THE COMMITMENT OF TEACHERS TOWARDS THEIR PROFESSIONS IN GOVT ELEMENTARY SCHOOLS IN JEHANABAD DISTRICT, BIHAR: A CASE STUDY

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ABSTRACT

The purpose of the present investigation was to study of 192 government elementary schools situated in Jehanabad District of Bihar which has been considered as Sample out of 900 Schools in the district as that of Population. In the present problem an attempt was made to study the commitment of Teachers towards their profession. Case Study under descriptive research were adopted as Methodology. Interview schedule was employed as the tool in the collection of data. The study revealed that the commitment of the teachers was low and that age, educational qualification, teaching experience, place of residence, marital status, training and salary were significant predictors of commitment among the teachers.

KEY WORDS: **Government Elementary Schools, Jehanabad district in Bihar, Teachers' Commitments.**

1. INTRODUCTION

1.1 Background of the Study:

1.1.1 Bihar:

1.1.1. A. Demographic Characteristics:

Bihar is the third most populated State of India with total population of 82,998,509 (43,243,795 Male and 39,754,714 Female). Nearly 85 per cent of Bihar's population lives in rural areas. Almost 58 per cent of Biharis are below 25 years of age, which is the highest number in India.

The sex ratio is 919 females per 1000 males. Since ancient times, Bihar has attracted migrants and settlers including Bengalis, Turks from Central Asia, Persians, Afghans and Punjabi Hindu refugees during the Partition of British India in 1947. Bihar has a total literacy rate of 63.82 per cent (75.7% for Males and 55.1% for Females) as of 2011 census.

Hindi and Urdu are the official languages of the State, while the majority of the people speak Angika, Bhojpuri, Magahi, Maithili and Bajjika.

India has 29 states and seven union territories. Bihar is one of the 29 states. Bihar is situated in Eastern India. It is the 12th largest state in terms of geographical size at 98,940 km^2 and third largest by population.

Bihar lies mid-way between West Bengal in the east and Uttar Pradesh in the west. It is bounded by the country of Nepal to the north and by Jharkhand to the south. The Bihar plain is divided into two parts by the river Ganges which flows through the middle from west to east. Bihar has notified forest area of 6,764.14 km^2, which is 6.8 per cent of its geographical area.

Bihar has a diverse climate. Its temperature is extreme (too hot during summers and too cool during winters). Bihar is a vast stretch of fertile plain which is drained by the Ganges River including its northern tributaries Gandak and Koshi originating in the Nepal Himalayas and the Bagmati originating in the Kathmandu Valley that regularly cause flood in

Bihar plains. The total area covered by the State of Bihar is 94,163 km^2. The State is located between 21°-58'-10" N ~ 27°-31'-15" N latitude and between 83°-19'-50" E~88°-17'-40" E longitude. Its average elevation above sea level is 53 m.

The river *Ganges* divides Bihar into two unequal halves and flows through the middle from west to east. Other Ganges tributaries are the Son River, Budhi Gandak, Chandan, Orhani and Falgu. Though the Himalayas begin at the foothills, a short distance inside Nepal and to the north of Bihar, the mountains influence Bihar's landforms, climate, hydrology and culture. Central parts of Bihar have some small hills, for example the Rajgir hills. To the south is the Chota Nagpur plateau, which was part of Bihar until 2000 but now is a part of separate state called Jharkhand.

Bihar is mildly cold in the winter with the lowest temperatures being in the range from 4-10 °C. Winter months are December and January. It is hot in the summer, with average temperature around 35-40°C. The months from April to mid-June are the hottest months. The monsoon months of June, July, August, and September see good rainfall. The months of October, November, February and March have a pleasant climate.

Table 1.1
Divisions of Bihar along with Districts

Division	Headquarter	District
Bhagalpur	Bhagalpur	Banka, Bhagalpur
Darbhanga	Darbhanga	Begusarai, Darbhanga, Madhubai, Samastipur
Kosi	Saharsa	Madhepura, Saharsa, Supaul
Magadh	Gaya	Arwal, Aurangabad, Gaya, **Jehanabad**, Nawada
Munger	Munger	Jamui, Khagaria, Munger, Lakhisarai, Sheikhpura
Patna	Patna	Bhojpur, Buxar, Kaimur, Patna, Rohatas, Nalanda
Purnia	Purnia	Araria, Katihar, Kishanganj, Purnia
Saran	Chapra	Gopalganj, Saran, Siwan
Tirhut	Muzaffarpur	East Champaran, Muzaffarpur, Sheohar, Sitamarhi, Vaishali, West Champaran

1.1.1. B. Education:

Historically, Bihar has been a major centre of learning, home to the ancient universities of Nalanda (established in 450 BCE), Odantapura (established in 550 BCE) and Vikramshila (established in 783 AD).The current state of education and research is not satisfactory though the current state government claims big achievements in school education. Bihar saw a revival of its education system during the later part of the British rule when they established Patna University (established in 1917) which is the seventh oldest university of the Indian subcontinent. Some other centers of high learning established by the British rule are Patna College (established in 1839), Bihar School of Engineering (established in 1900; now known as National Institute of Technology, Patna), Prince of Wales Medical College (1925; now Patna Medical College and Hospital), Science College, Patna (1928) Bihar National College (1889) among others.

After independence, Bihar lost the pace in terms of establishing a centre of education. Modern Bihar has a grossly inadequate educational infrastructure creating a huge mismatch between demand and supply. This problem further gets compounded by the growing aspirations of the people and an increase in population. The craving for higher education among the general population of Bihar has led to a massive migration of the student community from the state.

Table 1.2
Literacy Rate of Bihar from 1961 to 2011

Year	Total	Males	Females
1961	21.95	35.85	8.11
1971	23.17	35.85	9.86
1981	32.32	47.11	16.61
1991	37.49	51.37	21.99
2001	47.53	60.32	33.57
2011	63.82	73.39	53.33

Bihar, with female literacy at 53.3 per cent, is striving to climb as the Government has established educational institutions. At the time of independence, women's literacy in Bihar was 4.22 per cent.

As per the Human Development Survey conducted by National Council of Applied Economic Research (NCAER) in 1993-94, the literacy rate in Rural area is given by as under :

Table 1.3
Literacy rates in selected States, 1994
Percentage Literate (rural only), HD1; NCAER

State	Male	Female
Haryana	69.4	38.1
Himachal Pradesh	79.4	57.0
Punjab	68.2	51.2
Bihar	56.6	28.8
Uttar Pradesh	62.0	28.3
Madhya Pradesh	58.9	27.1
Orissa(Odisha)	67.8	40.7
Rajasthan	60.4	19.0
West Bengal	66.3	49.9
Gujarat	713	46.7
Maharashtra	70.9	45.1
Andhra Pradesh	60.6	39.1
Karnataka	65.1	43.9
Kerala	93.0	86.5
Tamil Nadu	74.6	53.2
India	65.6	40.1

Table 1.4
Literacy Rate of India from 1951-2011

Year	Persons	Males	Females
1951	18.33	27.16	8.86
1961	28.30	40.40	15.35
1971	34.45	45.96	21.97
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	64.84	75.85	54.16
2011	74.04	82.14	65.46

As on date, there are six engineering colleges for boys and one for girls in public sector and nine others in the private sector in Bihar. The overall annual intake of these technical institutes offering engineering education to students in Bihar is merely 4,559. The seventh engineering college of the State Government has started its first session from July 2012 at Chhapra, while the process to create infrastructure for three new engineering colleges, one each at Madhepura, Begusarai and Sitamarhi has started.

Bihar established several new educational institutes between 2006 and 2008. Birla Institute of Technology (BIT) Mesra Ranchi started its Patna extension center in September 2006. On 8 August 2008, IIT was inaugurated in Patna with students from all over India. In 2008, Netaji Subhash Institute of Technology (NSIT) opened its new college in Bihta, which is now emerging as a new education hub in Bihar. BCE, Bhagalpur and MIT, Muzaffarpur are also prominent engineering colleges in Bihar. National Institute of Pharmaceutical Education and Research (NIPER) has been set up in Hajipur.

On 4th August 2008, National Institute of Fashion Technology Patna was established as ninth such institute in India. Chanakya National Law University, a law university and Chandragupt Institute of Management were established in later half of 2008. The ancient Nalanda University is revived as of International character and inaugurated by present External Affairs Minister Smt. Sushma Swaraj on Sept.20, 2014. Classes had already begun at the under construction residential International University located around 12 km away from the ruins of the ancient University on September 1, 2014 by way of a soft launch and without any huge ceremony. The Union Govt. has sanctioned Rs. 2,700 crores for the University, the idea of which was proposed by former President APJ Abdul Kalam while addressing a joint session of Bihar Assembly and legislative council in 2006. The University will have seven schools for post graduate and doctorate by its scheduled completion in 2020. Only two of them, the school of Ecology and Environmental studies and the school of Historical studies are currently functioning with 15 students and 11 teachers. The first Chancellor of the varsity is Nobel Prize winner and prominent economist Dr. Amartya Sen. The ancient University began during Gupta period in 6th century AD and came to an end after being destroyed in 1193 AD by the invading Army of Turkish ruler Qutubuddin Aibek led by his general Bakhtiyar Khilji.

After Kalam mooted Nalanda University, the Singapore Govt. proposed revival of the ancient University having International character but valuable to the modern time. The Nalanda University came into existence by a special act passed by the parliament: The Nalanda University Act. Several countries are pitching in with funds for the University with China contributed one million dollar, besides Singapore five million dollars, Thailand 100 thousand dollars and Australia 1 million dollar. The Aryabhatt Knowledge University in Patna is framed to which all the engineering as well as medical colleges are affiliated in Bihar. The A.N. Sinha Institute of Social Studies is a premier research institute in the state.

Bihar is pioneer in the field of yoga with its internationally renowned institute Bihar School of Yoga in Munger. Bihar e-Governance Services & Technologies (BeST) and the Government of Bihar have initiated a unique program to establish a center of excellence called Bihar Knowledge Center, a finishing school to equip students with the latest skills and customized short-term training programs at an affordable cost, the main aims for which are to attract every youth of the state to hone up their technical, professional and soft skills and prepare them for the requirements of present industry and job market.

Bihar also has Central Institute of Plastic Engineering & Technology (CIPET) and Institute of Hotel Management (a Central Govt. Unit) in Hajipur.

1.1.2 Jehanabad District:

1.1.2. A. The Demographic Characteristics:

Jehanabad district is one of the thirty-eight districts of Bihar State, India, and Jehanabad town is the administrative headquarter of this district. Jehanabad district is a part of Magadh Division. This district is 45 km from Patna, the capital of Bihar. Jehanabad has been a lone subdivision of Gaya district since 1872. Jehanabad district was carved out of old Gaya district on 1st August, 1986. The main aim behind the creation of this district was to accelerate the pace of development and to solve the problems of extremism, poverty, unemployment and underdevelopment.

Jehanabad district is the heartland of Magadh Area.

According to the provisional estimate, this district is situated in between $25^00'$ to $25^015'$ North Latitude and $84^031'$ to $85^015'$ East Longitude. Its surrounding districts are the district of Patna in North, Gaya in South, Nalanda in East and Arwal in West.

Jehanabad is located on the confluence of two small rivers called Dardha and Yamuniya. Major part of the land in the district is plain. The rivers Sone, Phalgu, Dardha and Yamuniya flow in the district. The river Sone that touches the western part of the district is the only perennial river. Rest of the rivers is seasonal. The river Phalgu has got religious importance where the Hindus offer "PIND DAN" to their fore-fathers. This PIND DAN is mainly done at Gaya in the river Phalgu which is 48 Km away from Jehanabad.

The district has been in the national news mostly for the news related to Naxalite violence. The area is however developing now and the service-sector is gaining ground in the district.

The Barabar Caves are located in the Jehanabad District. They are the oldest surviving rock-cut caves in India, mostly dating from the Mauryan period (322-185 BCE), and some with Ashokan inscriptions. It is currently a part of the Red Corridor. Jehanabad is named after Jahanara Begum Sahib. She was the daughter of Mughal emperor Shah Jahan and Arjumand Banu Begum and the eldest sister of her siblings Abu'l Muzaffar Muhi-ud-Din, popularly known as Aurangzeb, Dara Shukoh, Shah Suja, Roshan Ara Begum and Murad Baksh. She was born on 16th September, 1681.

Irki is the popular place of Jehanabad.

Jehanabad district occupies an area of 932 square kilometres. The region is rich for cultivating cereals and vegetables.

In 2006, the Ministry of Panchayati Raj named Jehanabad one of the country's 250 most backward districts (out of a total of 640) under the Backward Regions Grant Fund Programme (BRGF).

The area of Hulasganj is placed in Surajpur panchayat alongwith Kandaul, Surajpur and Baigni. Now this time, in Jehanabad district, Hulasganj block is the fastest developing area.

According to the 2011 Census Jehanabad district has a population of 1,124,176. This gives it a ranking of 412th in India (out of a total of 640). The district has a population density of 1,206 inhabitants per square kilometer. Its population growth rate over the decade 2001-2011 was 21.34 per cent.

Jehanabad district has a sex ratio of 922 females for every 1000 males, and a literacy rate of 68.27 per cent. Jehanabad District comes under Magadh Division in Bihar. The villagers in Jehanabad District are mostly economically and educationally backward and most of them are confined in agriculture work for their livelihood. The people of the villages belong to Hindu-Community and Muslim minority and hence they follow Hindu-culture and Muslim culture respectively. They celebrate *Holi, Diwali, Eid, Muharram,Dussehra* and other festivals with traditional-songs and folk-dances. They use regional dialect "Magahi" in conversation. They have the feelings of togetherness and hence they seldom quarrel. If there is any quarrel, the Headman of the village tackles and solves in a prudent manner. As most of the villages are educationally backward, they are superstitious too.

In the geographical context of India, Bihar lies in the North-eastern central part of India. Patna is the capital of Bihar and Jehanabad Railway Station is 45km away from Patna towards south. Location of Jehanabad district in Bihar and the map of Jehanabad district have been shown in Fig 1.1 and Fig 1.2 and the basic information about Jehanabad district has been detailed in Table 1.5 as under:
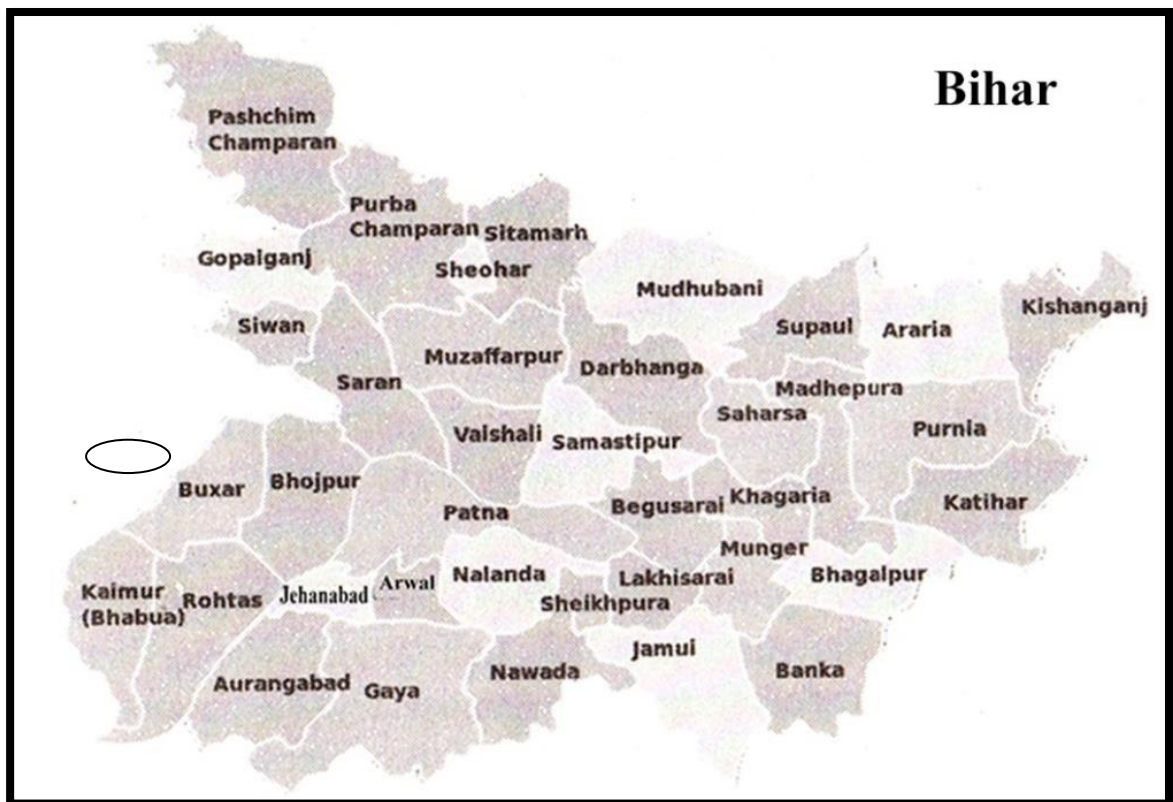
Fig 1.1
A Map showing all the districts of Bihar
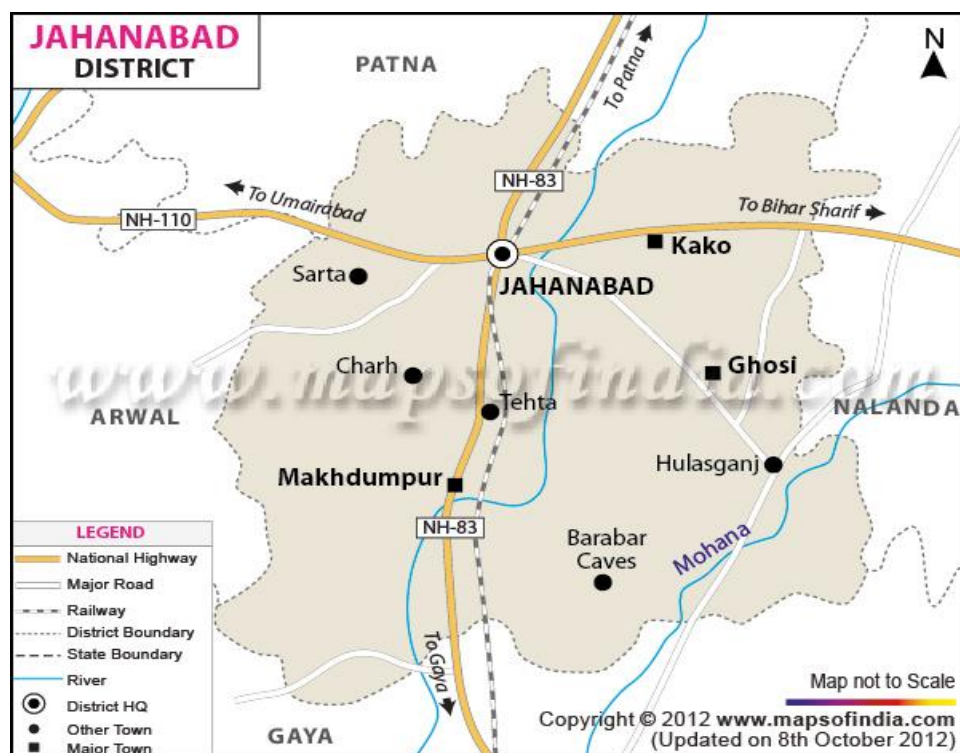**Together with Jehanabad which is encircled.**

Fig 1.2
A Map showing Jehanabad district of Bihar

1.1.2. B. Climate:

The climate of Jehanabad is of extreme nature, i.e. very hot in the summers and biting cold in the winters. The average rainfall of the district is 1074.5 mm. Out of the total rainfall 90 percent comes from monsoons. The economy of the district is agriculture based. The soil is very much fertile known as "KEWAL" in local terms. This soil is very suitable for the production of rice, wheat, cane etc.

1.1.2. C. History:

The district of Jehanabad has a certain place in the history of India. The description is found in the famous book "aine-e-akbari". The book says that the place was badly affected by famine in the 17th century and people were dying of hunger. The Moghul Emperor Aurangzeb, in whose time the book was re-written, established a Mandi for relief of the people and named the "Mandi" as "JAHANARA". The Mandi was under the direct control and supervision of Jahanara. It is believed that she spent a great deal of time here. In the course of time, the place came to be known as "JAHANARABAD" and later as "JEHANABAD".

Of the various places in the district which have yielded archaeological remains, Barabar, Dharawat and Dabthu occupy notable positions. The earliest of the archaeological remains in the district are to be found in the Barabar and Nagarjuni hills. The credit for unraveling the charm and appeal of the Barabar hills goes to the celebrated British writer E.M. Forster. His "A Passage to India" is replete with references to the Barabar hills by simply changing the name of the hills and caves to Marabar. The Barabar hills situated about 14 Kms. East of Makhdumpur railway station in Jehanabad district is famous for its rock cut caves which are supposed to be the earliest examples of cave Architecture in north India. During the reign of Ashoka, for caves were excavated in the Barabar hills for the ascetics of Ajivika sect. These are known as Sudama, Vishwajhopri, Karnchaupar and Lomas rishi and are excavated in the hardest granite with infinite care and the interior surface of all of them contains high polish and are burnished like glass. In the Nagarjuni range about 1 Km to the north east of Barabar hills there are three excavated caves containing the inscriptions of Ashoka's grandson Dusratha. These are known as Gopi, Vahiyaka and Vedathika. For sheer panoramic grandeur and rugged natural beauty very few places in the district can be compared to the northern portion of the Barabar hills. From a distance, the twin hills of Barabar and Nagarjuni look like a dragoon slithering slowly towards the horizon. The Archaeological survey of India (ASI) has also sent a proposal to the UNESCO for inclusion of Barabar hills in the world heritage list of monuments.

Dharaut, about 10 Kms north west of Barabar hills has been identified as the site of the Buddhist monastery of Gunamati. Not only does the position of Dharaut correspond with the account of itinerary given by the Chinese pilgrim Huen Tsang but the site of the ruins also agrees with his description. At the foot of the Kunwa hill which shut in Dharaut on the south stretches a large tank known as Chandra pokhar. The name of the tank perpetuates the legend that it was excavated by Raja Chandra Sen. Two modern temples at its north eastern corner once contained a large collection of ancient statues. The most remarkable was a colossal image of twelve armed Avalokiteswara Boddhisatva which has now been shifted to the Patna museum. Six Kms east of Hulasganj in Jehanabad, Dabthu is chiefly known for its finally carved images and ruins of temples. A noted scholar and historian FH Hamilton visited Dabthu and adjoining villages in 1811-12 AD. His travelogue contained descriptions of dilapidated structures of magnificent temples including a Jain temple, a mausoleum of sufi saint and numerous images of Hindu gods and goddesses around the temples. Buchanan also talks of a sprawling earthen mound which is still extant. Now little remains of those shrines and idols as described by Hamilton and Buchanan. However, in the remains of ancient shrines one can still see images of deities mutilated and decayed by ravages of time.

About 25 Kms south-west of Jehanabad, Ghejan is known for a number of ancient Budhist and Brahminical statues. The most interesting of them being a large seated diadem. There was also a large statue of Avalokiteswara with an inscription on the pedestal stating that it was the gift of Sthavira Ratn, who came from Nalanda and dedicated it for the benefit of his two disciples. This piece of Budhist sculpture has since being shifted to the Patna Museum. According to legend, Budha is said to have stayed in the village for a few days while on way to Gaya to attain enlightenment. He had also delivered sermons to a select group of disciples in the village. Later Bimbisar (554-493 BCE), the King of Haryanka dynasty and the emperor of Magadh setup a monastery in the village to commemorate Budha's visit. The ruins of an ancient brick temple also exist in the village and there is also a temple containing a large standing figure of Tara, now worshiped as Bhagwati. At a time when vested interest was working overtime to spread frenzy in the country, a small, unobtrusive Dargah at Kako in Jehanabad stands as a beacon of social harmony and peace for thousands of devotees belonging to both communities, Muslims and Hindus. Bibi Kamal preached religious tolerance and love in opposition to orthodoxy. For her, there was but one God and the world the reflection of God who permeates everything. People irrespective of their faith visit the Dargah of Bibi Kamal. Bibi Kamal's Urs takes place in November every year when cooked rice is distributed among devotees seeking her blessings.

1.1.2. D. Language:

The language spoken here is "MAGAHI", a dialect of Hindi.

1.1.2. E. Administrative Structure:

There is one sub-division and seven blocks in this district. The blocks are Jehanabad, Makhdumpur, Kako, Ghoshi, Modanganj, Hulasganj and Ratni Faridpur. The last three blocks are of recent origin. Besides the district police headquarter, there are 13 reserved Police Stations in the district.

1.1.2. F. Communication:

The district is linked both by road route and rail route. The Patna-Gaya branch railway line, popularly known as the "P.G. Line", crosses through this district and links the main line of Patna and Grand Chord Line of Gaya. There are four-railway stations and 31 km long railway line in this district. Road distance of Jehanabad from Patna is 45 Kms. and from Gaya is 48 Kms.

1.1.2. G. Agriculture:

Jehanabad district is a predominantly agricultural district. The soil is highly fertile. This district is densely populated. Paddy, wheat, maize and pulses are the main agricultural crops raised by farmers in the district. Cane is also grown in some parts of the district.

1.1.2. H. Land Utilization:

The total land available in the district is 387,157 acres. Forest coverage is very small having less than 0.5% of the total available area under forest. The net sown area available for cultivation is 267,833 acres, which is 69.18% of the total available land.

1.1.2. I. Minerals:

No major minerals are found in the district.

1.1.2. J. Population, Sex Ratio, Literacy Rate of Jehanabad District :

The total population of Jehanabad District is 1,124,176. The sex ratio of female is to male is 922:1000. Literacy rate in this district is 66.8% out of which 77.66% is for male and 55.01% is for female, as per 2011-census.

JUSTIFICATION OF THE STUDY

Education is the means for change of individual into desirable way through the teachers. Hence the commitment of the teacher takes place at the highest point to mould the individual. The peace and progress of society depend upon the level of education received by the citizens of the country which is must for all from constitutional as well as Right to Education point of view.

Elementary education is the First Stage of Education as well as the most important and basic to all. That is why the constitution of India provides the right of Elementary Education to all the children of the Nation between the age-group of 6-14 years without fail.

STATEMENT OF THE PROBLEM

The problem of the present study is titled as "The commitment of teachers towards their professions in Govt. Elementary Schools in Jehanabad district, Bihar: A case study.

In present study, an attempt has been made to investigate the commitment of teachers towards their profession.

OBJECTIVE OF THE STUDY

Objective: To find out the commitment of teachers towards their profession.

HYPOTHESIS

Based on Objective, a null hypothesis had been set as under and tested: There is no significant difference in commitment towards teaching profession between the teachers of different ages, genders, educational qualifications, teaching experiences, places of residence, salaries, marital statuses, training statuses and subject streams.

DELIMITATION OF THE STUDY

Only those schools more or less located within accessible geographical area were considered as inclusive criterion because of limited time, energy and budget on one hand and the need for direct contacts of teachers and head teachers on the other.

2. REVIEW OF RELATED LITERATURE

Hossain (1978), Sannakit (1980), Rumberger (2001), Admassu (2011), Imtiaz (2016), Bihari (1969), Barua (1971), Pratap (1971), Agarwal (1972), Punalekar (1975) had conducted study on the Elementary Education and found that in one way or the other economic, social, environmental, geographical, administrative and political factors influence the program of Elementary Education.

Arora (1976) studied the difference between effective and ineffective teachers. The major findings were:

i.   Age and tenure of service were non-differentiating characteristics.

ii.   A greater number of ineffective teachers passed examinations while in service.

iii.   The educational qualifications and divisions obtained and continuity of studies in one phase did not differentiate.

iv.   For job motivation, the stage at which the decision to join the profession was the differentiating characteristics.

v.   Working conditions, distance between school and home, time spent on daily traveling, utilization of free periods, satisfaction with syllabus and incentives for good work were the differentiating characteristics.

vi.   Length of teaching experience has nothing to do with effective and ineffective.

NIEPA (1979) studied the administration of elementary education in relation to universalization of elementary education in Bihar. The major findings were:

i.   The incidence of non-enrolment was consistently higher in the case of girls; enrolment drives did not make any impact on their enrolment.

ii.   No organized sustained effort was made either to enroll additional children or to improve low teacher-pupil ratio.

iii.   There was dearth of qualified teachers in the sample schools.

iv.   School committees were not effective. Needy children did not receive incentives in time due to inadequate planning for distribution; there was demand for the mid day meal program.

v.   Inspection was generally routine (perfunctory) and offered little professional guidance with no follow up.

vi.   At the district level there was no officer in overall charge of elementary education, and enrolment strategies and monitoring of educational program lacked emphasis.

vii.   Most single-and double-teacher primary schools had no building.

3. METHODOLOGY OF RESEARCH

The case study and cross-sectional approaches under the descriptive method were adopted in the current study. All the 900 government elementary schools (Classes I-VIII) situated in seven Blocks of Jehanabad District, Bihar had been considered as the

population of the study and 192 government elementary schools from 7 Blocks of Jehanabad District were selected randomly as sample.

Statistical Techniques used

The following Statistical techniques were used in order to test the reliability, to analyze and to interpret the collected data and to test the hypotheses.

1. Percentages
2. Correlation Analysis
3. Cronbach's Alpha

Procedure of Data Collection

The data from the schools were gathered through different phases. In the first phase, a pilot survey was conducted in seven Blocks of Jehananbad District to identity the government elementary schools. In the second phase, the investigator visited the sample schools to establish rapport with the head teachers and teachers by explaining them the nature and the purpose of the study as well as by way of seeking co-operation from them during the course of the investigation. In the third phase, on an appointed day, data collection process from each sample school started, wherein the data collection tool was administered to the teachers to collect data on their commitment towards their profession.

4. ANALYSIS AND INTERPRETATION

The number of sample schools in each 7 Blocks is shown in the table as under:

Table 4.1

Number of sample schools in the Blocks

Blocks	Frequency	Percent	Cumulative Percent
Ghoshi	20	10.4	10.4
Hulasgganj	16	8.3	18.8
Jehanabad	36	18.8	37.5
Kako	36	18.8	56.3
Makhdumpur	44	22.9	79.2
Modanganj	16	8.3	87.5
Ratni Faridpur	24	12.5	100.0
Total:	192	100.0	

Table 4.2

Item Reliability of 20 items for teacher commitment

(A) Scale statistics of the 20 items for teacher commitment

S L. NO.	Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	I feel very glad to choose this teaching profession as for me this is the best of all other professions	84.09	15.560	.616	.806
2.	I chose this profession as this help me getting extra income from tuition.	84.21	15.304	.514	.807
3.	I encourage my friends to join this profession as future generation is guided by the teachers.	84.08	15.614	.625	.806
4.	I will accept any type of job assignment in order to get more salary and reputation.	87.63	19.226	-.382	.886
5.	I really care about the future of my students	84.09	15.560	.616	.806
6.	I feel very little loyalty to this profession	84.24	15.216	.369	.816
7.	I am assigned with lot of individual task and	84.09	15.560	.616	.806

SL. NO.	Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
	responsibilities during school activities/functions.				
8.	Teachers are consulted for the planning of the school work	84.20	14.645	.748	.796
9.	I find that my values and the school values are very similar	84.13	15.416	.597	.805
10.	I am really concerned with the development of this school where I am working	84.20	14.708	.726	.797
11.	I am proud to tell others that I am a part of this school	84.16	15.102	.654	.802
12.	Deciding to work in this institution is a mistake on my part	84.10	15.463	.628	.805
13.	As a teacher, i receive high respect from the members of the community	84.11	15.260	.684	.802
14.	As a teachers, I have very good relationship with my students	84.14	15.297	.621	.804
15.	I feel my abilities are not fully utilized as my present job does not require the higher qualification that i possess	87.09	17.244	-.075	.830
16.	There is a good relationship between the Head and teachers in my school.	84.24	14.458	.404	.817
17.	I get adequate opportunities for professional development	84.85	16.715	.072	.829
18.	I have job satisfaction with my work	84.14	15.003	.581	.803
19.	The supervisors are very helpful in giving guidance in academic matters.	84.89	16.566	.131	.825
20.	I am very clear about my job requirements.	84.13	14.511	.757	.794

(B) Positive-Negative segregation of the 20 items for teacher commitment

Sl. No.	Item	Item No.	Total No. of Items	
1	Positive	1, 3, 4, 5, 7, 8, 9,10,11, 13,14, 16,17, 18, 19, 20	16	20
2	Negative	2, 6, 12, 15	4	

The teacher commitment items comprises of 20 items. 16 items were positive while 4 items were negative. It was a point 5-point scale.

(C) Scoring Key

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

(D) Scale Statistics

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
88.99	17.147	4.141	20

(E) Reliability Statistics

Reliability Statistics	Value
Cronbach's Alpha, first half	.700
Cronbach's Alpha, Second half	.772
Cronbach's Alpha, full scale	.821
Standardized alpha	.878
Correlation Between Forms	.528
Spearman-Brown Coefficient (Equal or Unequal Length)	.691

Guttman Split-Half Coefficient	.691

(F) Statistics Commitment Score

Statistics Commitment Score	
N	96
Mean	89.0938
Median	91.0000
Std. Deviation	3.82259
Range	18.00
Minimum	77.00
Maximum	95.00

Commitment Score	Frequency	Percent	Valid Percent	Cumulative Percent
77	2	2.1	2.1	2.1
79	2	2.1	2.1	4.2
81	1	1.0	1.0	5.2
82	5	5.2	5.2	10.4
83	2	2.1	2.1	12.5
84	4	4.2	4.2	16.7
86	1	1.0	1.0	17.7
87	7	7.3	7.3	25.0
88	3	3.1	3.1	28.1
89	4	4.2	4.2	32.3
91	55	57.3	57.3	89.6
92	7	7.3	7.3	96.9
94	1	1.0	1.0	97.9
95	2	2.1	2.1	100.0
Total	96	100.0	100.0	

(G) Classified Score and Interpretation

Sl. No.	Raw Scores	Interpretation
1	93 +	Extremely High Committed
2	90 to 92	Highly committed
3	87 to 89	Above average committed
4	84 to 86	Average committed
5	81 to 83	Below Average committed
6	78 to 80	Very low committed
7	77 and below	Extremely low committed

(H) Classified Commitment Score

Classify Commitment Score	Frequency	Percent	Valid Percent	Cumulative Percent
Extremely Highly Committed	3	3.1	3.1	3.1
Highly Committed	62	64.6	64.6	67.7
Above Average Committed	14	14.6	14.6	82.3
Average Committed	5	5.2	5.2	87.5

Below Average Committed	8	8.3	8.3	95.8
Very Low Committed	2	2.1	2.1	97.9
Extremely Low Committed	2	2.1	2.1	100.0
Total	96	100.0	100.0	

Table No.4.3
Variable - *Block* of the sample

Block	Frequency	Percent	Cumulative Percent
GHOSI	20	10.4	10.4
HULASGANJ	16	8.3	18.8
JEHANABAD	36	18.8	37.5
KAKO	36	18.8	56.3
MAKHDUMPUR	44	22.9	79.2
MODANGANJ	16	8.3	87.5
RATNI FARIDPUR	24	12.5	100.0
Total	192	100.0	

The table indicated that most of the school (22.9%) were concentrated in the Makhdumpur Block, followed by 18.8 percent each in Jehanabad and Kako Blocks, Ratni Faridpur (12.5%), Ghosi (10.4%), and the lowest 8.3 percent each in Hulasganj and Modanganj.

Table No.4.4
Variable – *Area* of the sample

Area	Frequency	Percent	Cumulative Percent
Rural	180	93.8	93.8
Urban	12	6.3	100.0
Total	192	100.0	

Out of the 192 elementary schools, 93.8 percent of them were located in the rural areas, while only 6.2 percent in the urban areas. Thus, the schools located in the rural areas constituted the majority of the schools under the study.

The results of the study discussed are summarized and findings along-with conclusions are drawn. The policy implications and recommendations for further researches are also presented here.

5. (A) FINDINGS AND CONCLUSIONS

In this section findings and conclusions are presented below:

1. Altogether 192 government elementary schools located in Jehanabad District of Bihar was the sample of the study.

2. 94 and 6 percent schools located in rural and urban respectively.

3. Young teachers below the age of 33 years were more committed than old teachers (≤ 0.05).

4. No significant difference (≥ 0.05) in commitment between male and female teachers.

5. Graduate with B.Ed. teachers were more committed than others (≤ 0.05).

6. Teachers with low teaching experience were more committed than teachers with high teaching experience ($\leq$ 0.05).

7. Teachers hailing from Kako, Ghosi, Hulasgang, Makhdumpur, and RatniFaridpur Blocks of Jehanabad District of Bihar were more committed than that of those residing in other Blocks of the District (≤ 0.05).

8. Low salaried teachers were more committed than high salaried (≤ 0.05).

9. Unmarried teachers than married were more committed (≤ 0.05).

10. Teachers with commerce degree were more committed than others (≤ 0.05).

11.   Taking into account the findings of the study, it was found that most of the schools under study (n=192) were located in rural areas (94%).

12.   The commitment of the sample teachers appeared to be comparatively low.

13.   The variables which may be considered to be significant predictors of commitment were: young age, educational qualification, teaching experience, place of residence, salary, marital status and training.

(B) Recommendation and Policy Implications

In the light of the findings of the study, some of the shortages noted by the present study in relation to the RTE Indicators had been pointed out here for further deliberations by the educational planners and policy makers. The global commitment level of the sample teachers was far from satisfactory. The reasons why the commitment level of old aged, high salaried, high experienced, married and trained teachers towards their profession was low and hence it may be explored and the corrective measures may be taken up.

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