Determinants of professional commitment: A Study

*Dr. Seema Rani
*Associate Professor and Head of Education Department, D.A.K College, MBD At present Member UPSSSC, Lucknow

Abstract- Many researches have revealed that inappropriate and unhealthy institutional environment has resulted in to teacher's increased level of alienation, low morale and job dissatisfaction affecting their professional commitment adversely. Psychologists emphasized that human working environment is extremely important. It depends on teacher's own perception as to what will make him unhappy or dissatisfied. Rewarding and supporting, good achievement, organizational involvement influence teacher's professional commitment. All the hypotheses were tested statistically by applying t-test on the dependent variable, professional commitment. Two groups defined as above mean and below mean were formed. High professional commitment emerged 170 college teachers while low professional commitment have 80 college teachers. Overall generalization is that these environment specific factors significantly affect college teacher's professional commitment. Quality of environment plays an important role in the development of college teacher's professional development.

In order to improve the quality and standards of higher education the Education Commission (1964-66) made a number of recommendations. The National Policy on Education (1968) was a significant step in this direction. While the achievement of these policies were impressive, the system of higher education remained weak and grew weaker year after year. The Government of India, then, formulated and issued another policy in 1986 which considered higher education a "crucial factor for survival". This policy hinted upon improving and strengthening the organizational behaviour of college and universities and made several suggestions for making the system work" emphasizing that "All teachers should teach and all students study". Not much could come out of this also. College teacher's organizational behaviour ditched still further. This necessitated investigation into the determinants of the quality and standards of higher education. Undoubtedly, there can be a number of such factors and conditions. But, the teacher and his organizational behaviour may be considered the most basic factor.

Quite a large number of college teachers and academicians in their informal talks express that since long professional commitment of teachers has been missing in colleges and universities for several reasons. This has rendered all efforts of government on qualitative improvement of higher education ineffective. This may or may not be correct. But, it seems imperative to establish the current status of college teachers' professional commitment and also to identify factors and conditions that determine its high and low status. This may help administrators and policy makers to be more knowledgeable in this regards. This may also enable them to take appropriate action for boosting status of teachers' professional commitment. Many concerned people in the field, quite frequently, ascribe the reason for this lack of commitment to various factors ranging from government's inappropriate policies and administrative decisions to institutional environment and lack of teachers' competence.

Many researches have revealed that inappropriate and unhealthy institutional environment has resulted into teachers' increased level of alienation, low morale and job-dissatisfaction affecting their professional commitment adversely. Hence, it is emphasized by psychologists and social scientists that understanding of human working-environment is extremely important if effective human functioning is to be ensured.

Environment is a highly elusive concept and may include any condition that affects teachers' professional commitment. It depends on teachers' own perception as to what will make him unhappy or dissatisfied. But, some environment-specific factors may be commonly perceived as derogatory to their professional commitment. It is proposed to find out how the following environment-specific factors influence teachers' professional commitment.

1. Rewarding and supporting environment.
2. Emphasis on goal-achievement.
3. Organizational involvement.

It is hypothesized that presence or absence or emphasis on these in the environment of college may be linked in some way with college teachers' professional commitment.

Statement of the Problem:

The problem is stated as "Determinants of professional commitment: A study".

In general terms commitment means "devotion" or "dedication" to work. The term implies "feeling of obligation to follow particular course of action or to seek a particular goal" (Theodorson and Theodorson, 1970). J.W. Newstrom and Deith Davis (2004) defined the concept as "employees loyalty, the degree to which an employee identifies with the organization". S.P. Robbins (2008) too expressed the same view. To Simpson and Hood (2000) teachers' commitment means "excitement about teaching and learning, connecting with students, showing positive attitude towards students, and being perceptive about students motives, strengths, need and situation".

Dedication and devotion to education meaning thereby passion for acquiring knowledge (to be knowledgeable), passion for good, effective teaching, life-long learning, doing one's best for developing students' capacities and potentialities, motivating students to learn and be good human being, having great identification with students.

Review of Research:

Commitment is the behavioural aspect of human personality. Various theories and models have been developed to explain its meaning and characteristics. Need-motivation Theory of Abraham H. Maslow (1970) Energy Commitment Theory of Hollis and Hollis (1971), Side-Bet Theory of Howard Becker (1960), Social Exchange Theory of Wiener and Verdi (1980), Role Identity Theory of Stryker (1981), situational and background variables (Brown, 1987), supportive leadership of the principal (Tarter, Hoy, and Bliss, 1989), teachers' burnout (pierce and Molloy, 1990 and Capel, 1991 and Kudva, 2000) teachers' professional development (Martinez-Ponz, 1990), personality, Among teachers High collaboration (Rayes, 1992, and Fuller, 1995, Graham, 1998), teacher efficacy (Coladarci, 1992, Louis, 1998, Knobloch nad Whiltington 2003) were found to consequences of commitment.

A few more recent researches related some other variables to commitment as its determinants. Healthy school environment, recognition and appreciation of teachers' work, teachers' social prestige, incentives, politicization and corruption (Maheshwari, 2003), Organizational designs and procedures (Dee, Hnkin and Singleton, 2006), faculty support (R. Isabel, et.al, 2007), mission to teach, improved working place (Troman and Raggi, 2008) were found related to teachers' commitment.

Objectives:

Following objectives were intended to be achieved:Major objective was to find out whether college environment is, in any way, related to teachers' professional commitment .

1.   To identity the current level or status of college teachers' professional commitment and jobsatisfaction.
2.   To find out how his rewarding and supporting college environment related to teachers' professional commitment.
3.   To find out how emphasis on goal achievement affects teachers' professional commitment.
4.   To find out how organizational involvement affects teachers professional commitment.

Hypotheses of the study:
For achieving the foregoing objectives following hypotheses were formulated for testing and drawing conclusions:
1.   That, rewarding and supporting college environment significantly affects college teachers' professional commitment.
2.   That, emphasis on goal-achievement significantly affects college teachers' professional commitment.
3.   That organizational involvement significantly affects college teachers' professional commitment.
4.   That, college environment significantly affects college teachers' professional commitment.

Population:
The study was conducted in the affiliated colleges of Rohilkhand University. Hence, it was defined as all the college teachers working in all the affiliated colleges of Rohilkhand University.

Sample:
Two stage systematic random sampling was done, first stage including 5 % colleges selected from the complete list obtained from the university office. At the second stage 2% of all the teachers working in these colleges were selected incidentally. Ultimately, this made 256 college teachers available. This formed the basis of this study.

Variables and their Measurement:

Environment-specific factors including reward and support, goal achievement, organizational involvement are independent variables. Teachers' professional commitment was taken to be the dependent variable.

Results

All the hypotheses were tested statistically by applying t-test of significance of difference between means. On the dependant variable, professional commitment two groups defined as above mean and below mean were formed. High professional commitment emerged 170 colleges teachers while low Professional commitment have 80 college teachers.

Table

Significance of Diff. between High and Low Prof commitment teachers on various Dimensions of ESFS

s. n.	ESFS	Groups	Statistical Values							
			Mean	SD	SE	SE2	N	SED	Diff.	T value
1.	Rewarding and supporting Environment	High Professional commitment Group	22.677	5.02	0.385	0.148	70	0.737	6.323	8.579 sig. at 001 level for 248 df.
		Low Professional commitment group	29.0	5.624	0.629	0.3956	80			
2.	Emphasis on goal Achievement	High Professional commitment Group	28.265	5.031	0.386	0.149	170	0.725	6.265	8.641 sig. at 001 level for 248 df.
		Low Professional commitment group	22.0	5.491	0.614	0.377	80			
1. 3.	Organizational Involvement	High Professional commitment Group	20.923	4.585	0.352	0.124	170	0.607	1.602	2.639 sig. at 001 level for 248 df.
		Low Professional commitment group	22.525	4.412	8.494	0.244	80			

1.   Rewarding and supporting factor of college environment seems to be causally related to college teachers' professional commitment. The group of professionally lesser committed college teachers perceive the college environment to be more rewarding and supporting. Expectation was that more rewarding and supporting environment should cause higher lavel of professional commitment.

2.   Emphasis on goal achievement is also found to be significantly related to college teachers' professional commitment. Emphasis on goal achievement, on teaching learning and academic works is a factor of college environment which contributes positively to college teachers' professional commitment. If someone is professionally committed, achievement of goals of the job must be his first priority the two conditions are inseperably related together.

3.   Organizational involvement of college teachers in various curricular and extra curricular activities is hypothesized to be a factor of college teachers' professional development. The result obtained indicates a high positive significant relationship between college teachers' organizational involvement and level of their professional commitment.

4.   An overall generalization taking into consideration all the 3 results, it may clearly emerges that these environment specific factors, irrespective of how they do so, significantly affect college teachers' professional commitment. It is concluded that quality of environment, how college environment is structured and managed plays an important role in the development of college teachers' professional development.

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