

STUDY OF PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS

Puneet Kaur

D.D. Jain College of Education, Ludhiana (Punjab), Kidwai Nagar, Behind Mini Rose Garden., Affiliated to Panjab University, Chandigarh. Email: puneet916@gmail.com

Abstract

In the present study the investigator studied professional commitment among secondary school teachers with respect to gender and locale. Data was collected from 500 government secondary school teachers selected randomly from Amritsar and Ludhiana district. Results revealed significant difference in professional commitment among male and female government secondary school teachers of Amritsar district whereas no significant difference was found among male and female secondary school teachers of Ludhiana district. Moreover, it was found that no significant difference in professional commitment among rural and urban secondary school teachers of Amritsar district but significant difference exist among rural and urban secondary school teachers of Ludhiana district.

Keywords: Professional Commitment, Secondary School Teachers



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INTRODUCTION

Profession is the specialized occupation that involves specific orientation and training. It is an occupation which is based upon specialized intellectual study and training. Teaching is such a profession, which requires personal commitment so that teachers should actively and enthusiastically involve in the profession. Teacher's commitment is also necessary for having quality teaching, to help teachers in times of change so that they can adjust with this change, for staying in the profession, for organizational health of the institutional and student attitudes and learning outcomes. (Firestone (1996) and Graham (1998)).

A professional teacher should have two types of behavior the ability to do (professional competence, i.e., Mastery of subject matter and its efficient delivery) and the will to do (the professional commitment and integrity).

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

According to Tsui and Cheng (1999) Teacher commitment is related to teachers work performance and their ability to do something new and novel and integrate it into their practice which will influence student's achievement and attitudes towards school .

According to Simpson and Hood (2000) Committed teachers reflect certain behavioral characteristics such as excited about teaching and learning, connect with students, show positive attitude about students, understand students' motives, strength, need and situation.

Hence, Professional commitment is a multidimensional construct and refers to a socio-psychological bonding of an individual to his group and organization, its goals and values; or to his occupation and profession.

Dimensions of Professional Commitment

According Dave and Rajput (1998), there are five areas or dimensions towards which the teacher should be committed. These are as follows:

1. Commitment to a learner: This dimension includes love for the learner, readiness to help the learner, concern for their all round development etc.
2. Commitment to the society: It involves awareness and concerns about impact of teachers work on the degree of advancement of families, communities and nations.
3. Commitment to the profession: Teachers must be willing to accept responsibilities of the teaching profession and feel proud for being in the teaching profession and engage themselves in continuous professional development.
4. Commitment to achieve excellence: Teacher must be committed to do everything well and with the spirit of 'do it well' attitude.
5. Commitment to basic human values: Teachers must understand and realize the importance of human values like honesty, truthfulness, cooperation, love and objectivity as the good quality of life depends on the quality of values while dealing with its problems of existence.

Thus, teaching is a passion and profession but not only a job. An inspired teacher can also inspire its students. A right positive attitude of the teacher helps in achieving the ultimate goal of education through the use of resources and material according to the needs of the students. The teacher education institutions in order to equip the student teachers in addition to teaching skills, must develop positive attitude among them. In present study researcher

aimed at discovering the facts relating to professional commitment of secondary school teachers. Hence, the present study.

Reviews

Maheshwari (2002) in his study professional commitment of Secondary School Teachers found that secondary school teachers have moderate level of Professional commitment. Moreover, female teachers were found to be more committed than male teachers.

Guptha and Kulshreshta (2008) conducted a comparative study on professional commitment of primary school teachers and found that there was significant difference in mean values of professional commitment scores of male and female teachers and also government and public school teachers.

Sharma (2010) conducted the study to observe professional commitment of teacher educators in relation to their job satisfaction and gender differences. Results revealed that there is a positive correlation between job satisfaction and professional commitment and also found that male and female do not differ significantly with respect to professional commitment.

Arjunan and Balamurugan (2013) investigated the professional commitment of the teachers working in tribal area schools located in Tamil Nadu. The findings of the study revealed that, the most of teachers have average and low level of professional commitment. Also, the male and female teachers have same level of professional commitment.

Malik and Sharma (2013) explored professional commitment of secondary school teachers in relation to their professional commitment. The study comprises a sample of 300 teachers from 36 secondary schools. The results revealed that locality of the schools influence the professional commitment and also that professional commitment is independent of gender difference.

Shukla and Waris (2016) investigated professional Commitment of secondary school teachers in relation to their gender and area. Data was collected from 600 secondary school teachers of secondary of six districts in Uttar Pradesh. Results showed that female teachers are more committed than male teachers whereas no significant difference was found with respect to locale on the variable of professional commitment. This shows that rural and urban teachers are equally committed.

Thoker (2017) compared the professional commitment of 800 male and female school teachers. Results revealed that male and female school teachers differ significantly on various

levels of professional commitment. Male School teachers were found high committed towards their profession as compared to female school teachers.

Shoaib and Khalid (2017) explored the professional commitment of 320 teachers (teacher educators) working in Govt. Colleges for Elementary Teacher Institutions in Punjab. The results revealed that the commitment towards the teaching profession increases with the increase of experience. Female teachers were more committed as compared to male teachers.

OBJECTIVES

1. To study the mean difference in professional commitment among male and female secondary school teachers of Amritsar district.
2. To study the mean difference in professional commitment among rural and urban secondary school teachers of Amritsar district.
3. To study the mean difference in professional commitment among male and female secondary school teachers of Ludhiana district.
4. To study the mean difference in professional commitment among rural and urban secondary school teachers of Ludhiana district.

METHOD

SAMPLE

A sample of 500 secondary school teachers from Amritsar and Ludhiana districts (250 each) was selected randomly. Multistage randomization sampling technique was employed, i.e., districts, the schools, the teachers were selected by using random sampling technique.

Measures

Professional Commitment Scale by Kaur, Ranu and Kaur (2013) was used to collect the data. 45 items in the scale were divided in 5 areas of commitment namely: Commitment to the learner; Commitment to the Society; Commitment to the Profession; Commitment to Achieve Excellence and Commitment to Basic Human Values.

Results and Discussions

Table1.1 Showing mean difference in Professional Commitment among male and female secondary school teachers of Amritsar district.

Category	N	Mean	S.D.	t-ratio
Male	125	173.18		3.12
Female	125	167.14	15.55	Significant at 0.01

Table 1.1 shows mean difference in professional commitment among male and female secondary school teachers of Amritsar district. t-ratio came out to be 3.12, which shows significant difference in professional commitment among male and female secondary school teachers of Amritsar district. It is observed those males are more committed than female government secondary school teachers. Thus, our hypothesis stating, “There exists no significant difference in professional commitment among male and female secondary school teachers of Amritsar district”, stands rejected.

Results are in conformity with Gupta and Kulshreshta (2008), Shukla and Waris (2016), Thoker (2017). This may be due to the reason that males are more responsible than females, due to which they are more professionally committed.

Table1.2 showing mean difference in professional commitment among rural and urban secondary school teachers of Amritsar district.

Category	N	Mean	S.D.	t-ratio
Rural	126	168.01		2.22
Urban	124	172.35	16.57	Not Significant at 0.01

Table 1.2 shows mean difference in professional commitment among rural and urban secondary school teachers of Amritsar district. T-ratio came out to be 2.22, which shows no significant difference in professional commitment among rural and urban secondary school teachers of Amritsar district. Thus, our hypothesis stating, “there exists no significant difference in professional commitment among rural and urban secondary school teachers of Amritsar district “stands accepted. The results are in conformity with Shukla and Waris (2016)

Table1.3 Showing mean difference in professional commitment among male and female secondary school teachers of Ludhiana district.

Category	N	Mean	S.D.	t-ratio
Male	125	170.2	14.81	1.32
Female	125	167.74		not significant at 0.01

Table 1.2 shows mean difference in professional commitment among male and female secondary school teachers of Ludhiana district. T-ratio came out to be 1.32, which shows no significant difference in professional commitment among male and female secondary school teachers of Ludhiana district. Thus, our hypothesis stating,” there exists no significant difference in professional commitment among male and female secondary school teachers of

Ludhiana district” stands accepted. The results are in conformity with Sharma(2010) and Arjunan and Balamurugan (2013).

Table1.4 Showing mean difference in professional commitment among rural and urban secondary school teachers of Ludhiana district.

Category	N	Mean	S.D.	t-ratio
Rural	126	171.24		2.47 significant
Urban	124	166.66	13.32	at 0.01

Table 1.4 shows mean difference in professional commitment among rural and urban secondary school teachers of Ludhiana district. T-ratio came out to be 2.47, which shows significant difference in professional commitment among rural and urban government secondary school teachers of Ludhiana district. It has been observed that rural teachers are more committed than urban secondary school teachers. Thus, our hypothesis stating, “There exists no significant difference in professional commitment among rural and urban secondary school teachers of Ludhiana district” stands rejected. The results are in conformity with Malik and Sharma (2013).

This may be due to the fact that rural teachers are more committed towards students and learning than urban teachers. Moreover, rural teachers are provided with better environmental and academic facilities than urban teachers.

Suggestions for Further Research

1. Professional commitment can be studied among college and university teachers.
2. This study can be conducted at elementary and senior secondary level.
3. An experimental study can also be conducted with teaching experience.

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