

THE RELATION BETWEEN SCHOOL HEALTH AND ORGANIZATIONAL COMMITMENT OF THE TEACHERS WITH THE QUALITY TEACHING-LEARNING OF STUDENTS IN THE SCHOOLS OF MALDA DISTRICT

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ABSTRACT:

The development of a country depends mainly on the quality of education. The present day economics particularly developmental economics suggests that only money is not the index of the development of a country but quality education is one of the main indices of the development of a country. So quality education is highly expected to everyone. But it is a big question that how a quality education is possible in a country. The investigator in the present study tried to investigate the relation of the school health and organizational commitment of the teachers with the quality teaching-learning process delivered by the teachers. For this purpose a sample of 82 teachers of Malda district was selected by purposive sampling and a sample of 20 students per teacher selected by random sampling from their class, that is, the sample of the students consists of 1640 students. For convenience all the teachers selected are secondary mathematics teachers. The sample of the students is the respondent group. The school health are measured by the School Organizational Health Questionnaire as developed and standardized by Hart et al.(2000) and it is administered on the 82 teachers of different schools to measure their school health. The organizational commitment of the teachers are measured by the Organizational Commitment Questionnaire as developed and standardized by Mowday et al.(1979) and the quality teaching-learning process is measured by the test developed by the researcher himself. The Pearson's Coefficient of correlation between the School health and the quality of teaching-learning process is measured and it is 0.777043. Similarly the Pearson's Coefficient of correlation between the organizational commitment of the teachers and the quality of teaching-learning process is measured and it is 0.734333. The significance of the coefficient of correlations is tested by t test and it is seen that both the coefficient of correlations are significant at 1 % level of significance.

Keywords: School Health, Organizational commitment, Teaching-learning.

INTRODUCTION:

Education has long been acknowledged as the main key for improving the living quality of the poor as well as quality education is the only medium through which a country may experience development. In the last decades it has been seen that the poor guardians sent their children in the schools in the hope that their children will be out of poverty in future by the light of education. The government also emphasizes on the expansion of education not only to the well to do family but to all the poor villagers, slum dwellers and low income group people because, the target of the government is to transform every person to human resource, to make every person able to contribute to the economic growth of the country. But the education system cannot fulfill the expectation of the parents, it cannot fulfill the objectives of the country. But why it is so? The main reason is that every country has an education system but not a quality education system. If the children do not learn anything from the school then how it is possible to fulfill the expectation of the poor parents, how it is possible to fulfill the objectives of a country. So not only education but establishing quality education should be the only aim of a country. But which things contribute to the establishment of quality education. The increase of the salary of the teachers, enhancing the infrastructural facility, like building, enriched library, well sanitation system can never improve the educational system of a country if the teacher has no well-wishes to improve the situation, if the teacher has no commitment to the service. The teachers are the main components of the organizational health of a school and the organizational health of a school is maintained by the teachers. The researcher in this paper intended to find whether there is any correlation between the school health and the quality teaching-learning of the students and also to find whether there is any correlation between the organizational commitment of the teachers and the quality teaching-learning of the students.

Objectives of the Study: The main objectives of the study are:

1. To study whether there is any significant correlation between the school health and the quality teaching-learning process.
2. To study whether there is any significant correlation between the organizational commitment of the teachers and the quality teaching-learning process.

HYPOTHESES:

The following hypotheses are made:

H₀₁ : There is no significant correlation between the school health and the quality teaching-learning process.

H₀₂ : There is no significant correlation between the organizational commitment of the teachers and the quality teaching-learning process.

METHODOLOGY:

The methodology followed in this study is descriptive correlational study. In this study a sample of 82 secondary mathematics teachers and a sample of 1640 students (20 students per teacher) are chosen. The school health of the schools from where the teachers have been selected are measured by the School Organizational Health Questionnaire as developed and standardized by Hart et al.(2000) taking the sample of the teachers as the respondent group and the organizational commitment of the teachers are measured by the Organizational Commitment Questionnaire as developed and standardized by Mowday et al.(1979) and the quality teaching-learning process is measured by the test developed by the researcher himself. The mean of the score of quality teaching-learning process of every 20 students per teacher are calculated. The Pearson's coefficient of correlation between the School health and the quality of teaching-learning process is measured and also the Pearson's coefficient of correlation between the organizational commitment of the teachers and the quality of teaching-learning process is measured. The significance of the coefficient of correlations are then tested by t test.

Population: All the teachers, secondary schools and students of Malda district which are the components of the whole educational system comprise the population of this study.

Sample: For this study a sample of 82 teachers from different secondary schools of Malda district is chosen by purposive sampling and a sample of 20 students per teacher selected at random by random sampling from their classes. So the total number of students selected for this study is 1640. For convenience all the teachers selected in this study are secondary mathematics teachers, because if the teachers are of different subjects then to measure the teaching-learning quality the researcher has to prepare different tests for different subjects which is not possible for a single researcher. Moreover the teaching-learning quality scores will be not comparable as the test scores are not obtained by a single test but by several tests.

Tools: The school health of the 82 schools from where 82 teachers have been selected are measured by the School Organizational Health Questionnaire as developed and standardized by Hart et al.(2000). It is a 54 item Likert scale type test. The items are prepared based on twelve dimensions which control the school health of any school. These dimensions are morale, appraisal and recognition, curriculum coordination, effective discipline policy, excessive work demands, goal congruence, participative decision-making, professional growth, professional interaction, role clarity, student orientation and supportive leadership. This test is administered on the

eighty two teachers to get the school health of their respective schools. The organizational commitment of the teachers are measured by the Organizational Commitment Questionnaire as developed and standardized by Mowday et al.(1979). This questionnaire contains 15 items and the respondents have to answer any one of the seven alternatives under each item. The alternatives are strongly disagree, moderately disagree, slightly disagree, neither disagree nor agree, slightly agree, moderately agree and strongly agree and their respective scores are 1, 2, 3, 4, 5, 6 and 7. But for negative statements scores will be in reverse order, that is, 7, 6, 5, 4, 3, 2 and 1. This test is also administered to the 82 teachers of different schools to measure the organizational commitment of the teachers. The other tool used in this study is the test which measures the quality teaching learning delivered by the 82 teachers under study. It is actually an achievement test of mathematics and the scores obtained by this test will represent the teaching-learning quality of the teachers. The mean of the teaching-learning quality scores of 20 students under a particular teacher will be representative of the teaching-learning quality of that teacher. The split half reliability of this test measured by Kudar-Rechardson 20 formula is 0.78.

DATA ANALYSIS:

The result of the study is analyzed and it is seen that the mean school health score of the different schools is 169.122 with S.D 34.92546, the mean of the organizational commitment score of the teachers under study is 61.90244 with S.D 17.33163 and the mean of the teaching-learning quality of the teachers as obtained from the students is 59.89024 with S.D 16.57978. The results are shown in Table 1. Here the teaching-learning qualities of the teachers are measured by the average of the teaching-learning quality scores of 20 students under the supervision of the respective teachers.

Table1: Showing mean and S.D of school health score, organizational commitment score and teaching-learning quality scores.

Variables	Mean	S.D
School health score	169.122	34.92546
Organizational commitment score	61.90244	17.33163
Teaching-learning quality scores	59.89024	16.57978

The Pearson's coefficient of correlation between the School Organizational Health Questionnaire score and the teaching-learning quality scores is calculated and it is 0.777043. The significance of the coefficient of correlation is tested by t test. The t value is 11.04157 and the degree of freedom is 80. The critical value of t at 80 degree of freedom and 1 % level of significance is 2.63869060. Since $t = 11.04157 > 2.63869060$ (the critical value at 1 % level of significance), so H_{01} is rejected at 1% level of significance, that is, coefficient of correlation between

the School Organizational Health Questionnaire score and the teaching-learning quality scores is significant. Similarly, the Pearson's coefficient of correlation between the organizational commitment scores of the teachers and the teaching-learning quality scores is calculated and it is 0.734333. The significance of the coefficient of correlation is tested by t test. The t value is 9.676148 and the degree of freedom is 80. The critical value of t at 80 degree of freedom and 1 % level of significance is 2.63869060. Since $t = 9.676148 > 2.63869060$ (the critical value at 1 % level of significance), so H_{02} is rejected at 1% level of significance, that is, coefficient of correlation between the organizational commitment score of the teachers and the teaching-learning quality scores is significant.

CONCLUSION:

The study reveals that the Pearson's coefficient of correlation School Organizational Health Questionnaire score and the teaching-learning quality scores is 0.777043 and by t test it is seen that this correlation coefficient is significant at 1 % level of significance. The Pearson's coefficient of correlation between the organizational commitment scores of the teachers and the teaching-learning quality scores is calculated and it is 0.734333. The significance of the coefficient of correlation is tested by t test and the result shows that this correlation coefficient is significant at 1% level of significance.

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