

Study of Professional Commitment of Secondary School Teachers across Certain Demographic Variables

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ABSTRACT

The present study was conducted to find out the differences in professional commitment of secondary school teachers across certain demographic variables. The sample of the study consisted of 111 randomly selected teachers [58 males: 29 government school teachers (18 rural & 11 urban) and 29 private school teachers (09 rural & 20 urban); 53 females: 28 government school teachers (18 rural & 10 urban) and 25 private school teachers (11 rural & 14 urban)] teaching in government and private secondary schools of Aligarh (U.P.) Professional Commitment Scale for Teachers by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011) was administered to collect the data. The data were analyzed using descriptive analyses (Mean, Standard Deviations) and differential analyses ('t'- test). The results of the study revealed that (i) there is significant difference between male and female secondary school teachers in respect of professional commitment (ii) there is no significant difference between rural and urban secondary school teachers in respect of professional commitment (iii) there is significant difference between government and private secondary school teachers in respect of professional commitment. Therefore, it is the responsibility of the head of institutions to create friendly environment, provide proper resources, develop good rapport, communicate effectively and deal with the staffs with utmost care and respect. Competencies of teachers may also be enhanced with the help of teacher training programs viz. workshops, seminars and interaction with experts.

Keywords: Professional Commitment, Gender, Location of School

Education is the potent tool to bring about the needed change. For an educational institution to succeed and excel in the 21st century society, committed teachers are needed to keep up with the ever-changing educational requirements. They must strive to learn the higher order skills that can help the learners to think critically and apply effectively to succeed in the age of information and communication technology. It is widely acknowledged among the scholars that right blend of professional qualities and commitment improves school outcomes, especially student academic achievement. Teacher's commitment is a key element in education process (Crosswell, 2006). Professional commitment lies in accepting aims of the profession with full efforts resulting in strong desire to participate in job (Ferris, 2001). It

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is expected that teachers with professional competence and multifaceted traits can amalgamate the basic pedagogical principles into action to achieve the objectives of an institution at a juncture when education is in a state of constant flux. According to Meyer (1993), professional commitment comprises of three components. These are affective professional commitment, continuance professional commitment and normative professional commitment. Afterwards these three components were studied variously (Suliman & Iles, 2000). Dr. Radhakrishnan said, "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning". Aristotle also rightly said, "Those who educate the children are more to be honoured than they who produce them; for these only gave them life, those arts of living well." The Education Commission (1964-66) observed "of all different factors which influence the quality of education and its contribution to material development, the quality of education competence and character of teacher are undoubtedly, the most significant".

The term "profession" is originated from European literature and is in since 18th century. The word profession signifies that persons are self motivated, capable and competent. Professionalism is the basic fabric that embeds professional code of conduct to guide the decisions and streamline the procedures and systems in which teachers work. It motivates, engage and inspire the new teachers to follow the professional standards of behavior governed by professional code of conduct. Professionalism means that teachers fully accept the challenges of teaching which are reflected in the three primary indicators of professionalism namely; responsibility, respect and risk taking (Hyland, 2002). Teachers' professionalism and commitment directly affects his / her pedagogy and attitude of learners which in turn affects the student's ability and learning outcome.

Professional commitment acts as a connecting medium between the goals to be achieved and values of profession. Professionally committed teachers ensure a proper link between their profession and other stake holders of the system and update, strengthen and sharpen his professional competencies to develop understanding and insight in different aspects of a profession to achieve the optimum level of target. According to Lodahl, T.M. and Kejner, M. (1965), "professional commitment is the degree to which a person's work performance affects his self-esteem". Aranya & Ferris (1984) defined professional commitment as "the relative strength of (an individual's) identification with and involvement in one's profession; acceptance of its goals and willingness to exert effort on behalf of that profession". Researches in the field of professional commitment indicates that professional commitment is the most potent factor in the changing face of the educational system as it stimulates teacher's readiness to engage in critical practices to enhance the quality of education. Some studies were conducted to find out difference in professional commitment among secondary school teachers across certain demographic variables. Due to non conclusive result of the studies in the selected area, the investigator tried to ascertain differences in professional commitment among male & female; rural & urban; government & private secondary school teachers of Aligarh (U.P.).

CONCEPTUAL FRAMEWORK

Professional Commitment: Concept and Definitions

Professional Commitment is a socio-psychological construct with which an individual is bound with his professional values. Aranya & Ferris (1984) defined Professional Commitment as "the relative strength of (an individual's) identification with and involvement

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in one's profession; acceptance of its goals and willingness to exert effort on behalf of that profession". Operationally professional commitment in the present study is defined as the scores obtained by the respondents on professional commitment scale developed by the Ravinder Kaur Ranu and Sarvjeet Kaur Brar (2011).

REVIEW OF RELATED LITERATURE

Ranju Bala (2017) conducted a study on professional commitment of school teachers in the state of Punjab. The finding of the study reveals that male and female school teachers differ significantly on professional commitment where female have an edge over their male counterparts. Liyaqat Bashir (2017) investigated Job satisfaction of teachers in relation to professional commitment. The result indicates no significant difference between male and female secondary school teachers in their professional commitment. Ambrish and Azkiya (2016) carried a comparative study of professional commitment of secondary school teachers in relation to their gender and area. They noted that professional commitment of female secondary school teachers is better than male secondary school teachers. However no significant difference was seen in case of area. Basu (2016) studied professional commitment and job satisfaction among secondary school teachers. The findings of the investigation reveal that the professional commitment of female secondary school teachers is better than male secondary school teachers. The type of school did not have any significant effect in this case as reported by in investigator. Pan (2016) in a study titled "Professional Commitment of Teacher Educators of Self Financed B. Ed. Colleges of West Bengal" noted that educator's commitment differs significantly in relation to gender where female teachers have higher professional commitment. Maiti (2015) conducted a study on commitment of school teachers in teaching profession. The study revealed that there is no significant difference between commitment of male and female school teachers. Gupta and Nain (2015) conducted an exploratory study of professional commitment among teacher educators working in B.ED. colleges. They found a significant difference in professional commitment of teacher educators working in govt./govt. aided and self-financing B.Ed. colleges with self-financing B.Ed. colleges teachers having an edge over their govt./govt. aided colleges teachers. Sawhney (2015) conducted a study on professional commitment among secondary school teachers in relation to location of their school. Results show non-significant difference in professional commitment among teachers of rural and urban secondary schools. However analysis on the basis of percentile display rural teachers to be more committed than urban teachers. Rani (2014) explored the relationship of professional commitment of secondary school teachers with personality, locus of control and attitude towards teaching. The results of the study showed that (i) there is no significant difference between male and female secondary school teachers on professional commitment. (ii) there is no significant difference between government and private secondary school teachers on professional commitment. (iii) there is no significant difference between urban and rural secondary school teachers on professional commitment. Malik, U. and Sharma, D. K. (2013) explored the relationship of teaching effectiveness of secondary school teachers in relation to professional commitment. The result of the study indicated that urban secondary school teachers were more professionally committed as compare to rural secondary school teachers. Kaur (2013) studied professional commitment of secondary school teachers of Punjab in relation to self-efficacy and motivation. The result of the study revealed that rural teachers' professional commitment is better than their urban counterparts. Gupta and Jain (2013) studied professional commitment among teacher educators with respect to locale, gender and academic qualification. The results showed non-significant difference in case of professional commitment of teacher educators with respect to locale and gender. Sasikumar (2017)

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investigated professional commitment of teacher educators working in B.Ed. colleges. The results of the study revealed that there is no significant difference in the professional commitment of teacher educator with respect to their gender and location of the institution. Thoker (2017) studied professional commitment of government and private school teachers with special reference to their rural urban dichotomy. Results revealed that government and private School teachers differ significantly on the measure of professional commitment. Private School teachers were found to be more professionally committed as compared to government school teachers. Further, it was also noted that urban school teachers were found more committed as compared to rural school teachers. Beri and Beri (2016) investigated professional commitment of teacher educators in relation to work motivation. Investigator found that professional commitment of government and self financing college educators do not differ significantly. Khan (2015) in his study observed that private school teachers are more commitment in comparison to the public school teachers. Guven, O. (2012) reported significant difference between private school teachers and government school teachers on level of organizational commitment.

The review of related literatures on professional commitment across certain demographic variables showed a very minimal research. On the other hand it also shows the inconsistencies in the findings of the earlier researches. This compels the present researcher to carry this investigation to ascertain the differences across the variables in hand. The present investigation will fill the void of knowledge.

Significance Of The Study

Enhanced competence and improved commitment directly affect the learning outcome. Committed teachers are the asset for any organization. Teacher competence and commitment are most significant factors in getting higher quality educational results (Garet, Porter, Desimone, Birman, & Yoon, 2001). Quality of any education system relied on the competence, commitment, motivation and satisfaction of the teachers (Darling-Hammond, 2000). An effective and competent teacher will obtain desired learning outcomes if he or she feels satisfaction in the profession (Celep, 2000). Committed teachers involve and participate actively in every activity of the institution whether academic or non academic. The outcomes of this research, if implemented properly, culminate in enhancing the commitment, competence and ethics among teachers. This will in turn build up confidence and efficacy among teachers and give strength to quality education and outcome.

Objectives

- To study professional commitment of male & female; rural & urban and government & private and secondary school teachers

Hypotheses

Based on the review of literatures and aforementioned objectives the present study formulated the following hypotheses:

- H₁: There is no significant difference between professional commitment of male and female secondary school teachers.
- H₂: There is no significant difference between professional commitment of rural and urban secondary school teachers.
- H₃: There is no significant difference between professional commitment of government and private secondary school teachers.

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Delimitations Of The Study

1. The study is delimited to 111 teachers teaching in secondary schools of Aligarh (U.P.).
2. The study is delimited to teachers teaching in government and private secondary schools located in rural and urban area only.
3. The study is delimited to certain independent variables viz., Sex (male and female), location of schools (rural and urban) and type of schools (government and private).
4. The study is delimited to professional commitment as dependent variable.
5. The study is delimited to the following tool to gather the data:
 - Professional Commitment Scale for Teachers by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011).

METHODOLOGY

This study utilized survey techniques due to its descriptive nature. This section is comprised of sample, research tools and procedure of the data collection.

Sample

The present study was conducted on a randomly selected sample of 111 teachers [58 males: 29 government school teachers (18 rural & 11 urban) and 29 private school teachers (09 rural & 20 urban); 53 females: 28 government school teachers (18 rural & 10 urban) and 25 private school teachers (11 rural & 14 urban)] teaching in government and private secondary schools of Aligarh (U.P.).

Tools Used

The researcher used the following tool for collecting the data to study the research in hand.

Professional Commitment Scale for Teachers by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011).

Professional Commitment Scale for Teachers has been constructed and standardized by Kaur R, Ranu, S. K and Brar, S.K. It consists of 45 likert type items distributed across 05 separate dimensions viz. i) Commitment to learner (9 items) ii) Commitment to society (9 items) iii) Commitment to profession (9 items) iv) Commitment to attain excellence (9 items) v) Commitment to basic human value (9 items). Each item of this scale was rated on a five point continuum viz., Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) with respective weights of 5, 4, 3, 2 and 1 for the positive statements and 1, 2, 3, 4 and 5 for the negative statements. Professional commitment score of the subject is the sum total of item scores of all the five areas. The total score for the entire scale varies between 45 to 225. The high scores indicate higher level of professional commitment of teachers and vice-versa. The reliability of the scale is 0.76 with a fair degree of face validity.

Procedure of Data Collection

The data was collected with the prior permission of the principals and appointment with the selected secondary schools teachers. The administration of the tool viz. professional commitment Scale for Teachers by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011) was completed following the instructions given by the respective authors of the tools.

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ANALYSIS OF THE DATA

The data were analyzed using descriptive analyses (Mean, Standard Deviations) and differential analyses ('t' - test). The hypotheses were tested at varying levels of significance.

Comparison of professional commitment of secondary school teachers on the selected demographic variables

The comparison between the samples on the selected variables was done by testing the significance of difference between their means by using t-tests. The results are presented in the following tables.

H₁: There is no significant difference between professional commitment of male and female secondary school teachers.

Table No.1: Comparison between Male and Female Secondary School Teachers on the measure of Professional Commitment

Variables	Gender				t - value
	Male (58)		Female (53)		
	M ₁	σ ₁	M ₂	σ ₂	
Professional Commitment	173.29	20.71	181.67	19.69	2.18 (.05)

Means and S.Ds of male and female senior secondary school teachers on the measure of professional commitment are 173.29 & 20.71 and 181.67 & 19.69 respectively. When the t-test was applied to compare the means of both the groups, t-value is found to be 2.18 which is significant at .05 level of significance. This result indicates that professional commitment significantly differs in case of male and female senior secondary school teachers with females having an edge over their male counterparts. The possible reason for this result may be that female teachers perceive teaching profession as the most suitable and comfortable wherein they work hard for their own professional growth and handle the professional responsibilities in effective manner. Their pro active behavior, humility and modesty endear them to their profession which gives them satisfaction and mental peace. This result is in line with the research findings of Ranju Bala (2017) and Ambrish and Azkiya (2016). Hence the null hypothesis H₁ is rejected and it may be reframed as there is significant difference between professional commitment of male and female secondary school teachers.

H₂: There is no significant difference between professional commitment of rural and urban secondary school teachers.

Table No.2: Comparison between Rural and Urban Secondary School Teachers on the measure of Professional Commitment

Variables	Location of Schools				t - value
	Rural (56)		Urban (55)		
	M ₁	σ ₁	M ₂	σ ₂	
Professional Commitment	171.39	18.80	175.29	19.53	1.08 (N.S.)

Table-2 presents means and S.Ds of rural and urban secondary school teachers for their professional commitment. Observation of their means and S.Ds on the measure of

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professional commitment depicts non significant results between them. Hence the null hypothesis H_2 is retained. It means rural and urban secondary school teachers are equally committed towards their profession.

H_3 : There is no significant difference between professional commitment of government and private secondary school teachers.

Table No.3: Comparison between Rural and Urban Secondary School Teachers on the measure of Professional Commitment

Variables	Type of Schools				t - value
	Government (57)		Private (54)		
	M_1	σ_1	M_2	σ_2	
Professional Commitment	154.37	16.11	169.11	17.65	4.66 (.01)

Means and S.Ds for teacher effectiveness of government and private secondary school teachers are 154.37 & 16.11 and 169.11 & 17.65 respectively. The computation of t- value reveals that the t-value is significant at .01 level of significance. This result where private secondary school teachers appears to be more committed towards their profession may be attributed to institutions' supportive and attractive work environment for the development of skills and experiences, means for improved knowledge transfer and professional development opportunities to become efficient and effective in achieving a high level of commitment and professionalism. This result is in line with the researches of Thoker (2017) and Khan (2015). Thus the null hypothesis H_3 is rejected and it is reframed as there is significant difference between professional commitment of government and private secondary school teachers.

FINDINGS

1. There is significant difference between male and female secondary school teachers in respect of professional commitment
2. There is no significant difference between rural and urban secondary school teachers in respect of professional commitment
3. There is significant difference between government and private secondary school teachers in respect of professional commitment.

CONCLUSION

Professional commitment of employees is necessary in any set up to succeed as it is positively associated with their performances. Understanding the process that catalyses the commitment and motivation of an employee is critical for institutional sustainability and effectiveness. This may be achieved by proper implementation of one's strategic plan. In the present study an attempt was made by the researcher to study professional commitment among male & female; rural & urban and government & private secondary school teachers. The findings of the study suggested that there exists significant difference between male & female and government & private secondary school teachers on the measure of professional commitment. On the other hand, non- significant difference is found between the rural and urban secondary school teachers with respect to their professional commitment. The factors influencing the levels of commitment of the teachers in schools and in the education systems must necessarily be the focus of research leading to the introduction of reform and change in

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institutions and learning centres. Efforts are certainly needed to improve limitations of this research, in particular, the development of a more valid and reliable measure of professional commitment. The result of the study is expected to address the gap in the literature and provides some input which may help in enhancing the competencies in teachers.

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