

Professional Commitment among Secondary School Teachers

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ABSTRACT

Professional development of teachers is the corner stone of every education system since it greatly depends upon enhancement of the quality of the education system of a society or nation. The present study explored the level of professional commitment of secondary school teachers. The population of the study consisted of secondary school teachers of Hyderabad district in Telangana state. The study conducted on the sample of 96 secondary school teachers selected from government and private schools which was selected through stratified random sampling technique. The tool used for data collection is Professional Commitment Scale for Teachers developed by Kaur, Kaur Ranu & Kaur Brar. The tool has 45 items from five dimensions i.e. Commitment to the Learner, Commitment to the Society, Commitment to the Profession, Commitment to the Excellence, and commitment Basic Human Values. The statistical techniques used for analysing the data are mean, standard deviation and t-test. The findings showed that there is significant difference in professional commitment among government and private secondary school teachers. The private secondary school teachers have higher level of professional commitment than the government secondary school teachers. It is also showed that there exists no significant difference in professional commitment among secondary school teachers with more than and less than 10 years teaching experience. There exists significant difference in professional commitment among male and female secondary school teachers. The study recommends some needed policy frame works to enhance the professional commitment among school teachers.

1. Introduction

Teachers are the backbone of every education system since they occupy a pivotal role in enhancing the quality of the education system. The professionalism of teachers is the touchstone of assessing the advancement and development of every society or nation. Professional commitment of teachers has become the crucial requirement for all round development of students and thereby for galloping of nation especially in the current scenario of educational practices. It is privilege to consider teachers as architect of a society which rightly substantiates the saying that no nation can rise above the level of teachers. The present generation of students can be equipped to travel with burgeoning trends of world if only teachers are able to enhance their professionalism. Huberman (1993) rightly point out that the professional commitment of teachers is most pivotal factors in the success of every education system.

2. Professional Commitment

Commitment broadly refers to a person's level of dedication or involvement in the organization. It is an outcome in which a person internalise the goals and values of an organisation and makes a great effort to fulfil these goals (Yukl 2006). Professional commitment of the teachers can be described in various approaches in which the teachers perceive, understand and conceptualize as a psychological constructs (Crosswell & Elliott 2004). Teacher's commitment can be classified mainly in to three broad categories .The first

one is commitment related to organizational climate which represents the belief in and acceptance of organizational goals and values and willingness to exert effort on the organization's behalf and a desire to remain in the organization (Mowday, Steers & Porter 1982). The commitment to the teaching profession is second one that represents the degree to which one's positive attachment to work (Coladarci, 1992; Firestone & Rosenblum, 1988). The third type of commitment is dedication towards the students that focuses on the degree to which teachers are dedicated to student learning and their development ((Dannetta 2002; Kushman 1992).

3. Rational for the study

Professional Commitment is considered as a pivotal mainstay of teaching profession which greatly banks upon to alleviate the dismal state of every education system. It is further closely related to instigate teacher's work performance and get rid of absenteeism, burnout and turnover in an educational system. It is also highly responsible to influence on students' academic and other achievement in schools. The touchstone to evaluate the quality of teaching is not only determined by the knowledge and skill or competence of teachers but also their professionalism and level of commitment towards teaching work. Teacher professional commitment and academic engagement are substantial factors in the success of every education system. The level of professional commitment of teacher is very important facet in the success of current educational scenario due to it stimulation on teacher's readiness to involve in instructional

practices. Hence, the study on a professional commitment of teachers is the need of hour to enhance productivity and quality of the education system.

4. Review of related studies

Bashir (2017) found that there is no significant difference between male and female secondary school teachers in professional commitment. It also showed that there exists positive significant relationship between job satisfaction and professional commitment. Bala (2017) found that male and female school teachers differ significantly on professional commitment as female teachers have higher level of professional commitment than male teachers. It is also found that 56% school teachers have average level of professional commitment. Kaur Gil I & Kaur (2017) found that there is no significant difference in professional commitment with respect to gender. It is also found that the commerce stream had high professional commitment followed by humanities stream and lowest professional commitment was found among science senior secondary school teachers though the difference is not statistically significant. Sawhney (2015) studied professional commitment among secondary school teachers in relation to location of their school. The study found that there is no significant difference in the professional commitment of teachers based on locality of school. Akram, Malik, Sarwar, Anwer & Ahmad (2015) found positive correlation between professional commitment and job satisfaction among secondary school teachers of Punjab. Shamina (2014) found a significant correlation between professional commitment and job satisfaction among college teachers. The study found no gender difference in professional commitment among college teachers. Shukla (2014) studied the relationship between professional commitment and job satisfaction primary school teachers of Lucknow. The study found a high positive correlation between professional commitment and job satisfaction among primary school teachers. Dhamane (2014) found that there is no significant gender difference in professional commitment among secondary school teachers. It is also found that there is significant difference in the professional commitment of aided secondary school teachers and unaided secondary school teachers. It is also found that there is significant difference in the professional commitment of

permanent and temporarily appointed secondary teachers was also found significantly different.

5. Objectives of the study

1. To find out significant difference in professional commitment among government and private secondary school teachers.
2. To find out significant difference in professional commitment among secondary school teachers with more than and less than 10 years of teaching experience.
3. To find out significant difference in professional commitment among male and female secondary school teachers.

6. Hypothesis of the study

1. There will not be significant difference in professional commitment among government and private secondary school teachers.
2. There will not be significant difference in professional commitment among secondary school teachers with more than and less than 10 years of teaching experience.
3. There will not be significant difference in professional commitment among male and female secondary school teachers.

7. Methodology

The study was conducted through a survey method. The population of the study is secondary school teachers of Hyderabad District. The sample selected for the study is a total number of 96 secondary school teachers which have been selected from government and Private schools through a stratified random sampling. The tool used for the study is Professional Commitment Scale for Teachers developed by Kaur, Kaur Ranu & Kaur Brar. The tool has 45 items from five dimensions i.e. Commitment to the Learner, Commitment to the Society, Commitment to the Profession, Commitment to the Excellence, and commitment Basic Human Values. The statistical techniques used for analysing the data are mean, standard deviation and t-test.

Table-1
Comparison of professional commitment among government and private secondary school teachers

Group	N	Mean	Standard Deviation	t-value	Table value	Level of significance
Government Teachers	42	167.56	9.58	2.03	1.96	Significant at 0.05
Private Teachers	54	171.21	8.07			

Table-1 shows that the mean and standard deviation of professional commitment among government and private secondary school teachers are 167.56, 9.58 and 171.21, 8.07 respectively. The calculated t-value is 2.03 which is greater than the table value at 0.05 level. There is significant difference in professional commitment among government and private

secondary school teachers as private secondary school teachers have higher level of professional commitment than their female counterpart. Hence the null hypothesis which stated that there is no significant difference in professional commitment among government and private secondary school teachers is rejected.

Table-2

Comparison of professional commitment among government and private secondary school teachers with more than and less than 10 years of experience

Group	N	Mean	Standard Deviation	t-value	Table value	Level of significance
Teachers with more than 10 years of experience	45	162.95	7.95	0.74	1.96	Not Significant
Teachers with less than 10 years of experience	51	164.17	8.16			

Table-2 shows that the mean and standard deviation of professional commitment among secondary school teachers with more than and less than 10 years of experience are 162.95, 7.95 and 164.17, 8.16 respectively. The calculated t-value is 0.74 which is lesser than the table value at 0.05 level. There is no significant difference in professional commitment

among secondary school teachers with more than and less than 10 years of experience. Hence the null hypothesis which stated that there is no significant difference in professional commitment among secondary school teachers with more than and less than 10 years of experience is accepted.

Table-3

Comparison of professional commitment among male and female secondary school teachers

Group	N	Mean	Standard Deviation	t-value	Table value	Level of significance
Male Teachers	37	165.38	8.69	2.23	1.96	Significant at 0.05
Female Teachers	59	169.61	9.27			

Table-3 shows that the mean and standard deviation of professional commitment among male and female teachers from secondary school are 165.38, 8.69 and 169.61, 9.27 respectively. The calculated t-value is 2.23 which is greater than the table value at 0.05 level. There is significant difference in professional commitment among male and female secondary school teachers as female school teachers have higher level of professional commitment than their male counterpart. Hence the null hypothesis which stated that there is no significant difference in professional commitment among male and female secondary school teachers is rejected.

9. Conclusion

A committed teacher is one of the most pivotal constituent of success of any education system. The professionalism in teachers rightly brings their commitment towards their profession. A truly committed teacher can put his/her students' learning needs and interests above everything else. The educational organizations also need committed teachers to achieve the goals. The factors influencing the professional commitment of the teachers in schools should be necessarily studied effectively to enhance the standard and quality of education. It necessitates the reforms and implementation at grass root level within classrooms, schools, institutions and learning centres, and national and state systems of education. The quality and standard of every education system especially the school education system can be enhanced by taking effective initiatives to enhance teachers' commitment which in turn instigate professionalism in teachers.

The present study identified professional commitment as an important component influencing the effectiveness of the education system. Professional commitment is highly responsible to motivate the teachers who are the mainstay in promoting quality of education. This study also contributes for giving the knowledge of various facets of professional commitment. This can also shed light on to comparison the professional commitment of different types of school and different types of teachers as well. The study findings will be helpful to management, administrators of various types of schools and state and national level policy maker to involve the status of teacher's professionalism in the system to enhance the quality of education.

8. Findings of the study

1. There is significant difference in professional commitment among government and private secondary school teachers. The private secondary school teachers have higher level of professional commitment than the government secondary school teachers.
2. There exists no significant difference in professional commitment among secondary school teachers with more than and less than 10 years of teaching experience.
3. There exists significant difference in professional commitment among male and female secondary school teachers. Female school teachers have higher level of professional commitment than their male counterpart.

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