

Professional Commitment of High School Teachers After the Covid Outbreak

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ABSTRACT

This study aimed to find out the professional commitment of high school teachers after the Covid-19 outbreak in Coimbatore district. 140 teachers were selected from Coimbatore district by using stratified random sampling method. Professional Commitment Scale by Shalini Varandani and Kothari (2016) was used to collect the data. Descriptive and differential analysis were used to analyze the data. This study found that High school teachers those who are working in Coimbatore district had moderate level professional commitment.

Keywords: Professional Commitment, High school, Teachers, Covid, Outbreak

A profession is a job or career that requires advanced training both physical and mental. Various fields like medicine, law, teaching, and engineering are examples of professions. Professionals are members of a vocation or occupation who adhere to certain ethics and standards.

Commitment is a must-have for any teacher. A committed teacher wants more. A passionate teacher is continually looking for student-helping ideas. A dedicated teacher loves teaching and learning. This will positively affect the learner's academic progress and personal growth over time. This kind of teacher will be able to create realistic and effective learning and teaching. As a result, both learning and teaching will be made easier on their own, which will help students and learners reach their full potential.

Need For the Study

Teachers play an important role, not just as people who pass on knowledge and culture but also as people who bring about change. The relationship between the level of teacher involvement and the organization's professionalism has a significant impact on the quality of teaching. Commitment is the most essential characteristic of a teacher.

The pandemic has shown how important teachers' jobs are in the classroom. During the Covid outbreak, it was very hard for students to understand their lessons without a teacher there to help them. When students were unable to attend school because of Covid-19 pandemic, they continued their study via the Internet and mobile devices. In such a setting,

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the majority of students became distracted and wasted their time playing online games and viewing online movies. Many teachers believe that the impact of epidemic time distractions on students' behaviour remains long after they return to their typical school routine.

Educationists, teachers, and parents all think that the education of students has taken a step back after the Covid-19 pandemic. In such a setting, teachers play a significant role in redesigning the students to the educational environment. The investigator thinks that the only way for students to get better and fully be a part of the school environment is if the teachers are committed to their responsibilities. As such, this study was chosen by the investigator.

Objectives of the Study

1. To study the Professional Commitment of High School Teachers after the Covid-19 outbreak in Coimbatore District.
2. To find out if any significant difference in the Professional Commitment of High School Teachers with regard to their gender, residential area, age, type of management, salary, family type and marital status.

Hypotheses of the Study

1. There is no significant difference in the professional commitment of high school teachers with regard to gender.
2. There is no significant difference in the professional commitment of high school teachers with regard to residential area.
3. There is no significant difference in the professional commitment of high school teachers with regard to age.
4. There is no significant difference in the professional commitment of high school teachers with regard to type of management.
5. There is no significant difference in the professional commitment of high school teachers with regard to salary.
6. There is no significant difference in the professional commitment of high school teachers with regard to family type
7. There is no significant difference in the professional commitment of high school teachers with regard to marital status.

METHODOLOGY

Method used

The investigator has chosen survey method for studying the problem of this study

Population and sample of the study

The high school teachers who work in the Coimbatore District schools that follow the Tamilnadu State Board curriculum are part of the population of this study. The investigator used stratified random sampling technique. One forty (140) teachers were selected as the samples for this study. The sample has 65 teachers who are men and 75 teachers who are women. Also, 60 teachers from rural areas and 80 teachers from urban areas are in the sample.

Tool used

Professional Commitment Scale by Shalini Varandani and Kothari (2016) was used to collect the Professional commitment of high school teachers. The tool was in the form of Likert type items. The professional commitment scale contains 50 statements. The researcher established

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the content validity for the tool and the reliability of the tool has established by using test-retest method. It was found to be 0.79.

Statistical techniques used

The investigator employed descriptive statistics (Mean and SD), inferential statistics (students “t” test and ANOVA) to process the data collected from the samples.

ANALYSIS OF DATA

Table 1 Level of professional commitment among the high school teachers

S.No.	Scores range	Level	Frequency	Percentage
1	Below 190	Low	47	34%
2	190-220	Moderate	93	66 %
3	Above 220	High	-	-

The table 1 reveals that, 66% of high school teachers’ professional commitment scores falls in the moderate category (191-220). Hence, it may be concluded that the level of professional commitment among the high school teachers is moderate.

Table 2 Difference between the professional commitment mean scores of teachers based on gender, locality of residence and salary

Variable	Sub variables	N	M	S.D.	‘t’ value	Remarks
Gender	Male	65	194.49	12.15	0.55	Not Significant
	Female	75	195.49	11.87		
Residential Area	Rural	60	197.43	10.88	2.05	Significant
	Urban	80	193.43	12.51		
Family type	Nuclear	102	196.03	12.05	1.55	Not Significant
	Joint	38	192.57	11.53		
Marital status	Married	102	196.03	12.05	1.55	Not Significant
	Unmarried	38	192.57	11.53		

From the table 2, the calculated ‘t’ values between the professional commitment mean scores of high school teachers with respect to locality of residence is 2.05. This value is higher than the table value at 0.05 level of significance. Therefore, there is significant difference in the professional commitment of high school teachers based on their locality of residence. So, the hypotheses 2 is rejected.

On the other hand, the calculated ‘t’ value between the professional commitment mean scores of high school teachers with respect to gender, family type and marital status are 0.55 1.55 and 1.55 respectively which are less than the table value at 0.05 level of significance. Hence, there is no significant difference in the professional commitment of high school teachers based on their gender, family type and marital status. The hypothesis 1,6 and 7 are accepted.

Table 3 Difference between the professional commitment mean scores of teachers based on age, type of management and salary

Variables	Sub variables	Source of Variance	SS	df	MS	F-value	Remarks
Age	Below 30 years	Between groups	4489.587	2	2244.793	19.90	Significant
	30-40 years	Within groups	15451.013	137	112.781		

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	Above 40 years	Total	19940.6				
Type of management	Government	Between groups	3199.11	2	1599.55	13.08	Significant
	Aided	Within groups	16741.49	137	122.20		
	Self-finance	Total	19940.6	139			
Salary	Below 10,000	Between groups	3087.23	8	1543.61	12.54	Significant
	10,000-20,000	Within groups	16853.37	137	123.01		
	Above 20,000	Total	19940.6	139			

From the table 3 the calculated 'F' values 19.90, 13.08 and 12.54 is higher than the table value 3.05 at 0.05 level. Hence, there is significant difference in the professional commitment of high school teachers with regard to their age, type of management and salary. So the null hypothesis 3, 4 and 5 are rejected.

Major Findings

1. No one had a high level of professional commitment out of total 140 teachers; 93 teachers (66%) had a moderate level of professional commitment, and 47 teachers (34%) had a low level of professional commitment. The high school teachers in Coimbatore District showed a moderate level of professional commitment after the covid-19 outbreak.
2. No significant difference was found in the professional commitment of male and female high school teachers.
3. Rural area high school teachers' professional commitment (M=197.43) was better than the urban area high school teachers (M=193.43).
4. High school teachers whose age below thirty years showed better level of professional commitment (M=202.00) than thirty to forty years age group (M=191.73) and forty above age group (M=187.11).
5. Government high school teachers (M=204.70) showed better level of professional commitment than aided (M=191.24) and self-finance (M=193.45) high school teachers.
6. High school teachers those who are getting more than 20,000 rupees as salary had better level of professional commitment than those who are getting below 20,000 rupees.
7. No significant difference was found between the high school teachers from nuclear and joint family in their professional commitment.
8. No significant difference was found between Married and Unmarried high school teachers in their professional commitment.

DISCUSSION

The study is undertaken to assess the level of professional commitment of high school teachers in Coimbatore district after the Covid-19 outbreak. Majority of teachers in Coimbatore District showed a moderate level of professional commitment, according to this survey. This could be because the majority of the teachers in the sample (57%) work in self-finance schools, where they may encounter additional restrictions in exercising their teacher autonomy, leading to this outcome. This result is supported by Balbir Singh Jamwal (2016) who also found the same result.

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Rural area high school teachers had better professional commitment than urban area teachers. This could be due to the reason that rural area people are easily mingled and maintain healthy interpersonal relationship with others when compared to urban people and also the cordial relationship in professional environment may enhance their professional commitment. This result is supported by Rekha Rani and Savita Ahlawat's (2019) research, who also reached the same conclusion.

High school teachers whose age below thirty years showed better level of professional commitment than thirty and above. Professional commitment of teachers who are above thirty was less because of their health problems and overburdened family responsibilities.

Government high school teachers had better level of professional commitment than aided and self-finance school teachers. This could be due to the reason that government school teachers have more job security and academic freedom than aided and self-finance school teachers. But this finding goes contradiction with what Sadia Khan (2015), Aashiq Ahmad Thoker (2017), Mahmood Alam (2018) and Poonam Mahajan and Amit Kauts (2022) found, which was that private school teachers were more professionally committed than government school teachers.

High school teachers whose salary is above 20,000 showed better professional commitment than the teachers who are drawing below 20,000. This may due to the fact that teachers who are getting more salary may have better socio-economic status which promotes their personal satisfaction and stimulate them to professional more efficiently.

Background variables gender, family type and marital status did not influence the professional commitment of high school teachers in this study.

Delimitations of the Study

Considering the available time, budget, and limited resources, the scope of this study has been restricted to:

1. The study is only carried on during the academic year 2021-2022.
2. The study is conducted in Coimbatore district only.
3. Only 140 high school teachers were included in the study.
4. The study was delimited to teachers who work with students in classes IX

Implications of the Study

Teacher commitment is a key to the future success of education and schools. The results of this study can help high school teachers, principals, administrators, educational officers, and policymakers to understand the level of professional commitment among teachers. This makes all stakeholders of education think about and take necessary steps to improve teachers' professional commitment.

CONCLUSION

Employee professional commitment is required for any setup to succeed because it is favourably related to their performance. Understanding the mechanism that catalyses an employee's commitment and motivation is crucial to the institution's long-term sustainability and performance. This can be accomplished through one's strategic plan. The researcher attempted to investigate professional commitment among high school teachers in Coimbatore district in the current study. This survey study found that majority of high school teachers had only a moderate level of professional commitment after the Covid-19 outbreak.

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Acknowledgement

The investigator wishes to convey heartfelt gratitude to all of the experts, participants, supporters, and previous researchers who contributed directly and indirectly to this study.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: S., Nithya (2023). Professional Commitment of High School Teachers After the Covid Outbreak. *International Journal of Indian Psychology*, 11(1), 2235-2240. DIP:18.01.224.20231101, DOI:10.25215/1101.224