

PROFESSIONAL COMMITMENT AND TEACHERS

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Abstract

In this research paper an attempt has been made to find out the significant relationship and difference between professional commitment and Teachers in terms of selected important aspects. For this study, the researcher has consulted various conducted studies and has made healthy discussion with Heads, Teachers and students even educationists of the society. The results reveal that there are significant relationships between professional commitment and teachers in terms of mostly aspects. The results reveal that there are significant differences between professional commitment and teachers in terms of few aspects. on the basis of conducted studies and sharing experiences it can be said that there is positive relationship between professional commitment and teachers. If professional commitment will be high then teaching will effective.



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Introduction

The teacher is one of the pillars of society and the country without good teachers, no country can progress. The importance of teachers cannot be overlooked. Teacher treats and moulds the young mind into various forms. The future of the nation is built by teacher through the process of education. A nation tries a march ahead on the road to progress must do so with the help of able teachers. A nation cannot afford to leave its future on the hands of incompetent teachers. For competent teacher's professional development and growth of teacher are must. Fully professional development teachers can become a nation builder. Professional development and growth of teacher means development of abilities, skills and qualities among teachers, So that they can contribute to their society as well as nation. UGC, NCTE, state and centre Government should join the hands to work and provide facilities organize different activities prepare programs for professional development and growth of teacher and implement strictly.

Teacher education is one of the integral component of the educational system, being intimately connected with the society and conditional by ethos, culture and character of the nation. Education is the essential foundation of a thriving and innovative society. The quality of education in a society is no less important for the economic development. As competition

among economics becomes more intense. The importance of education as the key to future success intensifies. Above all, the structural shift from manufacturing to a service oriented economy in recent decades, India will need to develop strong and appropriate human capital to stay in the forefront of competition and this will be affected by the quality of education delivered by its schools and teachers.

Today's, teacher education is facing various types of challenges not even India only but worldwide. The major challenges and problems are defective methods of admission, recruitment of teachers for teacher-training institutes, outdated teaching methods, inadequate in-service education facilities, poor and un-academic environment conditions, contents are unrelated to actual conditions and over burden of other government services except teaching e.g. election, surveys etc. in India.

The quality of education depends upon the quality of teacher. Recognizing the importance of teachers, the various education commissions remarked that no education system can raise without rise the level of teachers. Teachers are considered the backbone of a nation, so they are called the nation builders. But it has been rightly said that quality based teachers can be national builder not are the teachers. Future and quality of a teacher depends upon the teacher education. The major function of teacher education is not teaching the teacher that, how to teach, but enrich the knowledge, develop various types of skills and abilities which are relevant to the life of teacher as a teacher. Teacher education reconstitutes the personality, reshapes the attitudes and re-moulds the habits of a teacher. So, the role of the teacher education is very important in making the nation and nation builders.

Recognizing the importance of teachers and Indian educational scenario, Indian **Education Commission (1964-66)** stated that "Education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernisation and cultivate social, moral and spiritual value. Regarding the quality of a teacher the **Mudaliar Commission** reported that we are convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community.

The entire educational system of our country is in the process of change. We all know that no educational system can be successful unless the quality of teacher is improved, but in turn the quality of teacher depends to a large extent on the quality of teacher education.

Education prepares the future generation to take their due place in the society. A teacher plays a pivotal role in this process. A teacher happens to be the key person to initiate and support change for educational improvements. With the increasingly complexity of problems, expectations from teachers are also increasing. To enable a teacher to create thirst for knowledge amongst his pupils, he must continue to learn and grow problems his pupils, he must continue to learn and grow professionally. Thus, education of teachers at all levels is highly significant. In order to enable the teachers to act as catalyst in the process of developing the future citizens, the teacher education programme needs to be revised from time to time.

The teacher is one of the pillars of the society and the country. Without good teachers, no country can progress. The importance of teachers cannot be overlooked. Teacher treats and moulds the young minds into various forms. The future of the nation is built by teacher through the process of education. As nation tries to march ahead on the road to progress must do so with the help of able teachers. A nation cannot afford to leave its future in the hands of incompetent teachers. According to phillospher, “ the world of tomorrow will be born from the schools of today”. Thus teacher can be called national builder. Teachers through their perseverance love and sacrifices have shown us the right path in which great men have build our nation. It is the dear teachers who mould the character, personality and show the right direction which leads the pupils to the final destination. Flourishing national development and a society truly prosperous with knowledge all begins from its teachers.

Responsibilities of Teacher

Our nation needs a regiment of qualified and dedicated teachers with adequate potentiality for developing new generation with strong values and wisdom. Therefore, a teacher not only needs to be armed with heavy degrees, long experience and means of spreading knowledge but should have a vision, capacity to impart meaningful knowledge and inspire students for achieving creative ends in life.

In this challenging world, human mind faces challenges every minute. In these challenges, man sometimes becomes a winner or a looser. Under various circumstances the human mind gets affected and the impression of these states of mind can be well observed on the functioning and output of the person. It is very difficult to be stable while passing through various situations. Similar is the case with a teacher who has to live personal life and professional life simultaneously. It becomes sometime very difficult to act differently in two

different faces of same life. The impact of one can be seen on the other and vice-a-versa. But it is also very important to be neutral and strong during all the situations and for this, a person should be very strong psychologically. Another very important factor is to maintain the balance between life as well as work to bring out quality in it. A committed teacher must possess this quality of maintaining balance which will try to keep the professional and personal life separate and controlling the influence of one upon the other. Commitment take birth in a stable mind and a stable mind can only be committed and productive as well.

There are many teachers who can take the teaching from mere teaching to such a height where it becomes boon for the learners. There are so many factors involved in teaching which can bring a remarkable change in teaching

Modern classrooms are not less than the laboratories in which the human brain gets a platform for its development and to do something paragon. It is the duty of the teachers to provide ample opportunities to their students to establish and grow. Learning in the classrooms can be considered intensive if the teaching is committed and interesting. As an interesting thing attracts the attention of everybody and made every human brain to understand it voluntarily, in the same way professional commitment can solve the purpose of better learning for better understanding. It is the teacher that inspires the learner for his great achievements and then these achievements become the part of this ever developing world. Thus, it is necessary for a teacher to be innovative and committed. A committed teacher is like a magician who can drive the minds of his learners towards great success. A committed teacher can do wonders for his students for their better future.

Innovations and development have shown a new face of the world around us. Nobody has ever been escaped from the influence of these developments. Every field of human life comes under its impact and all these innovations and developments are rising through learning and research, which has been taking birth continuously in the house of education. Education is behind all these developments and innovations which are contributing constantly in the field of developing the creative brains and paving the way towards a new world.

.A committed teacher uses many of his skills in communicating his message to his students for their clear understanding and long retention. But in spite of using various teaching skills, it is very necessary for him to have a control over his communication skill, which is the most important characteristic of every teacher. Though you have good knowledge and command over your subject, you are committed and possess a very deep

knowledge of modern technology for teaching but it becomes very necessary how you communicate your message to your students. So the most important part of your teaching becomes your communication skill, which regulates all skills in imparting knowledge to the students. Communication skill is a bridge which unites the knowledge with a teacher and the thrust for knowledge among the learners and if the teacher is good at communication skills, this gap between the knowledge and learning can be well filled, and the knowledge trafficking will become more easy and smooth.

Professional Commitment

Skidmore (2007) defined professionally committed teachers as those teachers who are: a) dedicated to develop themselves professionally by seeking advanced degrees and standard- based professional growth opportunities; b) critically reflective in their practice by seeking meaningful feedback and discourse and engagement in action research; c) advancing the teaching profession through the creation of professional learning communities and teachers' contributions to leadership positions.

According to Lodahl and Kejner (1965), "Professional commitment is the degree to which a person's work performance affects his self-esteem".

Meyer (1991) noted that professional commitment is a distinct concept from organizational commitment

According to Morrow and Wirth (1989), "Professional commitment is an appropriate concept for representing at least part of the career focus dimension of work commitment

Mowday (1979) defined professional commitment as "the extent to which one identifies with one's profession and accepts its values."

. Hall (2005) Professional commitment is defined as the extent to which one is committed to one's profession, identified elements including dedication and social obligation.

Salancik (1977) pointed out that it is "the concept of commitment is attitudinal in nature. It reflects how much closeness an individual feels with his organization or relationship."

According to Morrow and Goetz (1988) pointed out Professional commitment as "the extent to which one identifies with one's profession and accepts its values".

Simpson and Hood (2000) defined commitment in the context of the teaching profession. According to them, "a committed teacher reflects certain behavioral characteristics. He shows that professional development is a top priority; reflects excitement

about teaching and learning; connects with students; shows positive attitude about students; is perceptive about student motives, strengths, needs and situations.”

Dave (1998) conceptualized that “Well-trained and effective teachers are those who are both competent as well as committed professional practitioners.” He elaborated the following five commitment areas of a teacher; (i) Commitment to the learner (ii) Commitment to the society (iii) Commitment to the profession (iv) Commitment to achieve excellence (v) Commitment to basic human values.

Vandenberg and Scarpello (1994) define professional commitment as a “person’s belief in and acceptance of the values of his or her chosen occupation or line of work and a willingness to maintain membership in that occupation”.

Quality of work-life has been understood as the dynamic and comprehensive management of physical, technological, social and psychological factors that affect culture and renew the organizational environment. Quality of work life and employee’s job satisfaction is increasingly being identified as progressive indicators related to the function and sustainability of business organizations. Typically, quality of work-life is conceptualized as a general attitude toward an object, the job. Some theorists view quality of work-life as being the positive emotional reaction and attitude an individual has towards his job (Rainey, 2003). Quality of work life is defined as an indicator of the overall quality of the human experience at the workplace. A commitment to quality of work-life by the management of an organization can be considered a cornerstone of organizational behavior. It creates a workplace that enhances employee well-being and satisfaction. The general goal of quality of work-life programmes is to satisfy the full range of employee needs. Quality of work life is the work-culture that serves as the cornerstone of an organization. Hence, work culture of an organization should be recognized and improved for providing Quality of Work Life for its employees. Quality of Work Life is a generic phrase that covers the feelings of the workers about every dimension of work including economic rewards and benefits, security, working conditions, organizational and interpersonal relationships and its intrinsic meaning in a person’s life.

The predominant factor in teaching learning process is the communication which channelizes the whole operation of transfer of knowledge from teacher to the students. The skill of communication is an interactive process for the transmission of the knowledge from

the experienced to the inexperienced. Through this active skill, the whole process of teaching and learning is exercised leading to the realization of the educational objectives.

Communication skill in teaching is an art of exchanging meaning and understanding, making the students satisfied in concept clarity.

Statement of the Problem

PROFESSIONAL COMMITMENT AND TEACHER

Professional commitment is the spirit of a teacher with which he is bound to his profession characterized by consistency, professional loyalty, professional competencies and conformity to professional standards and ethics.

Objectives of the Study

To find out the significant relationship and difference between Professional commitment and teachers in terms of their gender, type of school, academic streams, family type and experience, competency, job-satisfaction, locus of control, emotional maturity, marital status, salary, professional growth, professional attitude, occupational stress, organizational justice, burnout, emotional intelligence, practiced disciplinary orientations of teachers teaching level, working conditions, support of principal and collegial and senses

Hypotheses

There is no significant relationship and difference between Professional commitment and teachers in relation to their gender, type of school, academic streams, family type and experience, competency, job-satisfaction, locus of control, emotional maturity, marital status, salary, professional growth, professional attitude, occupational stress, organizational justice, burnout, emotional intelligence, practiced disciplinary orientations of teachers teaching level, working conditions, support of principal and collegial and senses

Methodology

Descriptive survey method and related review of literature has been used for the present study..

Sample

Related review of literature and experiences of Heads and teachers of schools

Discussion

From the crux of the review of related literature and healthy discussion with teachers and heads of school, it was found the selected variables are positively and negatively related to different other variables. Consulted and studied the various studies but discussion has been

made on a few studies due to shortage of time.

1 There is considerable teacher burnout among respondents and professional commitment had a significant negative relationship with negative attitude towards self and students.

Kudva (2000)

2 There is distinctive patterns of relationships regarding professional commitment and organizational commitment in schools. Where participation in the managerial domain was positively associated with both the professional and organizational commitment, participation in the technical domain was positively related with only teachers' professional commitment.

Somech and Bogler (2002)

3 There is a significant positive relationship between professional commitment and working conditions, gender and qualification. The four regression models showed working conditions as the strongest predictor of professional commitment followed by gender, salary and qualification. Marital status, teaching experience, type of teacher training and type of schools did not contribute significantly in the prediction of professional commitment. **Joseph (2003)**

4 There are teachers who perceived high levels of principal support, collegial support and job characteristics were more committed to the teaching profession. **Chuan (2004)**

5 There is highly professionally committed teachers had high degree of job satisfaction and also high occupational stress.. **Priyadarshani (2004)**

6 There is a positive relationship between professional commitment and job satisfaction. There was no significant difference in the level of professional commitment of male and female teachers and no significant difference was found in the level of professional commitment of Science and Arts teachers. Even, there was no significant difference in the level of professional commitment of school and college teachers. **Kaur (2005)**

7 Teacher educators were moderately committed; no significant difference was found between male and female teacher educators with respect to professional commitment as a whole; different dimensions of professional commitment of teacher educators were positively and significantly correlated; no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators. **Kohli (2005)**

8 Secondary school teachers as concentrated on medium level of professional commitment. Female teachers were found to be more professionally committed as compared to male teachers. Age of teachers had no significant bearing on the degree of professional

commitment. Teacher's rural and urban background failed to show any bearing on their professional commitment. Length of teaching experience exhibited no significant bearing on the overall professional commitment of secondary teachers. However, the findings suggested that a new entrant to the teaching profession i.e. having teaching experience up to 5 years exhibited more commitment on the dimension of human values. Also the teachers with more than 16 years of experience showed high commitment to human values. **Maheshwari (2005)**

9 The existence of the general construct of individual teacher academic optimism towards teacher professional commitment. Classroom context variables predicted academic optimism but not teacher professional commitment. Teacher expertise variables were related to neither optimism nor commitment. **Kurz (2006)**

10 There is professional commitment of secondary school teachers and their professed disciplinary orientation were positively and highly correlated.. **Jhujj (2008)**

11 investigated through cluster analysis of the eight resulting variables (professional identification, professional engagement, working pleasure, educational continuation, retaining trend, professional ethics, job stress and job satisfaction) the senior high and vocational school counselors were divided into four sub-groups: "the simply getting by" the "positively involved", the "absent minded and incapable", and the "step by step". Through discriminated analysis of the eight variables mentioned two new variables can be regrouped as the "enthusiastically pleased" and the "self moral uplift". These two new variables can validly differentiate four clusters of school counselors. **Liu and Lin (2008)**

13 There is no significant relationship between professionalism and emotional intelligence, organizational climate and locus of control. Male and Female teachers differed significantly in professionalism as exhibited in their professional satisfaction, professional commitment and professional attitude. **Kaur (2008)**

14 There is no significant differences were found between group 1 and 3 regarding teachers' affective commitment. No significant differences were found between groups 2 and 3 regarding affective professional commitment. No significant differences were found between the three analyzed groups regarding normative commitment. **Magdalena (2009)**

16 There is a positive and significant relation between teaching aptitude and teaching competency. Difference in professional commitment of teachers had no significant effects on the overall teaching competency and aspects of teaching competency. **Srivastava and Pratibha (2009)**

17 There is level of professional commitment of B.Ed. teacher educators in Himachal Pradesh was moderate. Significant differences were found in professional commitment of B.Ed. teacher educators with regard to gender, marital status and teaching experience. **Sood and Anand (2010)**

18 There is during economic downturn, job satisfaction was positively correlated with professional commitment; while work stress had a significant negative correlation with professional commitment. **Pai et al. (2012)**

19 There is no difference in professional commitment of teacher educators with respect to locale and gender; but showed significant difference on the basis of academic qualification. **Gupta and Jain (2013)**

20 There is positive and meaningful relationship between organizational justice and professional commitment. Linear regression analysis revealed positive and meaningful relationship between inter-organizational justice and professional commitment. Three components of organizational justice were ranked and the results showed that interactional justice maintained highest importance while distributive justice came last in terms of priority. **Malmir et al. (2013)**

21 There is no relationship was found between the development of intern-workers 'professional commitment and their graduated high schools. **Uysal (2013)**

Conclusion

In the field of teaching, we find certain factors responsible for professional commitment among the secondary school teacher. Some of these are - interest, aptitude, academic achievement, study habits, attitude towards teaching, interpersonal skills, motivation, stress, personality variables, support, values and many more. Many researches have and have been conducting researches in this field, exploring the factors responsible for the professional commitment and many of the comparisons have and been made. Some studies concluded certain factors positively related and some of them negatively related to it. It is realized that some more efforts must be made in this direction. Many of the educational survey and research studies have and have been revealed that the professional commitment is a contributing factor for the innovations in teaching- learning process in various other countries all over the world. But in India, up to which extent? The investigator has and has been motivated to investigate how far this is true and applicable to the secondary school teacher of Indian.

The present study would be very helpful to realize the professional commitment and its contributing factors. This study would be a weapon to find the way for more profitable and beneficial innovations in the field of teaching. The study is unique and in accordance with the need of the hour. The study would lead to the control over the factors influencing professional commitment. By realizing the major weakness in the present education process, new techniques and methods can be developed and used to overcome the weakness.

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