothesis of the study stating that overall organizational commitment of high school teachers has above average.
- The result shows that t -value for Planning, Presentation, Closing, Evaluation, and Managerial skills are not significant at 0.05 level. Thus, there are no significant differences in the teaching competencies of male and female teachers. This clearly shows that male and female possess similar teaching competencies in their Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed Hypothesis stated that there is no significant differences in the teaching competencies of male and female teachers with respect to five teaching skills (Planning, Presentation, Closing,

Evaluation and Managerial) of General Teaching Competency Scale stands accepted.

- The result shows that t-value for Planning, Presentation, Closing, Evaluation, And Managerial skills are significant at 0.01 level of significance. Therefore, are significant differences in the teaching competencies of high school teachers on the basis of their teaching experience with respect to Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed hypothesis stated that there is a significant difference in the teaching competencies of high school teachers on the basis of teaching experience with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands rejected.
- The result shows that t-value for Planning, Presentation, Closing, Evaluation, and Managerial skills are significant at 0.01 level of significance. Therefore, there are significant differences in the teaching competencies of high school teacher on the basis of type of institution with respect to Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed hypothesis stated that there is significant differences in the teaching competencies of high school teachers on the basis of type of institution with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands rejected.
- The mean value of scores on organizational commitment of male teachers is 173.61 and the mean value of female teachers is 170.04. The standard deviation of male teacher is 13.81 and female teacher is 9.33 and standard error mean of male is 3.23 and female is 0.78. The value of 't' (1.44) was found to be not significant at 0.05 level. So, male and female school teachers have not shown any significant difference in their organizational commitment with respect to their gender. Also, female school teachers have got little bit lower mean scores on organizational commitment as compared to male teachers. Thus, one can conclude that the scores obtained by male school teachers have been found to be a bit higher than of the female school teachers, but no significant difference have been found to exist on the basis of their gender. Therefore, they have shown equally higher commitment for

their profession. Therefore, the most of the male school teachers have obtained scores more than female school teachers. Therefore, proposed Hypothesis IV, 'there is no significant difference in the organizational commitment of high school teachers on the basis of gender' stands accepted.

- The mean value of scores of organizational commitment of low experience (≤ 7) is 167.78 and the mean value of high experience (8+) is 173.62. The standard deviation of low experience is 9.83 and high experience is 9.19 and standard error mean of low experience is 1.054 and high experience is 1.075. The value of 't' (3.852) was found to be significant at 0.01 level of significance. Therefore, the proposed hypothesis IV, 'There is no significant differences in the commitment of high school teachers on the basis of their experience on organizational commitment scale'.
- The result shows that the mean value of organizational commitment obtained by govt. teachers is 168.36 and the mean value of private teachers is 172.52. The standard deviation of govt. teachers is 10.96 and private teachers is 8.39 and standard error mean of govt. teachers is 1.23 and private teachers is 0.94. The value of 't' (2.70) was found to be significant at 0.05 level of significance. Therefore, the proposed Hypothesis IV 'There is no significant difference in the organizational commitment of high school teachers on the basis of type of institutions' stands rejected.
- The result reveals that, the Pearson coefficient of correlation (r) computed for teaching competence and organizational commitment was found to be +0.58 which is not significant at 0.05 level. This clearly indicates that there is positive average relationship between teaching competence and organizational commitment of high school teachers. Hence, teaching competence and organizational commitment shows positive relationship i.e. increase the value of teaching competence the value of organizational commitment also increases.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem selected must have an impact for improvement on the academic as well as on education in general. The present study was concerned with teaching competence and organizational commitment of high school teachers teaching in Government and private schools.

Teaching competence and organizational commitment plays a vital role in Government and private schools of teachers in schools. The present study is related to study of teaching competence and organizational commitment of high school teachers.

Though the present study was restricted to only 160 high school teachers teaching in schools of Jammu and Samba district, its findings have important educational implications for all teachers of the state as well as in other states.

1. Teaching competence have been found to be high so, it's the duty of teachers themselves and their colleagues and the heads of the institution to maintain them forever a better teaching. They need to be comfortable with public speaking in front of any sized group. They need to be a leader, but not overly authoritarian. They must have a strong knowledge of particular subjects.
2. Both male and female school teachers should have equally high teaching competence and commitment. They need to commit large amounts of time outside of the classroom meeting with students, as well as reading and grading papers. A teacher is never good at just one thing. It is an incredibly demanding but equally rewarding profession that requires a number of different skills, and though many people believe they want to teach, not everyone is suited for it.
3. Type of school not affected the level of teaching competence and which is a good sign for teachers, that they are able to cope up with their factors. There are many different ways to teach from teaching in the classroom directly, to teaching online, or even teaching abroad. Because of this, determining a teacher's competence can vary greatly based on the specifics of each teaching.
4. Organizational commitment has been found to be high so, it's the duty of teachers themselves and their colleagues and the heads of the institution to maintain them forever a better organizational commitment makes a teacher great dedicator. They need to be comfortable with public speaking in front of any sized group. They need to be a leader, but not overly authoritarian. They must have a strong knowledge of particular subjects.

5. Both male and female school teachers should have equally committed towards their job. They need to commit large amounts of time outside of the classroom meeting with students, as well as reading and grading papers. A teacher is never good at just one thing. It is an incredibly demanding but equally rewarding profession that requires a number of different skills, and though many people believe they want to teach, not everyone is suited for it.

The present study has its impact on educational implications especially for teachers. It shows that competency of the teachers is depended on their commitment towards job. In other words, organizational commitment has too much influence on the competence of teachers whether the teacher is male or female teachers. Therefore, they are dependent of each other.

5.5 SUGGESTIONS FOR FUTURE RESEARCH

After conducted of the present study, the investigator is in position to put forth a few suggestions for further studies in related areas. Some of them are as under:

1. A sample of 160 school teachers from ten Government and ten private schools from Jammu and Samba districts were taken in the present study. Similar study can be done on a large sample.
2. Similar study may be conducted on the primary, senior secondary or even at the college level teachers.
2. The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups, socio economic status, subject background and other related demographic variables.
3. Similar study can be conducted on teacher teaching at college and university level.
4. A similar study may be undertaken in other districts of Jammu and Kashmir state.
5. A study can be conducted to know the teaching competence and organizational commitment of teacher trainees.
6. Similarly studies cab be conducted to know factor wise impact of teaching competence and commitment.
7. Internet facilities should be extended in all school teacher so that the school teachers can make reference to the best resource material and internet with their schools or educational expert.

SUMMARY

TOPIC: A STUDY OF RELATIONSHIP BETWEEN TEACHING COMPETENCE AND ORGANIZATIONAL COMMITMENT AMONG HIGH SCHOOL TEACHERS

SUPERVISOR

Dr. Mool Raj

INVESTIGATOR

Jyoti verma

A.THE PROBLEM

Quality education cannot take place without a competent teacher as only competent teachers prepare their students for quality learning through instructions, sharing different knowledge and motivation. Competence and commitment of teachers are the heights to which system of education can lift. Teaching competence and commitment are most significant factors in getting higher quality educational results. Quality of any education system rely on the competence, commitment, motivation and satisfaction of the teachers. An effective and competent teacher will obtain desired learning outcomes if he or she feels satisfaction in the profession. Education is a process which entails both teaching and learning. The progress of a country depends on the quality of the teachers and for this reason teaching is the noblest among all the professions. Thus, teachers are called the builders of the nation. The quality of teachers teaching depends on the level of teacher's involvement in relation to commitment towards the profession. Teacher commitment is a critical factor influencing teaching and learning. It has been examined from various theoretical perspectives. The teacher's commitment to teaching refers to the teaching profession in general sense. Teachers with no sense of relevance to their teaching are not as committed as others possibly due to frustrations of their work.

Robert John Meehan,” A key to growth, as a teacher is to keep company with teachers who uplift your ideas, whose presence inspire you and whose dedications

drives your way towards loyalty for the profession and confront the decision of pure commitment towards the profession.”

commitment to student learning involves teachers dedication to helping students regardless of academic difficulties or social background. Teaching is a complex and democratic profession. The concept of commitment has been associated with the professional characteristics of a teacher. It is widely recognized that the role of teachers has intensified and teachers are needed to adapt to bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day. It is also different from other professions because of its multiple dimensions. Teachers are the largest professional group engaged in human development activities. Teaching is more than the presentation of facts, it includes the dedication of facts, and it includes the dedication of heart and time.

Teaching Competence

Competence of teacher means teacher's strength, expertise or potential or potential to perform his job properly and stable quality that does not change from one situation to another situation whenever teacher teaches. The composite collection of knowledge, different skills, understanding, values and attitude which enforce to successful action in order to solve the problems is known as competence of teacher. Competence is the ability to carry out complex acts with ease, precision and adaptability. Teaching competence has great importance in educational context. Competence of a teacher influences the values, behaviour, communication, goals and the teaching as well supporting curriculum and professional development. Without competent and effective teachers, quality teaching could not take place. The competence studies the success of teachers to differentiate high successful and less successful people in related job. The Ministry of Education, Government of India, has given 10 professional standards for teacher quality. These standards are knowledge of subject matter, learner's human growth and development, knowledge of ethical values, instructional planning and strategies, assessment of the students, environment of learning effective communication, collaboration and partnership, continuous professional development and code of conduct and teaching of English language as second /foreign language. Teacher must be able to understand the knowledge

of subject matter, instructional planning and strategies, assessment of the students, environment of learning and effective communication as well.

Organizational Commitment

Organizational commitment is the bond employees experience with their organization. Broadly speaking, employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and feel they understand the goals of the organization. Commitment of teachers is the degree of psychological attachment to their profession. Professional commitment is an attitude of someone towards his profession. Professional commitment as the strong point of identification of an individual and participation in that particular profession. Teacher commitment as a psychological position that displays a teacher's relationship with his or her employees and has a strong influence for the decision to remain as a part of that profession. Teacher commitment helps us to differentiate between those teachers, who are devoted and take profession very seriously and not that who prefer their own interest. Commitment has been discussed into four parts : Commitment to institution or organization, commitment to students, commitment to career continuance and commitment to teaching profession. Commitment to organization is the degree of positive and affective link between teacher and at the school or organization. Teacher commitment could be enhanced, if school cultures produce such environment where teachers have independence in performing their duties. Students performance highly depends on commitment of teachers. Commitment to the students as individual try to adopt individualized learning and assessment. Commitment to career continuance is concerned with career continuance. Commitment to teaching profession is devotion to teaching as a profession.

Commitment is an act or course of action that is demanded of one as by position, custom, law or religion. Commitment is the state of being bound emotionally, intellectually, or both to a particular person or course of action. Commitment starts with a choice and is sustained by dedication and perseverance. Commitment is active it is expressed and realized in our thoughts and actions. Commitment is more than just obligation – it is a giving of ourselves, sometimes at high personal cost or risk to a person or purpose that we find worthy of that gift like other forms of giving, commitment can produce some of life's greatest satisfaction. Teachers who are

committed to the goals of the school, work collaboratively and cooperatively with other teachers in the school to seek ways to promote school and teaching profession. Teachers play a crucial role in promoting school. It should be noted that commitment level of teachers to their profession, students and school increases when they achieve something through their efforts.

NEED AND SIGNIFICANCE OF THE STUDY

School teachers are most important group of professionals for our nation's future. Therefore, it is astonishing to know that even today many of the school teachers in government as well as private sector are dissatisfied with their organization in many areas of our country. The future of modern India depends upon the quality of its education which in turn, depends upon the intellectual competence and organizational commitment of the teachers. The fast moving educational scenario demands highly effective and result oriented performance.

Effective teaching is the process through which the teachers prepares the younger generation to internalize knowledge, skill and attitudes suitable for taking up the responsibilities of promoting quality education. Effective teaching is possible only through the use of effective teaching strategies. Diversity exists in every classroom, and expecting all students to learn in the same way would be a mistake

The research in this area may provide some information regarding teachers current challenges and experience of teaching competency and organizational commitment of the high school teachers. The present study will also provide opportunity to the teacher to do their best in their field. The present study will be helpful for teacher education programmes. This study will also be helpful to enhance the quality education by improving the competency of teachers in all levels of institutions.

OBJECTIVES OF THE STUDY

1. To estimate the overall teaching competence of high school teachers.
2. To estimate the overall organizational commitment of high school teachers.
3. To find out the significant differences in teaching competence of high school teachers with respect to their gender, teaching experience and type of institution.

4. To find out the significant differences in organizational commitment of high school teachers with respect to their gender, teaching experience and type of institution.
5. To find out significant relationship between teaching competence and organizational commitment of high school teachers.

HYPOTHESES

1. The overall teaching competence of high school teachers is a above average.
2. The overall organizational commitment of high school teachers is above average.
3. There is no significant difference in the teaching competence of high school teachers with respect to their gender, teaching experience and type of institution.
4. There is no significant difference in the organizational commitment of high school teachers with respect to their gender, teaching experience and type of institution.
5. There is no significant relationship between teaching competence and organizational commitment of high school teachers.

METHODOLOGY AND DESIGN

Sample

Samples of 160 high school teachers were selected Government schools 80 teachers and private schools 80 teachers randomly.

Method

Survey method was used to collect the data to study the teaching competence and organizational commitment of high school teachers teaching in govt. and private sectors.

TOOLS USED

For the purpose of the accomplishment of objectives, two research tools namely;

1. **General Teaching Competency Scale** by B.K Passi and M.S Lalita (1994).

2. Teacher's organizational commitment by Sajid Jamal and Abdul Raheen(2014).

MAJOR FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections.

Objective 1

To estimate the overall teaching competence of high school teachers.

13.75% of high school teachers have average level of teaching competence i.e. 85 to 126 score. 127 and above score i.e. 86.25% of high school teachers have above average level of teaching competence. This reveals that the overall teaching competence of high school teachers are above average. Therefore, proposed Hypothesis I, 'The overall teaching competence of high school teachers have been above average' stands accepted.

Objective 2

To estimate the overall organizational commitment of high school teachers.

All the high school teachers fall in high level of organizational commitment. 0% of high school teachers fall in low level of organizational commitment i.e. 84 and less score of organizational commitment. 84 to 126 scores of organizational commitment have 0% of high school teachers fall in medium level of organizational commitment. 127 and above scores i.e. 100% of high school teachers fall in high level of organizational commitment. Therefore, proposed Hypothesis II, 'The overall organizational commitment of high school teachers have been above average' stands accepted.

Objective 3

To find out the significance difference in teaching competence of high school teachers with respect to gender, teaching experience and type of institute.

4.3.1 Gender differences in the teaching competencies of teachers with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale.

It was evident from chapter 4 that 142 female and 18 male teachers were having t-value 0.96 in planning skill of teaching. The t-value for Planning, Presentation, Closing, Evaluation, And Managerial skills are not significant at 0.05 level of significance. Thus, there are no significant differences in the teaching competencies of male and female teachers. This clearly shows that male and female possess similar teaching competencies in their Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed Hypothesis stated that there is no significant differences in the teaching competencies of male and female teachers with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands accepted.

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In order to compare the teaching competencies of teachers on the basis of their teaching experience with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale indicates that t-values for Planning (3.68), Presentation (3.47), Closing (1.61), Evaluation (1.10) and Managerial (2.04) was found to be significant at 0.01 level.

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Evaluation and Managerial) of General Teaching Competency Scale indicates that t-values for Planning (2.67), Presentation (3.55), Closing (3.30), Evaluation (2.44) and Managerial (3.75) was found to significant at 0.01 level.

The t-value for Planning, Presentation, Closing, Evaluation, And Managerial skills are significant at 0.01 level of significance. Therefore, there are significant differences in the teaching competencies of high school teacher on the basis of type of institution with respect to Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed hypothesis stated that there is significant differences in the teaching competencies of high school teachers on the basis of type of institution with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands rejected.

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Objective 5:

To find out the significant relationship between teaching competence and organizational commitment of high school teacher.

The result reveals that, the Pearson coefficient of correlation (r) computed for teaching competence and organizational commitment was found to be +0.58 which is not significant at 0.05 level. So, there is no significant correlation in teaching competence and organizational commitment. This clearly indicates that there is positive average relationship between teaching competence and organizational commitment of high school teachers. Therefore, proposed hypothesis, V 'There is no significant relationship between teaching competence and organizational commitment of high school teachers' stands accepted.

Hence, teaching competence and organizational commitment shows positive relationship i.e. increase the value of teaching competence the value of organizational commitment also increases.

CONCLUSIONS

On the basis of the interpretation of the results drawn in the present study as discussed in previous chapter, the investigator laid down the following conclusions:

- Almost all of the high school teachers (86.25%) have above average level of teaching competence and only 13.75% of high school teachers have average teaching competence.
- All of the school teachers (100%) have high level of organizational commitment and no teacher have low organizational commitment. Therefore, the hypothesis of the study stating that overall organizational commitment of high school teachers has above average.
- The result shows that t-value for Planning, Presentation, Closing, Evaluation, and Managerial skills are not significant at 0.05 level. Thus, there are no significant differences in the teaching competencies of male and female teachers. This clearly shows that male and female possess similar teaching competencies in their Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed Hypothesis stated that there is no significant differences in the teaching competencies of male and female teachers with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands accepted.
- The result shows that t-value for Planning, Presentation, Closing, Evaluation, And Managerial skills are significant at 0.01 level of significance. Therefore, are significant differences in the teaching competencies of high school teachers on the basis of their teaching experience with respect to Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed hypothesis stated that there is a significant difference in the teaching competencies of high school teachers on the basis of teaching experience with respect to five teaching skills (Planning, Presentation,

Closing, Evaluation and Managerial) of General Teaching Competency Scale stands rejected.

- The result shows that t-value for Planning, Presentation, Closing, Evaluation, and Managerial skills are significant at 0.01 level of significance. Therefore, there are significant differences in the teaching competencies of high school teacher on the basis of type of institution with respect to Planning, Presentation, Closing, Evaluation and Managerial Skills. Therefore, the proposed hypothesis stated that there is significant differences in the teaching competencies of high school teachers on the basis of type of institution with respect to five teaching skills (Planning, Presentation, Closing, Evaluation and Managerial) of General Teaching Competency Scale stands rejected.
- The mean value of scores on organizational commitment of male teachers is 173.61 and the mean value of female teachers is 170.04. The standard deviation of male teacher is 13.81 and female teacher is 9.33 and standard error mean of male is 3.23 and female is 0.78. The value of 't' (1.44) was found to be not significant at 0.05 level. So, male and female school teachers have not shown any significant difference in their organizational commitment with respect to their gender. Also, female school teachers have got little bit lower mean scores on organizational commitment as compared to male teachers. Thus, one can conclude that the scores obtained by male school teachers have been found to be a bit higher than of the female school teachers, but no significant difference have been found to exist on the basis of their gender. Therefore, they have shown equally higher commitment for their profession. Therefore, the most of the male school teachers have obtained scores more than female school teachers. Therefore, proposed Hypothesis IV, 'there is no significant difference in the organizational commitment of high school teachers on the basis of gender' stands accepted.
- The mean value of scores of organizational commitment of low experience (≤ 7) is 167.78 and the mean value of high experience (8+) is 173.62. The standard deviation of low experience is 9.83 and high experience is 9.19 and standard error mean of low experience is 1.054 and high experience is 1.075. The value of 't' (3.852) was found to be significant at 0.01 level of significance. Therefore, the proposed hypothesis IV, 'There is no significant

differences in the commitment of high school teachers on the basis of their experience on organizational commitment scale’.

- The result shows that the mean value of organizational commitment obtained by govt. teachers is 168.36 and the mean value of private teachers is 172.52. The standard deviation of govt. teachers is 10.96 and private teachers is 8.39 and standard error mean of govt. teachers is 1.23 and private teachers is 0.94. The value of ‘t’ (2.70) was found to be significant at 0.05 level of significance. Therefore, the proposed Hypothesis IV ‘There is no significant difference in the organizational commitment of high school teachers on the basis of type of institutions’ stands rejected.
- The result reveals that, the Pearson coefficient of correlation (r) computed for teaching competence and organizational commitment was found to be +0.58 which is not significant at 0.05 level. This clearly indicates that there is positive average relationship between teaching competence and organizational commitment of high school teachers. Hence, teaching competence and organizational commitment shows positive relationship i.e. increase the value of teaching competence the value of organizational commitment also increases.

EDUCATIONAL IMPLICATIONS OF THE STUDY

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem selected must have an impact for improvement on the academic as well as on education in general. The present study was concerned with teaching competence and organizational commitment of high school teachers teaching in Government and private schools.

Teaching competence and organizational commitment plays a vital role in Government and private schools of teachers in schools. The present study is related to study of teaching competence and organizational commitment of high school teachers.

Though the present study was restricted to only 160 high school teachers teaching in schools of Jammu and Samba district, its findings have important educational implications for all teachers of the state as well as in other states.

6. Teaching competence have been found to be high so, it's the duty of teachers themselves and their colleagues and the heads of the institution to maintain them forever a better teaching. They need to be comfortable with public speaking in front of any sized group. They need to be a leader, but not overly authoritarian. They must have a strong knowledge of particular subjects.
7. Both male and female school teachers should have equally high teaching competence and commitment. They need to commit large amounts of time outside of the classroom meeting with students, as well as reading and grading papers. A teacher is never good at just one thing. It is an incredibly demanding but equally rewarding profession that requires a number of different skills, and though many people believe they want to teach, not everyone is suited for it.
8. Type of school not affected the level of teaching competence and which is a good sign for teachers, that they are able to cope up with their factors. There are many different ways to teach from teaching in the classroom directly, to teaching online, or even teaching abroad. Because of this, determining a teacher's competence can vary greatly based on the specifics of each teaching.
9. Organizational commitment has been found to be high so, it's the duty of teachers themselves and their colleagues and the heads of the institution to maintain them forever a better organizational commitment makes a teacher great dedicator. They need to be comfortable with public speaking in front of any sized group. They need to be a leader, but not overly authoritarian. They must have a strong knowledge of particular subjects.
10. Both male and female school teachers should have equally committed towards their job. They need to commit large amounts of time outside of the classroom meeting with students, as well as reading and grading papers. A teacher is never good at just one thing. It is an incredibly demanding but equally rewarding profession that requires a number of different skills, and though many people believe they want to teach, not everyone is suited for it.

The present study has its impact on educational implications especially for teachers. It shows that competency of the teachers is depended on their commitment towards their job. In other words, organizational commitment has too much influence on the

competence of teachers whether the teacher is male or female teachers. Therefore, they are dependent of each other.

SUGGESTIONS FOR FUTURE RESEARCH

After conducted of the present study, the investigator is in position to put forth a few suggestions for further studies in related areas. Some of them are as under:

1. A sample of 160 school teachers from ten Government and ten private schools from Jammu and Samba districts were taken in the present study. Similar study can be done on a large sample.
2. Similar study may be conducted on the primary, senior secondary or even at the college level teachers.
2. The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups, socio economic status, subject background and other related demographic variables.
3. Similar study can be conducted on teacher teaching at college and university level.
4. A similar study may be undertaken in other districts of Jammu and Kashmir state.
5. A study can be conducted to know the teaching competence and organizational commitment of teacher trainees.
6. Similarly studies cab be conducted to know factor wise impact of teaching competence and commitment.
7. Internet facilities should be extended in all school teacher so that the school teachers can make reference to the best resource material and internet with their schools or educational experts.

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APPENDIX A



T.M. (Regd.) No. 80486
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Dr. B. K. Passi (Indore)
M. S. Lalita (Mysore)

Consumable Booklet
of
GTCS-PBLM
(English Version)

Please fill up the following informations : Date

Name Mr./ Miss. / Mrs. _____

Father's Name : Mr. _____ Class taught _____

Qualifications _____

Teaching Subject _____

Topic _____ Period _____ Time Duration _____

School _____

SCORING TABLE

Skills	I	II	III	IV	V	Total
Raw Score						
z-Score						
Grade						

Level of Teaching Competency _____ Score _____

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☎: (0562) 2464926

B. K. Passi
and
M. S. Lalita

GTCS

Name of the Student Teacher.....
Class to be taught.....Topic.....
Date.....Time Duration.....

Not at
all

Very
much

1 2 3 4 5 6 7

PLANNING (Pre-instructional)

1. Objectives of the lesson were appropriate : clearly stated relevant to the content, adequate and attainable.
2. Content selected was appropriate : relevant and adequate with respect to the objectives of the lesson, and accurate.
3. Content selected was properly organized : Logical continuity and psychological organization.
4. Audio-visual material chosen were appropriate : suited to the pupils and content, adequate and necessary for attaining the objectives.

PRESENTATION (Instructional)

5. Lesson was introduced effectively and pupils were made ready emotionally and from knowledge

	Not at all					Very much	
	1	2	3	4	5	6	7
point of view to receive the new lesson : continuity in statements or questions, relevance, use of previous knowledge and use of appropriate device/technique.							
6. Questions were <i>appropriate</i> : well structured, properly put, adequate in number and made pupils participate.							
7. Critical awareness was brought about in pupils with the help of probing questions : prompting, seeking further information, re-focusing, redirection and increasing critical awareness.							
8. Concepts and principles were explained (understanding brought about) with the help of <i>clear, interrelated and meaningful statements</i> : statements to create set, to conclude, statements which had relevancy, continuity appropriate vocabulary explaining links, fluency and had no vague words and phrases.							
9. The concepts and principles were illustrated with the help of <i>appropriate</i> examples through <i>appropriate</i> media (verbal and non-							

	Not at all					Very much	
	1	2	3	4	5	6	7
verbal) : simple, relevant to the content and interest level of pupils.							
10. Pupils' attention was secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral-visual switching ; Pupils' postures, and listening, observing, and responding behaviour of pupils.	.	.	.	.	.	.	.
11. Deliberate silence and nonverbal cues were used to increase pupil participation.	.	.	.	.	.	.	.
12. Pupils' participation (responding and initiating) was encouraged using verbal and nonverbal reinforcers.	.	.	.	.	.	.	.
13. Speed of presentation of ideas was <i>appropriate</i> : matched with the rate of pupils' understanding and there was proper budgeting of time.	.	.	.	.	.	.	.
14. Pupils participated in the classroom and responded to the teacher and initiated by giving their own ideas and reacting to others' ideas.	.	.	.	.	.	.	.

Not at all					Very much	
1	2	3	4	5	6	7

15. The blackboard work was good :
legible, neat, appropriateness of
the content-written and adequate.

.	.	.	.	.	.	.
---	---	---	---	---	---	---

CLOSING

16. The closure was achieved *appropriately* : main points of the lesson were consolidated, present knowledge was linked with the past knowledge, opportunities were provided for applying present knowledge, and present knowledge was linked with future learning (assignment).

.	.	.	.	.	.	.
---	---	---	---	---	---	---

17. The assignment given to the pupils was *appropriate* : suited to individual differences, relevant to the content taught, and adequate.

.	.	.	.	.	.	.
---	---	---	---	---	---	---

EVALUATION

18. Pupils' progress towards the objectives of the lesson was checked and the procedures of evaluation were *appropriate* : relevant to the objectives, valid, reliable, and objective.

.	.	.	.	.	.	.
---	---	---	---	---	---	---

19. Pupils' difficulties in understanding a concept or principle were diagnosed by step-by-step questioning and *suitable* remedial measures were undertaken.

.	.	.	.	.	.	.
---	---	---	---	---	---	---

Not at all					Very much	
1	2	3	4	5	6	7

MANAGERIAL

20. Both attending and nonattending behaviours of the pupils were recognized : attending behaviour was rewarded, directions were given to eliminate nonattending behaviour, questions were asked to check pupils' attending behaviour, pupils' feelings and ideas were accepted, and nonverbal cues were used to recognize pupils' attending and nonattending behaviours.

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21. Classroom discipline was maintained in the class : pupils followed teacher's instructions that were not related to the content.

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Comments (if any) :

Published by :

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4/230, Kacheri Ghat, Agra-282004 (U. P.)

 T.M. Regd. No. 388038 Copyright Regd. No. 673240/2003 Bk. 13/1/03 Dr. Sajid Jamal (Bhopal) Dr. Abdul Raheem (Srinagar)	Consumable Booklet of TOCS-JSRA <i>(English Version)</i>
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Please fill in the following informations : **Date**

Name _____

Father's Name _____

Designation _____ **Age** _____ **Gender : Male** ☐ **Female** ☐

Married/Unmarried _____ **Area : Urban** ☐ **Rural** ☐

Experience in year _____ **Teaching Subject** _____

Qualification _____ **Institution** _____

• INSTRUCTIONS

There are 42 statements related to different activities of our day to day teaching behaviour reflected in various aspects of organizational commitment in this questionnaire. You may agree or disagree with the statements. Read the statements carefully and decide whether you **strongly agree**, **agree**, **undecided**, **disagree** or **strongly disagree** with the statement. Put a tick mark ☒ in the box as per your choices. As these statements are related to your opinions and attitudes, as such no answer is right or wrong. The information provided by you will be kept confidential.

Scoring Table

Dimension	CTS	CTW	CWG	CTP	Total Score
Raw Score					
z-Score					
Grade					
Level					

Estd. 1971

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Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
1.	I feel pride in working in this school.	☐	☐	☐	☐	☐	
2.	I prefer working at this school even though I have choices for working at the other schools.	☐	☐	☐	☐	☐	
3.	It will not be possible for me to leave this school willingly.	☐	☐	☐	☐	☐	
4.	I think about the future of the school.	☐	☐	☐	☐	☐	
5.	I think my school deserves for my loyalty.	☐	☐	☐	☐	☐	
6.	I feel obliged to this school.	☐	☐	☐	☐	☐	
7.	I admire this school for its good management.	☐	☐	☐	☐	☐	
8.	This school does not create working desire in the teachers.	☐	☐	☐	☐	☐	
9.	I do not feel that the problems faced by the school are my problems.	☐	☐	☐	☐	☐	
10.	I do not work hard for the school.	☐	☐	☐	☐	☐	
11.	I perceive the school as the worst one among the others.	☐	☐	☐	☐	☐	
12.	I am not bound to work in this school.	☐	☐	☐	☐	☐	
13.	I do not feel any emotional attachment to this school.	☐	☐	☐	☐	☐	
14.	It will not be too costly to leave this school immediately.	☐	☐	☐	☐	☐	
CTS Score =							
15.	It is my responsibility of taking the class on time.	☐	☐	☐	☐	☐	
16.	I get information about the student's family life.	☐	☐	☐	☐	☐	

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
17.	I enjoy teaching.	☐	☐	☐	☐	☐	
18.	I provide information about various vocational courses to the students.	☐	☐	☐	☐	☐	
19.	I look for extra classes.	☐	☐	☐	☐	☐	
20.	I think, I have the natural talent for the teaching.	☐	☐	☐	☐	☐	
21.	I do not accomplish the teaching job with enthusiasm.	☐	☐	☐	☐	☐	
22.	I do not try to do the best for the unsuccessful students.	☐	☐	☐	☐	☐	
23.	I do not spend time with the students on subjects (activities) related with the lesson outside the classroom.	☐	☐	☐	☐	☐	
24.	I never feel that I shape the destiny of India in her classrooms.	☐	☐	☐	☐	☐	
25.	For me teaching is a boring and monotonous job.	☐	☐	☐	☐	☐	
26.	I take the class without proper planning of the lesson to be delivered	☐	☐	☐	☐	☐	
							CTW Score =
27.	I maintain close relationship with the teachers out of the school also.	☐	☐	☐	☐	☐	
28.	I feel pleased to be with other teachers in the breaks.	☐	☐	☐	☐	☐	
29.	I feel the other teachers in the school as my best friends.	☐	☐	☐	☐	☐	
30.	I like to help the other teachers in need.	☐	☐	☐	☐	☐	
31.	I do not feel myself as the other teachers' close friend in the school.	☐	☐	☐	☐	☐	

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Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
32.	I do not have faith in my colleagues.	☐	☐	☐	☐	☐	
33.	In social gatherings I prefer the company of such persons who belong to other professions to the company of my colleagues of teaching profession.	☐	☐	☐	☐	☐	
34.	My colleagues exploit me for their vested interests.	☐	☐	☐	☐	☐	
CWG Score =							
35.	I perceive teaching profession as the best profession.	☐	☐	☐	☐	☐	
36.	In my opinion the choice of becoming a teacher is the best decision in my life.	☐	☐	☐	☐	☐	
37.	I perceive the values of teaching profession more important than those of other professional values.	☐	☐	☐	☐	☐	
38.	There are enough opportunities for growth in this profession.	☐	☐	☐	☐	☐	
39.	I do not have the desire to be well known in the teaching profession.	☐	☐	☐	☐	☐	
40.	I am not proud of myself as a teacher.	☐	☐	☐	☐	☐	
41.	I do not have the desire to continue teaching without economic needs.	☐	☐	☐	☐	☐	
42.	I feel no job security in the teaching profession.	☐	☐	☐	☐	☐	
CTP Score =							

Total Score : CTS + CTW + CWG + CTP =

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Consumable Booklet of Teacher's Organizational Commitment Scale (TOCS-JSRA) (Eng.)

RP