

## A study of professional commitment among senior secondary school teachers

<sup>1</sup> Dr. Satinder Pal Kaur Gill, <sup>2</sup> Dr. Harpreet Kaur

<sup>1</sup> Principal, Sewa Devi S.D. College of Education, Tarn Taran, Punjab, India

<sup>2</sup> Assistant Professor, Sewa Devi S.D. College of Education, Tarn Taran, Punjab, India

### Abstract

The study examined professional commitment among senior secondary school teachers. The 95 government senior secondary school teachers from different schools of S.A.S. Nagar (Mohali) were selected randomly by lottery method. The descriptive statistics such as mean, median, mode, S.D., skewness, kurtosis, ANOVA were used to analyse the data. The results revealed that there was no significant interaction effect of (a) gender & teaching experience, (b) stream and teaching experience on professional commitment among college students. On the basis of findings, it is suggested that there is a conscious necessity of checking the salary status of teachers so as to ensure that they get the prescribed salary under rules. The promotional opportunities can only be made available to each teacher keeping in view the transparency of evaluation criteria.

**Keywords:** professional commitment, senior secondary school teachers

### 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. Huberman (1993) identified teacher commitment as one of most critical factors in the success of education. Marrow & Writh (1989) explained professional commitment is an appropriate concept for representing atleast part of the career focus dimension of work commitment. The NCERT organises various development programmes for senior secondary school teachers in area like microteaching, research and evaluation, upgradation of teacher education curricula and so on. It emphasis on professional skills which include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life-long learning.

Professional Commitment is a multidimensional construct. It refers to a socio-psychological bonding of an individual to one's group or organisation, its goals and values, or to one's occupation and profession. Aranya & Ferris (1984) defined Professional Commitment as "the relative strength of (an individual's) identification with and involvement in one's profession; acceptance of its goals and willingness to exert effort on behalf of that profession". Professional Commitment indicates (1) the belief and acceptance of goals and values of the profession, (2) the willingness to exert considerable effort on behalf of the profession and (3) a definite desire to maintain membership in the profession.

Coladarci (1992) examined teachers' sense of efficacy and commitment to teaching. The sample of 170 teachers were selected. The study investigated that professional commitment of female teachers was greater than male teachers.

Sood & Anand (2010) examined the level of professional commitment of senior secondary school teachers serving in

secondary teacher training institution. A sample of 135 senior secondary school teachers from 25 B.Ed. colleges were selected. The result showed that significant difference was found with regard to their gender, marital status and teaching experience. The professional commitment of female senior secondary school teachers was higher than male senior secondary school teachers. It was also found that highly experienced senior secondary school teachers were professionally more committed than less experienced teachers.

Butucha (2013) studied on teachers' perceived commitment as measured by age, gender and school type. The sample of the study consisted of 381 secondary school teachers. The results showed that age, gender and school types have significant but small effects on professional commitment of secondary school teachers.

Malik & Sharma (2013) explored professional commitment of secondary school teachers in relation to their professional commitment. The study comprises a sample of 300 teachers from 36 secondary schools. The results revealed that locality of the schools influence the professional commitment and also that professional commitment is independent of gender difference.

### Objectives of the study

1. To study professional commitment among senior secondary school teachers.
2. To study interaction effect of Gender and location on professional commitment among senior secondary school teachers.
3. To study interaction effect of stream and teaching experience on professional commitment among senior secondary school teachers.

### Hypotheses of the study

1. There is no significant interaction effect of Gender and location on professional commitment among senior secondary school teachers.

- There is no significant interaction effect of stream and teaching experience on professional commitment among senior secondary school teachers.

**Delimitations of the Study**

- The present study was delimited to government senior secondary school teachers only.
- The present study was delimited to Mohali district only.

**Operational Definitions**

**1. Professional Commitment:** Professional Commitment of teachers is role obligation of teachers measurable behaviour pattern according to certain rules, norms and code of ethics of the teaching profession concerning mainly with the learner, society, profession, attaining excellence and basic human values.

**2. Senior Secondary School teachers:** The senior secondary school teachers are those teachers who are teaching to 10+1 & 10+2 grade in the present study.

**Research Methodology**

Descriptive method was used to study Professional Commitment among senior secondary school teachers.

**Sample**

A sample is a small group, which represents all the traits and characteristics of the population. In the present study, 95 government senior secondary school teachers from different schools of S.A.S. Nagar (Mohali) were selected randomly by lottery method. The list of government schools is given in table 1

**Table 1:** List of Government schools

| Sr. No. | Name of schools  | Male Teachers | Female Teachers | Total |
|---------|--|---------------|-----------------|-------|
| 1       | Govt. Sr. Sec. School, Banur.                                | 03            | 04              | 07    |
| 2       | Govt. Girls Sr. Sec. School, Gharuan.                        | 01            | 08              | 09    |
| 3       | Govt. Model Sr. Sec. School, Kharar.                         | 02            | 10              | 12    |
| 4       | Govt. Girls Sr. Sec. School, Kurali.                         | -             | 07              | 07    |
| 5       | Govt. Model Sr. Sec. School, Phase 3 B-1                     | 01            | 09              | 10    |
| 6       | Govt. Sr. Sec. School, Sahauran.                             | 01            | 07              | 08    |
| 7       | Govt. Girls Sr. Sec. School, Sohana.                         | -             | 07              | 07    |
| 8       | Shahid Lance Naik Ranjodh Singh Govt. Sr. Sec. School, Teur. | 04            | 06              | 10    |
| 9       | Khalsa Sr. Sec. School, Kharar.                              | 05            | 06              | 11    |
| 10      | BSM, Sikh Girls High School, Kharar.                         | -             | 14              | 14    |
| Total   |  | 17            | 78              | 95    |

**Research Tools**

Professional Commitment Scale for Teachers by Kaur *et al.* (2011). Each item in the professional commitment scale has a response option on Likert's 5 point continuum viz., Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) with respective weights of 5, 4, 3, 2 and 1 for the positive statements and 1, 2, 3, 4 and 5 for the negative statements. Professional commitment score of the subject is the sum total of item scores of all the five areas. The theoretical range of scores is from 45 to 225. The high scores reflecting relatively higher level of Professional Commitment of teachers and vice-versa.

**Statistical Techniques**

- Mean, median, mode, S.D., skewness and kurtosis of the scores were calculated on professional commitment among senior secondary school teachers.
- ANOVA was used to study the interaction effect of (a) Gender and teaching experience; (b) Stream and gender on professional commitment among senior secondary school teachers.

**Professional commitment among senior secondary school teachers**

The frequency distribution of scores of senior secondary school teachers on professional commitment along with

mean, median, mode, S.D., skewness and kurtosis value are given in table 2

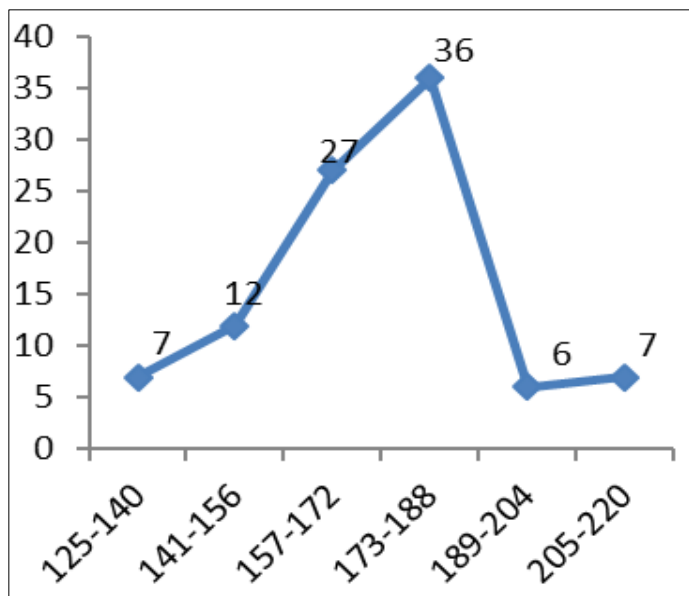
**Table 2:** Frequency distribution of scores of senior secondary school teachers on professional commitment

| C.I.    | F  | F%    | CF | CFP   |
|---------|----|-------|----|-------|
| 205-220 | 7  | 7.36  | 95 | 100   |
| 189-204 | 6  | 6.31  | 88 | 92.63 |
| 173-188 | 36 | 37.89 | 82 | 86.31 |
| 157-172 | 27 | 28.42 | 46 | 48.42 |
| 141-156 | 12 | 12.63 | 19 | 20    |
| 125-140 | 7  | 7.36  | 7  | 7.36  |

Mean=170.58, Median=173, Mode=168, S.D.=25.89, skewness= -3.02, kurtosis =19.43

It is evident from table 2 that the mean score for professional commitment among senior secondary school teachers came out to be 170.58 (with standard deviation of 25.89) and median being 173 on the scale of 45 to 225. The minimum score was 126 and maximum score was 215 with a range of 89 for the distribution of professional commitment scores among senior secondary school teachers.

It is also highlight that there were 19.99% senior secondary school teachers fall below class interval(157-172), 28.42% senior secondary school teachers fall in the class interval (157-172) and there were 51.56% senior secondary school teachers fall above class interval i.e.173 or above.



**Fig 1:** Distribution of Scores of Professional commitment among senior secondary school teachers

The fig.1 shows distribution of scores of professional commitment among senior secondary school teachers. It also highlights that the value of skewness came out to be -3.02 and mean value was 170.58 which is lesser than median i.e. 173, hence it clearly shows that the skewness is negative. The kurtosis came out to be 19.43 which is greater than 0.263, hence the curve is platykurtic.

The scores of professional commitment obtained by the senior secondary school teachers was taken collectively and used to classify high, average and low level of teacher effectiveness. The level depends upon the mean score i.e. (M±1SD) ranging from 144.68 to 196.47 (i.e. 145 to 196) as obtained on the sample from senior secondary school teachers.

The specific range for classification of levels of professional commitment was greater than (>196) i.e. from 198 to 215 for high level of professional commitment, 144 to 196 for average level of professional commitment and less than (<144) i.e. from 126 to 140 for low level of professional commitment. The distribution of senior secondary school teachers in three different levels of professional commitment is given in table 3

**Table 3:** Classification of levels of Professional commitment along with number of senior secondary school teachers

| Sr. No. | Level of Teacher Effectiveness | Range      | No. of Senior secondary school teachers |
|---------|--------------------------------|------------|---|
| 1       | High                           | 197 to 215 | 10                                      |
| 2       | Average                        | 141 to 196 | 78                                      |
| 3       | Low                            | 126 to 140 | 07                                      |
|         | Total                          |            | 95                                      |

The table 3 reveals that 10 (10.52%) senior secondary school teachers fall in the high level of teacher effectiveness, 78(82.10%) teachers educators fall in the average level of professional commitment and 07(7.36%) senior secondary school teachers fall in the low level of professional commitment. Hence, the senior secondary school teachers had average level of professional commitment.

**Professional commitment of senior secondary school teachers in relation to gender and teaching experience**

In order to study the interaction effect of i)Gender and ii) teaching experience on professional commitment among senior secondary school teachers, statistical technique of two-

way analysis of variance was applied.

**1. Professional commitment of senior secondary school teachers in relation to gender and teaching experience**

To find out the main effects of gender and teaching experience on professional commitment among senior secondary school teachers along with their interaction effect, statistical technique of analysis of variance (2x4 factorial design involving two types of gender i.e. male and female and four types of teaching experience i.e. (1-10 years, 11-20 years, 21-30 years and 31-40 years) was applied on professional commitment. The mean and S.D.'s of professional commitment scores in relation to Gender x Teaching experience design is given in table 4.

**Table 4:** Mean and S.D.'s of Professional commitment Scores among senior secondary school teachers in Gender x teaching experience Design

| Teaching experience |      | Gender |        | Total  |
|---------------------|------|--------|--------|--------|
|                     |      | Male   | Female |        |
| 1-10 years          | N    | -      | 21     | 21     |
|                     | Mean | -      | 178.24 | 178.24 |
|                     | S.D. | -      | 21.16  | 21.16  |
| 11-20 years         | N    | 4      | 33     | 37     |
|                     | Mean | 172    | 165.15 | 165.89 |
|                     | S.D. | 7.61   | 34.62  | 32.79  |
| 21-30 years         | N    | 10     | 22     | 32     |
|                     | Mean | 172.90 | 173.59 | 173.38 |
|                     | S.D. | 13.13  | 22.21  | 19.60  |
| 31-40 years         | N    | 3      | 2      | 5      |
|                     | Mean | 158    | 170    | 162.80 |
|                     | S.D. | 8.66   | 22.62  | 14.44  |
| Total               | N    | 17     | 78     | 95     |
|                     | Mean | 170.06 | 171.18 | 170.98 |
|                     | S.D. | 12.27  | 28.05  | 25.89  |

It is clear from table 4 that female senior secondary school teachers had high professional commitment (171.18) than male senior secondary school teachers(171.18). It is also further found that senior secondary school teachers with 1-10 years of teaching experience had high professional commitment i.e. 178.24, followed by 21-30 years (173.38), 11-20 years (165.89) and lowest professional commitment

was found among senior secondary school teachers with 31-40 years of teaching experience (162.80). In order to find out the interaction effect of gender and teaching experience on professional commitment, a two-way analysis of variance was carried out and the summary is given in table 5

**Table 5:** Summary of Analysis of Variance (Gender x teaching experience)

| Source of Variation     | Sum of Squares(SS) | df | Mean Square | F-ratio |
|-------------------------|--------------------|----|-------------|---------|
| Gender (A)              | 27.11              | 1  | 27.11       | .04     |
| Teaching experience (B) | 908.89             | 3  | 302.96      | .44     |
| A x B                   | 341.0              | 2  | 170.50      | .25     |
| Error Within            | 60084.27           | 88 | 682.77      |         |
| Total                   | 63009.95           | 94 |             |         |

**Main Effects**

**Gender (A)**

The table 5 shows that F-value for main effect of Gender (A) came out to be .04, which is not significant. It is although inferred from the results that the female senior secondary school teachers had high professional commitment (171.18) than male senior secondary school teachers (171.18), but the difference is statistically not significant.

**Teaching experience (B)**

The table 5 reveals that F-value for main effect of Teaching experience (B) came out to be .44, which is not significant. This indicates that there is no significant difference in professional commitment with respect to teaching experience among senior secondary school teachers. It is though inferred from results that senior secondary school teachers with 1-10 years of teaching experience had high professional commitment i.e. 178.24, followed by 21-30 years (173.38), then 11-20 years (165.89) and lowest professional commitment was found among senior secondary school teachers with 31-40 years of teaching experience (162.80), but the difference is statistically not significant.

**Interaction Effect**

**Gender (A) and Teaching experience (B)**

The table 5 highlights that F-value for the interaction effect of Gender and Teaching experience i.e. (AxB) came out to be .25, which is not significant. It clearly indicates that gender and teaching experience are independent of professional commitment. Hence the hypothesis 1: “*There is no significant interaction effect of (a) gender and (b) teaching experience on professional commitment among college students*” was accepted.

**Professional commitment of senior secondary school teachers in relation to stream and gender**

In order to study the interaction effect of i) Stream and ii) Gender on professional commitment among college students, statistical technique of two-way analysis of variance was applied.

**1. Professional commitment of senior secondary school teachers in relation to stream and gender**

To find out the main effects of stream and gender on professional commitment among senior secondary school

teachers along with their interaction effect, statistical technique of analysis of variance (3x2 factorial design involving three types of stream i.e. Science, Humanities and commerce and two types of gender i.e. male and female) was applied on professional commitment. The mean and S.D.’s of professional commitment scores in relation to Stream x Gender design is given in table 6

**Table 6:** Mean and S.D.’s of Professional commitment Scores among senior secondary school teachers in Stream x Gender Design

| Stream     |      | Gender |        | Total  |
|------------|------|--------|--------|--------|
|            |      | Male   | Female |        |
| Science    | N    | 5      | 23     | 28     |
|            | Mean | 165.40 | 171.13 | 170.11 |
|            | S.D. | 10.50  | 18.49  | 17.32  |
| Humanities | N    | 10     | 49     | 59     |
|            | Mean | 170.10 | 170.37 | 170.32 |
|            | S.D. | 13.30  | 32.36  | 29.90  |
| Commerce   | N    | 2      | 6      | 8      |
|            | Mean | 181.50 | 178    | 178.88 |
|            | S.D. | 2.12   | 22.28  | 18.91  |
| Total      | N    | 17     | 78     | 95     |
|            | Mean | 170.06 | 171.18 | 170.98 |
|            | S.D. | 12.27  | 28.05  | 25.89  |

It is clear from table 6 that senior secondary school teachers of commerce stream had high professional commitment (178.88), followed by humanities stream(170.32) and lowest professional commitment was found among science senior secondary school teachers(170.11). It is also further found that female senior secondary school teachers had high professional commitment i.e. 171.18 than male senior secondary school teachers (170.06).

In order to find out the interaction effect of stream and gender on professional commitment, a two-way analysis of variance was carried out and the summary is given in table 7

**Table 7:** Summary of Analysis of Variance (Stream x Gender)

| Source of Variation | Sum of Squares(SS) | df | Mean Square | F-ratio |
|---------------------|--------------------|----|-------------|---------|
| Stream (A)          | 596.00             | 2  | 298.00      | .42     |
| Gender (B)          | 6.05               | 1  | 6.05        | .009    |
| A x B               | 123.61             | 2  | 61.87       | .08     |
| Error Within        | 62310.59           | 89 | 700.11      |         |
| Total               | 63009.95           | 94 |             |         |

**Main Effects****Stream (A)**

The table 7 shows that F-value for main effect of Stream (A) came out to be .42, which is not significant. It is though inferred from the results that the commerce stream had high professional commitment (178.88), followed by humanities stream (170.32) and lowest professional commitment was found among science senior secondary school teachers (170.11), but the difference is statistically not significant.

**Gender (B)**

The table 7 reveals that F-value for main effect of Gender (B) came out to be .009, which is not significant. This indicates that there is no significant difference in professional commitment with respect to gender. It is though inferred from results that female senior secondary school teachers had high professional commitment i.e. 171.18 than male senior secondary school teachers (170.06), but the difference is statistically not significant.

**Interaction Effect****Stream (A) and Gender (B)**

The table 7 highlights that F-value for the interaction effect of Stream and Gender i.e. (AxB) came out to be .08, which is not significant. It clearly indicates that stream and gender are independent to professional commitment. Hence the hypothesis 2: "*There is no significant interaction effect of (a) stream and (b) gender on professional commitment among senior secondary school teachers*" was accepted.

**Educational Implications**

In the light of findings of the study the following educational implications are recommended:

1. There is needful requirement of workshops in the educational institutions which promote work culture among senior secondary school teachers.
2. There has to be a regular appreciation of good performance of teachers and there should be appraisals in the form of increments/recognition/rewards.
3. There is a conscious necessity of checking the salary status of teachers so as to ensure that they get the prescribed salary under rules.
4. The promotional opportunities can only be made available to each teacher keeping in view the transparency of evaluation criteria.

**References**

1. Aranya N, Ferris K. A comparison of two organisational commitment scales. *Personnel Psychology*. 1984; 36(1):87-98.
2. Butucha KG. Teachers' perceived commitment as measured by age, gender and school type. *Green Journal of Educational Research*. 2013; 3(8):363-372.
3. Coladarci T. Teachers' sense of efficacy and commitment to teaching. *The Journal of Experimental Education*. 1992; 60(4):323-337.
4. Huberman M. *The Lives of teachers* (J. Neufeld, Trans.), Casesell Villiers House: London. 1993.
5. Kaur R, Ranu SK, Brar SK. *Manual of Professional Commitment Scale for Teachers*. National Psychological Corporation: Agra. 2011.

6. Malik U, Sharma DK. Teacher effectiveness of secondary school teachers in relation to their professional commitment. *International Educational E-Journal (Quarterly)*. 2013; 3(4):148-154.
7. Marrow P, Writh R. Work commitment among salaried professionals. *Journal of Vocational Behaviour*. 1989; 34(1):40-56.
8. Sood V, Anand A. The level of profession commitment of teacher educators serving in secondary teacher training institution. *E-journal of All India Association for Education Research*. 2010; 22(1):51-60.