

# Construction and Standardization of Professional Commitment Scale for Teachers

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## ABSTRACT

*This Paper describes the procedure of construction and standardization of Professional Commitment Scale for teachers. The scale consists of 45 items on five dimensions of professional commitment namely 'Commitment to learner', 'Commitment to society', 'Commitment to profession', 'Commitment to achieve professional excellence' and 'Commitment to basic human values'. The scale has validity and reliability. Norms of the scale were developed on the sample of 600 secondary school teachers.*

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## Introduction

Professional commitment of teacher has been acknowledged as one of the most analytical factor in the success and future of education (Huberman, 1993). Professional commitment is recognized as a natural ingredient of teaching profession. It is closely connected to teachers' work performance and their ability to innovate and to incorporate new ideas into their own practice, absenteeism, burnout and turnover, as well as having an important influence on student's achievement and approach towards school (Nias, 1981).

The quality of teaching is not only governed by the knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching (Rikard, 1999). A teacher, to be called a professional, should have both the behaviors in him/her-the ability to do (professional competence i.e. mastery of the subject matter and its efficient delivery), and the will to do (the professional commitment and integrity).

'Commitment' is a term that teachers often use in describing themselves and each other (Nias, 1981). It is a word they use to differentiate those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'. According to O'Reilly (1991) "commitment is typically conceived of as an individual's psychological bond to the organisation including a sense of job involvement, loyalty and a belief in the values of the organisation".

Joffres and Haughey (2001) defined professional commitment in terms of professional behaviour, "someone who is motivated to improve on their practice" and in terms of the security of time outside of school contact hours.

It is evident from the survey of various definitions that professional commitment is a multidimensional paradigm and refers to a socio-psychological bonding of an individuals

to his group or organization, its goals and values; or to his occupation and profession.

## Objective

To construct and standardize a tool for measuring professional commitment of secondary school teachers.

## Need to Construct the Scale of Professional commitment of secondary school teachers

The development of any tool for collecting any particular data obviously demands a critical review of relevant scales already in vogue. Some scales like Professional Commitment Scale by Buchanan (1974), Aranya and Jacobson (1975), Meyer and Allen (1984), Teachers role commitment scale by Rathod and Verma (2003) are already available. Most of the said scales were constructed in foreign countries, which could not be scientifically used in Indian educational settings. In our country only a few scales on teachers' commitment were available but these did not include the various dimensions of professional commitment as covered by the present investigator. Thus, this salient need initiated the investigator to construct a scale to measure professional commitment of teachers.

## Identification of the Dimensions for Professional Commitment Scale

On the basis of available literature on professional commitment among workers of different professions and the identified areas of professional commitment of teachers by NCTE (1998), it was decided to develop the scale on the dimensions of commitment suggested by Dave (1998) in NCTE' publication 'Competency based and commitment oriented teacher education for quality school education' namely: -

1. Commitment to the Learner
2. Commitment to the Society
3. Commitment to the Profession
4. Commitment to Achieve Excellence
5. Commitment to Basic Human Values

**Description of Dimensions of Professional Commitment**

- A. Commitment to the Learner – including love for the learner, readiness to help learners, concern for their all-round development, to tuning his teaching to meet the varied requirements of his students.
- B. Commitment to the Society – such as awareness and concern about impact of teacher’s work on the degree of advancement of families, community and the nation.
- C. Commitment to the Profession- that is, internal acceptance of the role and responsibility of the teaching profession, no matter under what circumstances one entered it.
- D. Commitment to Achieve Excellence – that is, care and concern for doing everything in the classrooms, in the school and the community in best possible manner and in the spirit of “whatever you do, do it well.”
- E. Commitment to Basic Human Values – including the role aspect comprising genuine practice of professional values such as impartiality, objectivity, intellectual loyalty etc. teachers must live the values he wants to inspire in his wards.

**Methodology Employed for Scale Construction**

The technique chosen to construct the present scale was of “Scale Product Method” which combines the techniques of ‘Equal Appearing Interval Scale’ of Thurston (1946) for selection of the items and Likert’s (1932) techniques of ‘Summated Rating’ for ascertaining the responses on the scale.

**Preliminary Draft of the Scale**

After reviewing the available literature and tools on professional commitment 82 statements were tentatively framed on above said five dimensions of professional commitment. These statements were given to experts for their valuable suggestions. Keeping in view their judgment and comments, a pool of 65 statements was finalized for the provisional draft of professional commitment scale.

**Tryout of the Scale**

The provisional draft, containing 65 statements presented on 5 point continuum varied from strongly agree, agree, undecided, disagree and strongly disagree was used for tryout. 100 secondary school teachers were selected randomly for this purpose.

The responses collected on the five-point continuum were scored with respective weight of 5, 4, 3, 2 and 1 for the favourable (+) statements and with the respective weights of 1, 2, 3, 4 and 5 for the unfavourable(-) items. The obtained data from tryout was used for item analysis.

**Item Analysis**

In order to make selection of items objectively and scientifically, item analysis is required. After noting down the frequency of the responses in each category for each statement Scale values and Q-values were worked out as required by Thurstone’s technique for measuring the variation in judgment of the respondents for a given statement.

**Computing Scale Values and Q-Values**

Computation of Scale values and 'Q' values is necessary for placing the statements evenly in the scale from extreme negative to extreme positive. By applying formula suggested by **Thurston and Chave (1929)**, the scale values and 'Q' values were computed.

The Q-Values and Scale Values of the items are given in the table (1)

**Table 1**

Scale Value & Q-Value of the statements included in the provisional draft of Professional Commitment Scale

Item	Scale Value	Q-Value	Item	Scale Value	Q-Value
1	2.87	1.31	34	3.22	0.89
2	4.65	0.48	35	3.59	1.16
3	4.17	0.49	36	3.99	0.35
4	4.18	0.57	37	3.77	0.70
5	3.71	1.08	38	3.34	0.95
6	4.14	0.54	39	4.06	0.45
7	4.13	0.86	40	3.96	0.41
8	4.00	0.40	41	3.82	0.84
9	3.98	0.75	42	4.24	0.52

10	4.09	0.54	43	2.16	0.56
11	4.00	0.43	44	4.60	0.54
12	3.98	0.55	45	3.73	0.83
13	4.29	0.52	46	2.93	0.95
14	4.59	0.54	47	3.69	0.94
15	4.18	0.52	48	3.96	0.39
16	4.00	0.40	49	3.76	1.05
17	3.91	0.66	50	3.81	0.56
18	4.20	0.49	51	3.85	0.99
19	2.45	0.97	52	3.92	0.46
20	4.53	0.55	53	4.24	0.46
21	3.33	0.93	54	3.58	0.85
22	4.38	0.52	55	4.05	0.36
23	3.95	0.58	56	2.31	1.00
24	4.11	0.49	57	3.00	0.93
25	4.05	0.58	58	4.14	0.43
26	4.05	0.38	59	4.02	0.51
27	4.30	0.61	60	3.04	0.66
28	3.90	0.39	61	4.19	0.52
29	3.85	0.77	62	2.27	1.01
30	3.94	0.68	63	3.87	0.74
31	4.01	0.32	64	3.97	0.37
32	3.71	0.91	65	4.21	0.52
33	3.22	0.95			

The statement which had Q-Values lower than 0.5 and higher than 2.0 were rejected at this stage (Koul, 2001). This resulted into rejection of 19 statements from different areas of Professional Commitment. One item from D area No.43 was intentionally dropped to balance the items in each area of Professional Commitment. In this way, in all 20 statements were rejected, Numbering 2, 3, 8, 11, 16, 18, 24, 26, 28, 31, 36, 39, 40, 43, 48, 52, 53, 55, 58 and 64.

The scale values of the selected statements ranged from 2.27 to 4.60, while the Q-values ranged from 0.51 to

1.31. Hence, Professional Commitment Scale in its final form comprised of 45 items.

#### Final Draft

Final draft of Professional Commitment Scale consisted of 45 statements. There are 21 positive and 24 negative items. Distribution of items in five dimensions is presented in table 2.

Table-2 showing the distribution of items in each dimension

S. No	Dimensions of Professional Commitment	Nature of Statements	Item Serial Numbers	Number of Items in each dimension
1	Commitment to the Learner	Positive	1, 2, 5	3
		Negative	3, 4, 6, 7, 8, 9	6
2	Commitment to the Society	Positive	10, 11, 14, 15, 16	5
		Negative	12, 13, 17, 18	4
3	Commitment to the Profession	Positive	19, 21, 22	3
		Negative	20, 23, 24, 25, 26, 27	6
4	Commitment to Achieve Excellence	Positive	29, 30, 35	3
		Negative	28, 31, 32, 33, 34, 36	6
5	Commitment to Basic Human Values	Positive	37, 39, 40, 41, 42, 44, 45	7
		Negative	38, 43	2
<b>Total</b>				<b>45</b>

### Establishing the Reliability of the Scale

For establishing the reliability of the Professional Commitment Scale, the scale was administered to 100 teachers of 10 different schools of the study area. To the same teachers, the same scale was administered after the gap of one month for the test-retest reliability. The product moment co-efficient of correlation between two sets of scores was computed. It was found to be 0.765. This was fairly high to testify the soundness of the scale.

### Establishing Validity of the Scale

As regards to its content validity test was shown to experts from the field of both teacher education and school

education for obtaining their verdict on validity. Besides this, items of the scale were selected after carefully scrutinizing the definitions of professional commitment and its dimensions. Hence, scale has fair degree of content validity.

### Preparing the Norms of the Scale

Norms for the professional commitment scale have been prepared on the sample of 600 teachers (247 male teachers and 353 female teachers). On the basis of the data obtained, the mean and standard deviation were calculated which were: Mean=166.01, SD=17.53, N=600 on the basis of the above statistics z-Score Norms were prepared for ascertaining the levels of teachers' professional commitment.

Table-3 showing norms for interpretation of z-scores and levels of Professional Commitment of Teachers

Sr. No.	Range of Raw Scores	Range of z-Scores	Level of Professional Commitment
1.	202 and above	+2.01 and above	Extremely High Commitment
2.	189-201	+1.26 to +2.00	High Commitment
3.	175-188	+0.51 to +1.25	Above Average Commitment
4.	158-174	+0.50 to +0.50	Average Commitment
5.	144-157	+0.51 to +1.25	Below Average Commitment
6.	131-143	+1.26 to +2.00	Low Commitment
7.	130 and below	-2.01 and below	Extremely Low Commitment

The scale has high significance to be used for research purposes for studying the levels of Professional Commitment of Teachers.

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