

Professional Commitment of Secondary School Teachers with Respect to their Gender and Mode of Appointment

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Abstract

Professional Commitment of teachers has been identified as one of the most critical factors for the future success of education. The aim of the present study was to find out the difference in professional commitment of secondary school teachers with respect to gender, locality and mode of appointment. Descriptive survey method was used by the researcher to conduct this study. Stratified random sampling technique was used to select the sample consisting of 100 male and 100 female secondary school teachers from Rural and Urban areas from district Pathankot in Punjab state. Further 50 teachers appointed on contractual basis and 50 regular appointed teachers were selected randomly from each area from all 200 sample. To assess the professional commitment, Professional Commitment Scale for Teachers (2011) developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu, Mrs. Sarvjeet Kaur Brar was used. To find out the difference in professional commitment among secondary school teachers, t-value as statistical techniques was employed to analyze the data. Results of the present study revealed no significant difference in Professional Commitment with respect to the gender while significant difference was there in case of locality and mode of appointment. Teachers belonging to Rural area were found more professionally committed than that of teachers from Urban area and teachers appointed on regular basis were found more professionally committed than that of contract basis teachers.

Keywords: Professional Commitment, Areas and Characteristics.

Introduction

Teaching is a noble profession. A teacher is said to be professional if he is committed towards his profession. Professional commitment of teachers has become the basic requirement of the modern society. Teaching is complex as well as demanding profession. Teachers need to maintain personal commitment to the job to sustain their energy and enthusiasm for the work. The concept of 'commitment' as investment of personal resources has long been associated with the professional characteristics of a teacher. At a time when education is in constant flux, teachers are expected to incorporate reforms on a number of levels into their daily practice. They must be willing to experience steep learning curves and invest personal time and energy to translate the ongoing reforms successfully into effective practice. Professional commitment appears to be highly influential for not only a teacher's success during time of change but also for system in seeking to bring about change.

The professional qualities of a teachers influence their professional efficiency. More competent and committed teachers are required in the classroom because the best curriculum and most perfect syllabus

remain ineffective in the absence of a good teacher. A teacher's job is not at all that easy and unless a high degree of professional qualities and commitment are inculcated in the teacher's personality, the training program would remain incomplete. Teachers work involves rigorous efforts in the classroom and outside as well as frequent interaction with parents and community members. For this purpose, teachers need to be well trained and competent to perform their jobs. If teachers acquire professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom in a genuinely professional manner, then a high quality learning takes place among students. Society needs such teachers who can make education vibrant and production oriented, the teachers who possess professional commitment and selfless devotion.

Professional Commitment

A professional committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. He acts as an active school –classroom manager, leader and organizer of the group activities, builders of pupil's character and is often expected to undertake and promote learner activities. It is the urge of a teacher to update, strengthen and insight in different aspects of a profession, punctuality, positive attitude towards co-workers, enthusiasm, co-operation, honesty etc. can be viewed as the examples of commitment to basic values. Professional commitment is the degree to which a person's work performance affects his self- esteem. For a person who is professionally committed, work is a vital part of life. Active participation in decision-making increase involvement and professional commitment, that results in higher level of acceptance and satisfaction. According to O'Reilly (1991) "Commitment is typically conceived of as an individual's psychological bond to the organization including a sense of job-involvement, loyalty and belief in the value of the organization". Mariados (2000) stated that "Commitment is a deep and profound value of emotional intelligence. It means aligning with the goals of a group or organization and applying oneself completely for a cause". According to Morrow and Wirth (1988) "Professional commitment is an appropriate concept for representing at least part of the career focus dimension of work commitment".

Forms of commitment

1. **Affective Commitment:** Affective commitment refers to a psychological attachment to the organizations. It is the teacher's positive emotional attachment to educational institute for the learning of the students. It is an emotional commitment where people are in a great deal affectively connected to an organization stay within it because they want to.
2. **Normative Commitment:** Normative commitment is based upon an ideology or a sense of obligation toward organization on the individual's moral belief that is right and moral to continue within the organization, because they think they should.
3. **Continuance Commitment:** In this, the teacher commits to the school because he/she perceives high costs of losing the job, including economic costs and social costs (friendship ties with co-workers) that would be incurred. The employee remains a member of the organization because he/she has to.

Areas of commitment

The teacher education programmes would remain incomplete without specific competencies and a high degree of professional commitment among teacher education. The major dimensions of professional

commitment given as under.

1. **Commitment to the learner:** Children need teacher who can understand them and their needs with sensitivity. They need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities.
2. **Commitment to the society:** The school and community have symbolic relation between them. Teachers' need is to orient community towards the importance of education as life long process and also motivate them to take it in that perspective. Teachers need to have deep concern and commitment toward the community.
3. **Commitment to the profession:** Teachers are entrusted by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning.
4. **Commitment to attain excellence:** Teachers who continue their search for becoming better human beings and better teachers are followed in their footsteps by the learners. They get all the respect from them and at the same time acquire higher levels of excellence and proficiency.
5. **Commitment to basic values:** Every community expects the teachers to follow a value based approach in their personal life. A committed teacher can be effective and successful by not only helping the students to realize their full potential but also helps the society to develop a sense of belonging amongst its members.

Teachers and Professional Commitment

Teachers play important role to improve the quality of education. They are the role model. From them many teachers acquire the competences (knowledge, skills and values) that they deploy in the classroom. By modeling effective teaching strategies, teachers potentially play a key role both in maintain and in improving the quality of education system.

The three characteristics are necessary for the teacher as they are:

- Commitment
- Confidence
- Competence

1. **Commitment:** It is involvement and dedication. It is teacher's mental and physical efforts. Commitment is the word used to distinguish who are caring, dedicated and who take the job seriously from those who put their interest first. Commitment is a part of teacher's affective or emotional reaction. Commitment of teacher is reflected by the Love for learning and learners, Impact of teachers work on changing society, Professional ethics, Excellence inside and outside the class, institutions and outside the Institutions and Human value – honesty, loyalty to nation and objectivity

2. **Confidence:** Confidence building is very crucial for a successful teacher. "Can do" and "will do" spirit makes teachers more confident. So a high aspiration with strong zeal makes the teacher a good achiever. What teachers know and can do is the most important influence on what student learns. A teacher with high level of confidence can bring excellence to his career. At present most of the teachers have no confidence in them and in their performance. The pathway for teacher building confidence is: Interest to learn, to be member of learning society, exposure to changes and innovations, adaptability, Self-assessment, Onward looking principles and a mission, further vision and goals realization.

3. **Competencies:** A teacher must be proficient and efficient. These competencies are required for a successful teacher. As a teacher, competencies in following area are required: Contextual, Conceptual

(curricular, content and learning), transactional, competency in teaching – material, Competency in ICT, technology and industry resources, Evaluation, Management and Societal or community contact.

Characteristics of Committed Teachers

Professional commitment is an attitude that someone has toward her job. Teacher commitment helps to differentiate those who are devoted to their profession and those who are not. The individuals who are committed are not only committed to their students and their school, but are also lifelong learners who are committed to the teaching profession. The following are the characteristics of committed teachers.

- 1. Committed teachers put their students first in the teaching profession:** Committed teachers always put their student's wants, needs and interests first. They meet the needs of each individual learner by providing a variety of unique teaching methods and techniques.
- 2. Committed teachers are devoted to their school:** Teachers are committed to their school when they devote their personal time to be an active member of their community and school organization. They are dedicated and devoted to their school's success.
- 3. Committed teachers are lifelong learners:** Committed teachers devote their time to continuing education. Just as a doctor never stops learning new techniques to help save lives, teachers who are dedicated to their profession never stop learning new strategies to engage and teach their students.
- 1. 4. Committed teachers are contributors to their profession:** Dedicated teachers contribute not only themselves to their students and their job, but their emotional selves as well. For a devoted teacher, nothing is ever left undone. Teaching is a process and they will always be an active contributor to that process.
- 4. Committed teachers are 21st-century learners:** In order to best prepare our students to continue to live in this technological world, committed teachers are devoted to keeping up with the ever-changing educational innovations. They strive to learn the new technologies and 21st-century tools that can help students be able to live and succeed in the world. These teachers are committed to making sure their students are 21st-century learners.

Review of Related Literature

Maheswari (2005) conducted a study on professional commitment of secondary school teachers. The study revealed that professional commitment among the secondary school teachers is moderate. Further the study revealed that the female teachers have got more professional commitment than that of the male teachers.

Goyal (2012) conducted a study on professional commitment among B.Ed. teacher educators. The study revealed that the female teacher educators have got more professional commitment than that of the male teacher educators.

Gajjar (2014) studied professional work commitment of teacher trainees of B.Ed. college and revealed that no significant difference was found between the male and female teacher trainees and teacher trainees of rural area and teacher trainees of urban area as well as educational background of science and non-science.

Rana (2014) conducted a study on role commitment of secondary school teachers in relation to some demographic variables. The study revealed that the teachers working in private school have got more role commitment than that of the teachers working in government school. The female teachers have got more role commitment than that of the male teachers.

Sing and Kumar (2015) conducted a study on professional commitment with higher and less experienced teachers and found that the difference of professional commitment of secondary school teachers was not significant in relation to their gender and teaching experience.

Gupta and Nain (2016) conducted an exploratory study of professional commitment among teacher educators working in B.Ed. Colleges and revealed a significant difference in professional commitment with its dimensions among teacher educators working in govt. / govt. aided and self-financing B.Ed. colleges.

Sunitha (2016) conducted a study on work commitment of secondary school teachers. The study shows that middle age teachers are more committed than olds and young teachers. Further, the study shows that female workers are more committed than the males. The study reveals that the more experienced are more committed towards their profession.

Bashir (2017) investigated the job satisfaction in relation to professional commitment of secondary school teachers and found that there exists no significant difference between male and female secondary school teachers in their professional commitment.

Justification of the Study

Teachers are our nation builders as they have a very important role to play in supporting and promoting learning in the class by transferring learning to children at their understandable level. They are always conscious about their accountability to their performance because the strength of every profession grows out of the knowledge and skills that teachers help to install in our children. Developing a deeper understanding of teacher's professional commitment is critical in the knowledge economy where education is in a constant state of evolution, impacting considerably on the expectations and workload of the teaching workforce. Now a day, lack of professional commitment among some of the teachers is leading academic stress, frustration, aggression etc among the students and transferring learning to the students at their understanding level has become a big problem. Keeping into mind all these things, the researcher intended to work out on this problem. The results of the present study definitely will be fruitful and guiding principles for the policy makers, teachers and stakeholders.

Objectives of the Study

1. To study the difference in Professional Commitment of secondary school teachers with respect to gender.
2. To study the difference in Professional Commitment of secondary school teachers with respect to locale.
3. To study the difference in Professional Commitment of secondary school teachers with respect to mode of appointment.

Hypotheses of the Study

1. There exists no significant difference in Professional Commitment of secondary school teachers with respect to gender.
2. There exists no significant difference in Professional Commitment of secondary school teachers with respect to locale.
3. There exists no significant difference in Professional Commitment of secondary school teachers with respect to mode of appointment.

Methodology

Keeping into mind the objectives and nature of present problem the researcher has adopted the descriptive survey method.

Sample

Sampling is an essential item in the field of research. In the present study, stratified random sampling technique was used for the selection of sample. The investigator selected 20 secondary schools (10 Rural and 10 Urban schools) of Pathankot district. From each selected school, 10 teachers were taken as sample. In this way total sample comprised of 200 secondary school teachers. From 200 teachers, 100 teachers were taken from Rural and 100 from Urban area. Further, 50 regular appointed teachers and 50 contract basis appointed teachers were selected randomly from 100 teachers of each area.

Tools Used

Professional Commitment Scale for teachers (2011) developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu, Mrs. Sarvjeet Kaur Brar was used.

Statistical Techniques used:

Mean, Standard Deviation and ‘t’ test were used to analyze the data.

Analysis and Interpretation of data

Hypothesis – I

“There exists no significant difference in professional commitment of secondary school teachers with respect to gender”

To verify this hypothesis, raw score was obtained on Professional Commitment Scale for Teachers and were entered into table. After tabulation of scores, Mean and S.D for raw data were calculated. Further ‘t’ value was also calculated.

Table.1 Difference in Professional Commitment with respect to gender

Variable	Gender	N	Mean	S.D	SED	t-value	df	Remarks
Professional commitment	Male	100	165.6	22.014	4.05	0.328	198	Not significant
	Female	100	164.4	18.347				

Interpretation

Table no 1 Shows Mean scores of professional commitment of male and female secondary school teachers as 165.6 and 164.4 and S.D as 22.014 and 18.347. The standard error difference is 4.05. The t value is 0.328 which is less than corresponding table value. From this it is revealed that there exists no significant difference in professional commitment of male and female secondary school teachers. It is, therefore concluded that male and female secondary school teachers are equally committed to their profession.

Thus, Hypothesis – I: “*There exists no significant difference in professional commitment of secondary school teachers with respect to gender*” is accepted.

Hypothesis – II

“There exists no significant difference in professional commitment of secondary school teachers with respect to locale”

Table: 2 Difference in Professional Commitment with respect to locale

Variable	Locality	N	Mean	S.D	SED	t-value	df	Remarks
Professional commitment	Rural	100	169.6	16.243	3.94	2.33	198	Significant
	Urban	100	160.4	22.712				

Significant at 0.05 level

Interpretation

Table no 2 shows that mean scores of Professional Commitment of Rural and Urban secondary school teachers as 169.6 and 160.4 and S.D as 16.243 and 22.712. The standard error difference is 3.94. The t value is 2.33 which is more than corresponding table value 1.96 significant at 0.05 level. It is revealed from the results that there exists significant difference in Professional Commitment of Rural and Urban secondary school teachers. The mean score of Rural secondary school teachers i.e. 169.6 is more than that of Urban school teachers which is 160.4. It is evident that teachers belonging to Rural area are more professionally committed than that of teachers from Urban area.

Thus, Hypothesis – II: *“There exists no significant difference in professional commitment of secondary school teachers with respect to locale”* is rejected.

Hypothesis – III

“There exists no significant difference in Professional Commitment of secondary school teachers with respect to mode of appointment”

Table: 3 Difference in Professional Commitment with respect to mode of appointment

Variable	Mode of appointment	N	Mean	S.D	SED	t-value	df	Remarks
Professional commitment	Regular	100	169.2	20.7306	4.15	2.02	198	Significant
	Contract	100	160.8	20.8038				

Significant at 0.05 level

Interpretation

Table no 3 shows that mean scores of Professional Commitment of teachers working on regular basis and contract basis are 169.2 and 160.8 and S.D is 20.7306 and 20.8038. The standard error difference is 4.15. The t value is found as 2.02 which is more than corresponding table value 1.96. From this it is revealed that there exists no significant difference in professional commitment of teachers working on regular basis and contract basis. It is, therefore concluded that mode of appointment plays significant role in professional commitment of teachers. The mean score of Regular teachers is 169.2 and the contractual basis teacher is 160.8 which is more than the mean score of contractual basis teachers. It shows that the regular teachers are more professionally committed that that of contract base teachers.

Thus, hypothesis III: *“There exists no significant difference in professional commitment of secondary school teachers with respect to mode of appointment”* is rejected.

Findings of the study

1. No significant difference was found in professional commitment of male and female secondary school teachers.
2. Significant difference was found in professional commitment of Rural and Urban secondary school teachers. Teachers belonging to Rural area were found more professionally committed than that of teachers from Urban area.
3. Significant difference was also found in professional commitment of teachers working on regular basis and contract basis. The regular teachers were found more professionally committed than that of contract base teachers.

Educational Implications

Teachers' professional commitment has been identified as one of the most critical factor for the future success of education and schools. In the light of findings, the study has following educational implications:-

1. Teaching is complex and demanding profession. To sustain their energy and enthusiasm for work, teachers need to maintain their professional commitment in their job.
2. Discretion, autonomy, participation in decision -making and helpful feedback and encouragement from administrators and colleagues would go a long way in enhancing their professional commitment.
3. Improvement in teacher education programmes needs to be done to inculcate sense of devotion and duty among teachers.

Conclusion:

It can be concluded on the basis of the findings of the present study that gender does not play any significant role in professional commitment of teachers. Male and female secondary school teachers are equally committed to their profession. Area and mode of appointment of teachers play very significant role in the professional commitment of teachers.

Recommendations:

1. Private institutes must pay good salaries to the teachers to sustain dignity of vocation. They should not be exploited by the private school managements.
2. Only qualified teachers should be appointed in schools and they should be treated as teachers.
3. Faculty development programs should be organized in the schools to motivate the teachers for professional commitment.
4. Teacher educators must be pre-oriented regarding vocational ethics to make them aware and more dedicated for their profession.
5. Government should provide better environment of services to both government and private school teachers to improve their level of commitment towards profession.

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