

Research Paper

Professional Commitment Among Secondary School Teachers in Relation to Values

Dr. Parveen Sharma^{1*}

ABSTRACT

This research paper investigates the professional commitment and values among government and private secondary school teachers. The study aims to explore whether there is a significant difference between the professional commitment and values of teachers based on the type of school they work in and to determine the relationship between these two variables. A descriptive survey method was employed, with a sample size of 200 secondary school teachers (100 government and 100 private) from Ludhiana district only. The Professional Commitment Scale for Teachers by Kaur et al. (2011) and the Teacher Values Inventory by Karim (2006) were utilized for data collection. Statistical techniques like Mean, Standard Deviation, t-test, and Pearson correlation coefficient were used to analyse the data. No significant difference was found between the professional commitment of government and private secondary school teachers, indicating that the type of institution does not influence professional commitment. A significant difference was observed in the values between government and private secondary school teachers, with government teachers showing higher values. This suggests that the type of school influences the values held by teachers. The study found a significantly positive correlation between professional commitment and values among secondary school teachers, indicating that these factors influence each other.

Keywords: *Professional Commitment, Values, Secondary School Teachers*

A country's prospects for development depend on the quality of its people the skill and creativity of its work force, the capability to manage the resources and the ability of the adult generation to raise healthy and educated children. The teacher of today has to be an expert in teaching and other life situations, if he is to guide his pupils successfully in developing their potentialities, in improving their social and physical environment and in preparing them for the battle of life. If teachers recognize their true role, a society will never face any problem, particularly on the moral plane. Only dedicated and well-trained teachers who keep themselves abreast of the latest trends in the sphere of education can lead a society in the right direction.

- **Professional Commitment**

A profession is an occupation founded upon specialized educational training and instructions. A profession arises out through the process of professionalization, when any

¹Assistant Professor, Partap College of Education, Ludhiana (Punjab)

*Corresponding Author

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trade or occupation transforms itself through the development of formal qualifications based upon education, training, apprenticeship, research and development etc. The concept of commitment is widely used as a conscious human behaviour as an agreement or pledge to do something in future. Lee et al. (2000) Professional Commitment is defined as "the psychological connection between an individual and his profession, based on affective reaction of the individual towards this profession". McCabe and Sambrook (2008 & 2013) Professional commitment is defined as loyalty, the desire to stay in a profession, and a sense of responsibility toward the profession's particular problems and challenges. Chang et al. (2015) Professional commitment is defined as an attitude that provides a physical, mental and emotional connection to one's work. It is also the harmony between an individual's beliefs and their determination to continue working in their profession.

- **Values**

Values are a precipitate of behaviour. They are established predispositions of behaviour. Values are subjective as they are entirely dependent upon the changing opinion of the valuing agent and thus deny to them all objective validity.

Cambridge Dictionary of English (1995), "Values are the principles that help you to decide what is wrong or right, and how to act in various situations." Haralambos, (2000), "A value is a belief that something is good and desirable". Venkataiah (2007), "Education without vision is waste; education without value is crime; education without mission is life burden." Education in our life enables us to become comfortable and look after our family well. But as far as the social progress is concerned, value-based education is an unavoidable necessity. It is said that values are caught but not taught. Modern educationists are of the opinion that values are caught as well as taught. In the pursuit and promotion of values, the teacher has the most vital role to play. Teacher with vision would enable proper transmission of values.

LITERATURE REVIEW

Maheshwari (2003) studied the professional commitment of teachers. The study showed that majority of teachers opined that for increasing commitment, school environment should be healthy. Study revealed that 41% respondents suggested for more salaries and other facilities might enhance commitment among the teachers and 40.3 % respondents were in the favour of motivation by the principals. Gupta and Kulshreshtha (2008) attempted to see the professional commitment of the secondary school teachers and concluded that there is no significant difference in the professional commitment of male and female teachers. Further, they concluded that insignificant difference was found in the professional commitment of public-school teachers and government school teachers. Kaur and Dhaliwal (2011) investigated the teacher commitment and job satisfaction of teachers at various levels. Major findings of the study were: elementary, secondary and college level teachers have above average level of teacher commitment; elementary, secondary and college teachers did not differ significantly in their commitment; male and female teachers did not differ significantly in their commitment at three levels; rural elementary teachers were more committed towards their job than the urban elementary teachers; and urban college teachers were more committed with their job than rural college teachers. Dhamane (2014) explored the professional commitment among school teachers. The study concluded that there was significant difference in the professional commitment of aided secondary school teachers and unaided secondary school teachers. Permanently appointed secondary teachers and temporarily appointed secondary teachers were also found significantly different. Plasilda and Muthupandi (2015) studied the professional commitment among higher Secondary school teachers. It is found that more than 50% of higher secondary teachers have a

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moderate level of professional commitment. Tiwari (2022) investigate the professional commitment of teacher educators with respect to certain demographic variables including their gender, location and teaching experience. Sample consisting of 543 teacher educators were selected from teacher training education colleges of Punjab by using purposive sampling method. Data was analysed using t-test for independent groups. Findings of this study revealed that professional commitment of teacher educators do not differ significantly with respect to gender and location but significantly differ with respect to teaching experience. Teacher educators with higher teaching experience were found to have higher professional commitment.

Jayanthi and Agarwal (2006) Studied the relationship between teachers' values and socio – emotional climate of the classroom. Results show that the teachers possessing high social value were found to be successful in creating positive socio –emotional classroom climate where as it is opposite in case of power value. Mishra (2009) studied the perception of values by effective and ineffective teachers in relation to sex, age and place of habitation. The findings of the study were: (1). The male teachers have been found to have high mean score in theoretical, economic and political values, the female teachers have been found high in aesthetic, social and religious values male and female teachers differ significantly in economic, aesthetic, social and political values. (2). Rural and urban teachers were found to have significant difference in theoretical value. Dhinakaran and Sivakumar (2014) concluded that there is a significant difference between gender, locality of school, type of school in selecting various Cultural values, Morality and Professional ethics. Chauhan (2015) exhibit that the political, religious and theoretical values are different in male and female trained graduate teachers. Male trained graduate teachers are better in social, political, economical and theoretical values. So, the curriculum planners and the concerned administrators should take initiative to inculcate these values in the teachers as well as students. Further it is also seen that female graduate are found significantly different and high as compared to the counterpart i.e. male trained teachers. Political interest should be taken by the female teachers.

Objectives of the Study

1. To study professional commitment among government and private secondary school teachers.
2. To study values among government and private secondary school teachers.
3. To study the relationship between professional commitment and values among secondary school teachers.

Hypotheses

1. There is no significant difference between professional commitment of government and private secondary school teachers.
2. There is no significant difference between values of government and private secondary school teachers.
3. There exists no significant relation between professional commitment and values among secondary school teachers.

RESEARCH METHOD

To meet the objectives of the study, descriptive survey method was used. Differential approach was adopted to ascertain difference between professional commitment and values of different groups of secondary school teachers.

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Sample

The teachers from government and private secondary schools were taken to constitute the population for the present study. The size of the sample is 200 secondary school teachers selected from Ludhiana district only. The sample was further divided into 100 government and 100 private secondary school teachers. For that purpose, researcher prepared the list of government and private secondary schools of Ludhiana district from which sample was drawn. After that 20 schools were selected randomly.

Tools Used

For the present study following tools are used

1. Professional Commitment Scale for teachers by Kaur et. al (2011)
2. Teacher values inventory developed and standardized by Karim (2006)

Statistical Techniques Used

Mean has been used for calculation of average value of the group on particular variable. Standard Deviation (S.D) has been used to know how measurements for a group are spread out from the average. T-test has been used to determine whether there are any significant differences between the means of government and private school teachers on different variables. The Pearson 'r' correlation coefficient has been used to study the liner relationship between two variables.

RESULTS

Table no. 1: comparison of professional commitment among government and private secondary school teachers

	N	Mean	S.D.	SE _M	t-ratio	Level of significance
Government	100	178.32	17.297	1.730	1.470	Not significant
Private	100	174.66	17.902	1.790		

Table No. 1 reveals that the mean score of government and private secondary school teachers on variable professional commitment were 178.32 and 174.66 respectively. On the other hand, standard deviation on the same variable among government and private secondary school teachers found to be 17.297 and 17.902 respectively. The calculated t-ratio of professional commitment among government and private secondary school teachers is 1.470 which is found to be not significant at 0.05 level. Therefore, hypothesis 1 "There is no significant difference between professional commitment of government and private secondary school teachers" stands accepted. So, we can conclude that there is no significant difference between government and private secondary school teachers on the variable professional commitment.

Table no. 2: comparison of values among government and private secondary school teachers

	N	Mean	S.D.	SE _M	t-ratio	Level of significance
Government	100	237.38	24.675	2.467	3.526	Significant
Private	100	225.78	21.763	2.176		at 0.05 level

Table No. 2 reveals that the mean score of government and private secondary school teachers on variable values were 237.38 and 225.78 respectively. On the other hand,

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standard deviation on the same variable among government and private secondary school teachers found to be 24.675 and 21.763 respectively. The calculated t-ratio of values among government and private secondary school teachers is 3.526 which is found to be significant at both levels i.e. 0.05 and 0.01 levels. Therefore, hypothesis 2 “There is no significant difference between values of government and private secondary school teachers” stands rejected. So, we can conclude a significant difference exists between government and private secondary school teachers on the variable values.

Table 3: correlation of professional commitment and values among government and private secondary school teachers

Variables	N	Mean	S.D.	Correlation	Result
Professional Commitment	100	176.49	17.653	.197**	Significant at both level
Values	100	231.58	23.923		

The above table 3 shows the mean, S.D. and coefficient correlation between professional commitment and values of secondary school teachers. The mean values of professional commitment and values of secondary school teachers were 176.49 and 231.58 respectively. The coefficient of correlation is found to be .197 55 which comes under significantly positive correlation values. This shows that there exists a significant correlation between professional commitment and values of secondary school teachers. As hypothesis 3 states “There exists no significant relation between professional commitment and values among secondary school teachers” stands rejected. So, we can conclude that professional commitment and values of secondary school teachers influence each-other significantly.

DISCUSSION

- i) No significant difference was found between mean of professional commitment of government and private secondary school teachers. Therefore, it may be concluded that type of the institute does not affect professional commitment. Gupta and Kulshreshtha (2008) also concluded that insignificant difference was found in the professional commitment of public-school teachers and government school teachers.
- ii) A significant difference was found between the mean scores of values of government and private secondary school teachers. Therefore, it may be concluded that type of the institute affects the values among teachers. Dhinakaran and Sivakumar (2014) also highlighted a significant difference between type of schools in selecting cultural values, morality and professional ethics. As mean scores of values of government secondary teachers were found to be higher than that of private secondary teachers so, government secondary school teachers possess higher level of values as compared to private secondary school teachers.
- iii) Professional commitment and values of secondary school teachers influence each other significantly.

CONCLUSION

The study concludes that while professional commitment does not differ significantly between government and private school teachers, their values do, with government teachers demonstrating higher values. Moreover, professional commitment and values are interrelated, highlighting the importance of fostering both aspects in the educational environment.

Recommendations of the Study

- The professional development of teachers is essential for a strong education system, and both government and private institutions should actively engage in organizing workshops, seminars, conferences, and research training programs. These efforts not only enhance teachers' professional growth but also nurture their enthusiasm for continuous learning and dedication to their careers.
- Interestingly, professional commitment is not significantly influenced by whether a teacher works in a government or private institution. Instead, it is a deeply personal matter, shaped by a teacher's sense of self, values, and relationship to education. Therefore, policymakers and authorities should focus less on evaluating superficial practices of commitment and more on understanding the underlying value systems and self-awareness of teachers.
- Strong values are crucial for achieving professional success, and without a firm value orientation, it becomes difficult to reach desired career goals. Therefore, refresher programs are necessary to promote value consciousness among teachers. Since professional commitment and personal values are closely linked, addressing low commitment requires first strengthening teachers' value systems. This can be achieved through comprehensive in-service and pre-service training programs and effective guidance mechanisms. Strengthening these areas will lead to a more committed and value-driven teaching force across all school systems.

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Conflict of Interest

The author(s) declared no conflict of interest.

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