

Professional Commitment of Government and Private Polytechnic College Teachers

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ABSTRACT

The current study was carried out to explore the professional commitment of Polytechnic college teachers. The study is descriptive-survey in nature. All government and private Polytechnic college teachers (287) of Kashmir represented the sample of the study. Professional commitment scale for teachers developed by Kaur, Ranu & Brar (2011) was used to collect data. Analysis of data was done by applying percentage, frequency, mean, S.D and t-test. The findings showed that 15.33(44) were having high, 79.44% (228) were having average and 5.23% (15) were having low professional commitment. It was also found that 5.7% government polytechnic college teachers have high, 87.7% have average and 6.6% polytechnic college teachers have low professional commitment. While in case of private polytechnic college teacher 51.7% have high, 48.3% have average and 0% have low professional adjustment. The results also showed that a significant difference was found between government and Private Polytechnic college teachers on professional commitment.

Keywords: Professional Commitment, Polytechnic college teachers, government College Teachers, Private College Teachers.

Education is the most effective tool that mankind has devised for shaping and moulding himself in a desirable manner. The history witness that education is the underlying source of all change in the social, cultural, spiritual and economic aspects of human life. Education is the process by which teachers not only change the human animal into a rational human being, but also prepare and develop him to live an adjust to his environment in order to lead a successful personal and social life. A teacher's qualities have become increasingly important in achieving a high-quality education. Only when teachers possess specific features and qualities the ultimate of an education can be achieved. As a result, the major energising force of an educational institution is its teacher, and the quality of teachers determine the efficiency of that educational institution. A teacher is an important part of a country's design. A teacher's responsibility includes knowledge transfer, proficiency maintenance and value education. The importance of a teacher's role in a student's development cannot be overstated. Citizens with a broad vision, devotion and leadership cannot exist unless the nation has teachers of sufficient nature and potential. At

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Professional Commitment of Government and Private Polytechnic College Teachers

the same time, it is critical to recognise that an ineffective teacher is harmful to the country. Teacher expands cultures, identify the nations developmental path and the human components of survival. They encourage students to develop philanthropy, ethical and moral principles. Teachers role are acquiring fresh imputes as a result of technological advancements and scientific discoveries. Teaching profession is a body of information, a set attitudes, a set of rules of ethics, and above all technics applied for the service of mankind through a skilled group. Teachers as frontline educators, play a critical role in every educational system. Teachers have an essential role not only in forming a student's personality, but also in shaping society as a whole. Teachers are architects of the nation, and they shape the destiny of the nation in their class room, Kothari Commission (1964-66). Teachers have been regarded as nation builders, representatives of the nation, and real stewards of the nation's interest, prosperity, and safety from time immemorial. It is well known fact that a country's future is largely in the hands of teachers, who bear a tremendous amount of responsibility. The teacher must deal with a delicate substance (students) that can be mould in any way.

Technical institutions are an important part of the human resource development spectrum because they have the capacity to add value to products and services, contribute to the national economy and improve people's quality of life. The importance of technical sector was recognized by successive commissions and five-year plans, which placed a strong emphasis on the growth of technical education. The goal of the New Educational Policy 2020 is to integrate technical education into general education. Polytechnics are technical institutes that offer diploma and post- diploma courses and programmes in engineering and technology to train technicians and engineers. These institutions must play a vital role in technological industrial restructuring through training and retraining, as well as ongoing improvement of quality, effectiveness, equity, efficacy and culture (Malhotra, 1993). This will necessitate increased accountability on the part of the teachers who work in these institutions.

It is clear from the preceding discussion that teacher serves a torch bearer for the students. A teacher is supposed to play a variety of roles, including organiser, transmitter of necessary knowledge and skills, demonstrator, planner, evaluator and human engineer, in order to shape an individual's intellectual horizon. All of these are the duties of a teacher. Actually, a nations quality is defined by the quality of its citizens and citizens quality is determined by the quality of their education, which in determined by the quality of their teachers. Radhakrishnan, a great teacher, once said, "The teachers role in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning". As a result, teachers must recognise their unique societal duty. In today's competitive environment, the function of the teacher is more vital than it was previously. Therefore, in order to meet the needs of rapidly developing and materialistic society, teachers must be professionally adjusted, ethical, knowledgeable, efficient, committed to their profession and having high morale.

Professional Commitment

Commitment is one of the most valued qualities of a teacher. Beyond the elements of organisational commitment, the word commitment can refer to a multitude of teacher behaviours and characteristics. However, because teachers' job is not restricted to their classroom, their commitment is part of their affective or emotional reaction to their educational experience (Ebmeier & Nicklaus, 1999). Teachers' professional commitment is

Professional Commitment of Government and Private Polytechnic College Teachers

stated to be of fundamental importance since it builds an effective bond of agreement with their professional behaviour. It ensures that a teacher is completely dedicated to his or her work in order to gain the necessary knowledge and skills. Teaching personal's professional commitment entails a sense of dedication to their profession. A teacher should be dedicated to his or her job at all times. Those who choose teaching as career gain the required information and abilities without having any personal preferences. The felling of dedication among members of a group to their profession is known as professional commitment. This kind of commitment entails two things: pride in ones work as a teacher and a strong desire for professional improvement. In fact, teachers should fully comprehend that as long as they must take pride in knowing that it is a Nobel profession with huge responsibility, since the community entrusts the education of its children to this system. Teachers must be totally involved and devoted for student to be empowered. A dedicated teachers mind is continuously occupied with thoughts of students, their individual and collective growth and ideas to improve their performance during and after school hours. Committed teachers strive to improve not just the overall development of the children in their care, but also their own professional development in order to provide their best to the profession. Commitment, according to Rogers (1969), is "Total organismic direction involving not only the conscious mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices." In the present study professional commitment covers following areas.

- **Commitment to the learner:** Students need teachers who are sensitive and understand their needs. They demand teachers who are aware of their instincts, learning requirements, and preferences, as well as their capabilities. A teacher who choose to teach is committed to their student's growth and development.
- **Commitment to society:** a symbolic link exists between the education and the society. Teachers must inform the public about the values of education as a lifetime process and encourages them to pursue it in that way. Teachers must be profoundly concerned about the community and committed to it.
- **Commitment to the profession:** The community has entrusted teachers with the job of influencing future generations through the teaching learning process. Committed professionals should employ a variety of modern teaching techniques that consider how people learn best and encourage effective learning. This can only happen if teacher commit to improve both guided and self-directed learning on a professional level.
- **Commitment to attaining excellence:** learners are following the footsteps of teachers who are on a never-ending journey to improve as human and as a teacher. They gain esteem while simultaneously improving their knowledge and proficiency.
- **Commitment to basic values:** Every society expects teachers to live their lives in accordance with their values in order to serve as role models for future generations.

As a result of the preceding discussion, it is evident that a teacher should be fully committed to his or her profession. Professional commitment is a practice of remaining committed to ones work while also enhancing one's greatness through the inculcation of societal ideals. Teachers' commitment is connected to their capacity to innovate and incorporate new ideas into practise, as well as their work performance.

REVIEW OF RELATED LITERATURE

Ali (2020) aimed to study "Professional commitment of teacher educators in colleges of education Jammu district (J&K)". The results of the research reveal that, female teacher

Professional Commitment of Government and Private Polytechnic College Teachers

educators have better professional commitment than male teacher educators. Teacher educators having MPhil. and Ph.D. degree show higher professional commitment than having only post-graduation degrees. Urban teacher educators have good professional commitment as compared to rural teacher educators' the basis of marital status unmarried teachers show high professional commitment than married counterpart. Teacher educators are having NET show high professional commitment than teacher educators with no NET. **Sharma (2019)** carried out "Job satisfaction and professional commitment of teacher educators: An empirical study." According to the findings of the study 26%, 20% and 11% of teacher educators have average, below average and dissatisfaction job satisfactions respectively. Furthermore, 31%,9% and 6% of teacher educator have average, below average and extremely low professional commitment respectively. Unmarried teachers show better professional commitment than married educators. No significant difference has been found between highly experienced and less experienced teachers on professional commitment. Science and arts stream teachers show no significant difference on professional commitment. Professional commitment and job satisfaction shows positive correlation. **Alam (2018)** A "study of professional commitment of secondary school teachers across different demographic variables" was carried out. The outcomes of the study show that there is a significant difference in professional commitment between male and female secondary school teachers. There was no discernible variation in the professional commitment of instructors working in various geographical locations. When comparing professional commitment between public and private secondary school teachers, a substantial difference was identified. **Dar & Peerzada (2018)** conducted a study on "Professional commitment of effective and less effective secondary school teachers in Kashmir". The results of the investigation showed that effective secondary school teachers have high commitment towards their profession as compared to less effective teachers. The findings also show that effective teachers have more commitment towards students as well as towards progressive betterment of society. **Islam (2018)** studied "Professional commitment among B.ED. teacher Educators of Malda District in West Bengal". 10 B.Ed. colleges were selected from the district. After analysis of data it was shown that there is no significant difference between professional commitment of male and female teacher educators. **Laxmi (2018)** conducted a research on "Professional Commitment and work motivation as related to adjustment of senior secondary school teachers". The results of the study showed moderate relationship between professional commitment, work motivation and adjustment were found. It was also found that both professional commitment and work motivation can predict adjustment of senior secondary school teachers. The relationship between professional commitment, adjustment and work motivation was low and moderate when male and female senior secondary school teachers were partially out. **Vig and Ekta (2018)** Studied "Professional commitment and continuous Professional development: A close Look at Degree College Teachers Punjab". On the analysis of data, the results showed that private degree College have high score for continuous professional development and professional commitment. Results also revealed that on comparison private Colleges teachers shows high intention to perform and assume teaching- learning duties in better way than government degree College teachers. **Gill and Kaur (2017)** conducted a research on "A study of professional commitment among senior secondary school teachers. The results of the study showed that there is no significant impact of sex, teaching experience and subject stream on professional commitment of senior secondary school teachers. **Sundari (2017)** conducted a study on "Influence of emotional intelligence teacher morale on professional commitment of high school teachers". the study found significant difference between male and female high school teachers. female high school teachers are better than male high school teachers on professional commitment. It was also found that both urban

and rural high school teachers show same level of professional commitment. **Habib (2019)** attempted to study “Professional Commitment of Secondary School Teachers in Relation to their Self-Efficacy. From the study it has been found that female teachers working in secondary school teachers have high level of professional commitment than male teachers working in secondary school teachers. No significant difference between male and female secondary teachers on self-efficacy has been found. Self -efficacy and Professional commitment shows significant positive correlation. **Sasikumar (2017)** Investigated “Professional commitment of Educators working in B.ED. Colleges”. The results of the study confirmed that with respect to gender, subject, marital status and location of the institution no significant difference in professional commitment was found. **Sundari and vasimalairaja (2017)** Examined “The teachers’ morale and professional commitment of secondary school teachers”. The result of the study showed that a positive significant correlation exists between Professional commitment and teacher’s morale of higher secondary school teachers. **Thoker (2017)** conducted a study on “Professional commitment of government and private school teachers with special reference to their rural urban dichotomy”. After analysis of the data the study found that private and government school teachers differ significantly on various levels of professional commitment. The study also found that high level of professional commitment was seen among private school teachers than teachers working in government school teachers. Whereas urban school teachers show high level of professional commitment than rural school teachers. **Hussain, Tegegn and Teshome (2016)** conducted a study to assess “Teacher’s professional commitment towards students learning, their profession and the community in eastern Ethiopian secondary schools”. The findings of the study showed that due to low respect, low salary and low attitude towards teaching profession, less motivation and less incentives, teacher’s commitment towards their learning, community and towards their profession was low. **Mary (2016)** carried out a study on “Professional Commitment of College teachers in relation to their Social Characteristics”. The results of the study show that significant difference doesn’t exist between different type of College teachers in their professional commitment and its dimensions and in their social characteristics- co-operation. **Sharma (2016)** carried out “A study to find a difference of professional commitment of teacher educators as a member or not a member of some teacher/subject association and Active or passive membership of some Subject/Teacher Association. The results of the study showed that Significant difference in the professional commitment is found between the teacher educators who are member or not a member of some teacher/subject association. As per the results of the study significant difference was obtained in the professional commitment.

Significance of the study

The teacher is the backbone of the educational process, and his or her significance in the development of the nation is generally acknowledged. It is true that a teacher's commitment to his or her vocation determines his or her excellence. A school with good material resources and infrastructure but no committed teachers is likely to be unproductive and wasteful. A committed teacher is one who assists pupils in developing fundamental skills, comprehension, good work habits, desired attitudes, value judgement, and suitable personal adjustment." College education is critical in influencing a student's life. Students may progress from learner to employer/worker after completing their college courses. As a result, college teachers who meet the demands of college students play an important role in the field of education. Currently, the pupils require a committed teacher who loves and cares for them. In fact, college students want their lecturers to be more dedicated. It is unfortunate that teachers are frequently chastised for doing little work and taking many vacations. This is because some teachers encourage such remarks. Negative criticism will have no place in the

Professional Commitment of Government and Private Polytechnic College Teachers

history of the teaching profession if all teachers are devoted to their vocation. Professional commitment is the most important contribution in the sphere of education. As a result, investigator studied the topic, professional commitment of government and private polytechnic college teachers.

Objectives

- To study professional commitment of polytechnic college teachers.
- To study professional commitment of government and private polytechnic college Teachers
- To compare professional commitment of government and private polytechnic college teachers.

Hypothesis

Ha1. There is significant difference between Professional commitment of Government and Private Polytechnic College Teachers.

METHODOLOGY

Sample

The study was conducted on polytechnic college teachers. All the teachers working in both Government and private polytechnic colleges of Kashmir division (n=287) were selected as sample for the present study.

Tools used

Teachers Professional Commitment Scale (PCST) by Kaur, Ranu & Brar. (2011), the reliability and validity of TPAI is 0.90 and 0.66 respectively.

Statistical treatment

The data was statistically analysed with the help of percentage, frequency, mean, S.D. and t-test.

Table.1.1: Showing over all levels of Professional Commitment among Polytechnic College Teachers.

Variable	N	%age	Level of adjustment
Professional Commitment	44	15.33	High Professional Commitment
	228	79.44	Average Professional Commitment
	15	5.23	Low Professional Commitment
Total	287	100	

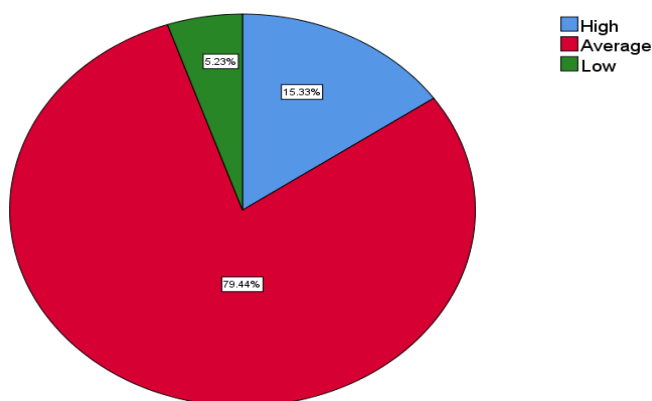


Fig. 1.1: Levels of Professional Commitment among Polytechnic college teachers

Professional Commitment of Government and Private Polytechnic College Teachers

The table 1.1: shows the overall levels of professional commitment of polytechnic college teachers. The table shows that 79.44% teachers have average professional commitment, 15.33% fall in high professional commitment and 5.23% are having low professional commitment. Thus, the objective No.1. which states that, “To study professional commitment of polytechnic college teachers” has been realized.

Table 1.2: Showing the percentage-wise distribution of polytechnic college teachers on Professional Commitment with respect to type of school.

Level of Professional Commitment	Government Polytechnic College Teachers		Private polytechnic College Teachers	
	N	% age	N	% age
High Professional Commitment	13	5.7	131	51.7
Average Professional Commitment	199	87.7	29	48.3
Low Professional Commitment	15	6.6	0	0.00
Total	227	100.0	60	100.0

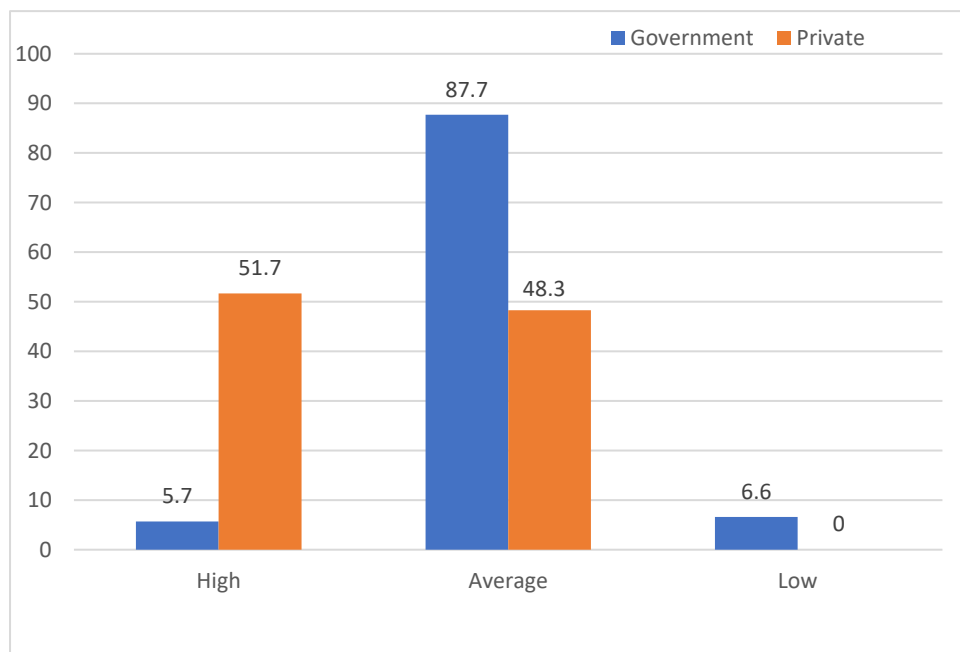


Fig.1.2: Percentage-wise distribution of Government and Private Polytechnic College Teachers on various levels of Professional Commitment.

The table 1.2. shows the percentage of Government and private Polytechnic College teachers on various levels of professional commitment. The table shows that in case of government polytechnic college teachers, 5.7% have high professional commitment, 87.7% are having average professional commitment 6.6 % fall in low professional commitment. While in case of Private polytechnic college teachers 51.7% have high professional commitment, 48.3% have average professional commitment and none fall in low professional commitment level. Thus, the objective No.2. which reads as, “To study the professional commitment of government and private polytechnic college teachers” has been realized.

Professional Commitment of Government and Private Polytechnic College Teachers

Table 1.3: Showing mean comparison between Government and Private polytechnic college teachers on professional Commitment.

Group	N	Mean	S. D	t-value	Level of significance
Government	227	171.04	13.96	5.8	Significant at 0.01 level
Private	60	182.82	14.06		

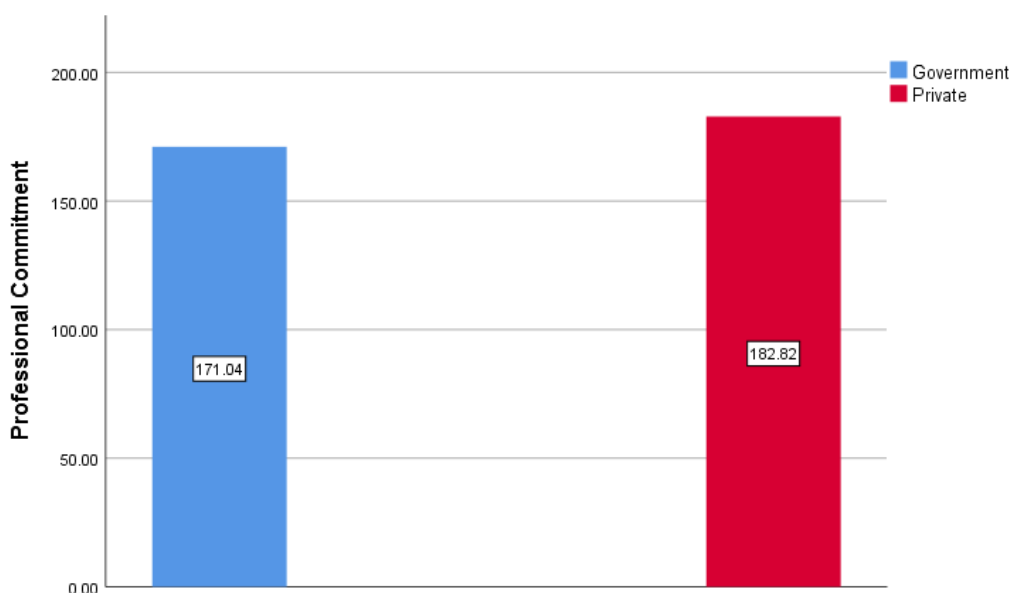


Fig 1.3: comparison of Government and Private Polytechnic College Teachers on Professional Commitment.

The table 1.3: shows the mean comparison of Government and Private polytechnic college teachers on professional commitment. The calculated t-value 5.79 exceeds the critical t-value 2.58 at 0.01 level of significance which depicts that there is significant difference between Government and Private polytechnic college teachers on professional commitment. A quick look at the means of the above table clearly shows that Government polytechnic college teachers have lower level of professional commitment as compared to Private polyethnic college teachers. Thus, from the confirmation of the results from the above table, the alternate hypothesis No.1: which reads as, “*There is significant difference between professional commitment of Government and Private polytechnic college teachers*” stands accepted.

Major findings

15.33(44) were having high, 79.44% (228) were having average and 5.23%(15) were having low professional commitment.

It was also found that 5.7% government polytechnic college teachers have high, 87.7% have average and 6.6% polytechnic college teachers have low professional commitment. While in case of private polytechnic college teacher 51.7% have high, 48.3% have average and 0% have low professional adjustment.

The results also showed that a significant difference was found between government (M=171.04, S. D=13.96) and Private (M=182.82, S. D= 14.06) Polytechnic college teachers on professional commitment.

Suggestions

1. College professors must provide time and tolerance to their pupils anytime they wish to speak with them. So that they may communicate with one another.
2. College professors should delegate certain duties to students so that they feel their teachers believe in them and their enthusiasm for learning grows.
3. In order to be devoted teachers, college professors should regard the students' innovative ideas, sentiments, thoughts, and emotions.
4. Teachers should assist and encourage their pupils through times of adjustment difficulties, emotional discomfort, loneliness, and stress.
5. College lecturers should make use of community resources to help the institution grow.

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Professional Commitment of Government and Private Polytechnic College Teachers

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Conflict of Interest

The author(s) declared no conflict of interest.

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