



ISSN: 2249-894X
IMPACT FACTOR : 5.7631 (UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019

PROFESSIONAL COMMITMENT OF HIGH SCHOOL TEACHERS

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ABSTRACT:

The present study was aimed to investigate the professional commitment of high school teachers. Survey method was conducted on a simple random sample of 1217 high school teachers from three districts of Telangana. Professional Commitment Scale for Teachers developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu, Mrs. Sarvjeet Kaur Brar (2011) was used for the study. Data was analyzed by using t-test and F-test. Findings revealed that there is no significant

difference between male and female teachers in their professional commitment but there is significant difference in professional commitment of high school teachers in terms of age group and type of management.

KEYWORDS: Professional Commitment, High School Teachers.

INTRODUCTION

The teachers are the real architects of a nation. "No reform has ever succeeded against teacher or without their participation" (Delor Report, 1996). The teachers who are the pillars of the society commit themselves towards their teaching profession without counting the cost. Teachers whole heartedly commit themselves towards the growth and development of learners under their care. A teacher has been worshipped and respected throughout human history, because of their noble mission. Teachers are thus the greatest assets of any educational system.

They are accepted as the backbone of educational system. Professional commitment is an important factor contributing to the effectiveness of the educational system. The more the teachers committed to the schools, the more they are motivated and the more they are willing to work. Also, it has special predictive potential and can provide predictions of a member regarding performance, motivation to work, spontaneous contribution and other related outcomes. So the researcher conducted a study to know the profession commitment of high school teachers.

BACKGROUND OF THE STUDY

A committed teacher always consider each and every student equal, show his sympathy to slow

learners and tries his hard effort to make them up to the standard level. He listens to the problems of the student and sorts the ways to solve them. Besides knowing the positive aspect of his attitude a committed teacher should know about himself that is where he is lacking or what his limitations are. The devoted teachers can get involved psychologically into teaching and their efficacy is utilized to a greater extent. An understanding of teacher's perception is helpful to promote professional commitment among the

learners. The professional commitment of teachers can also be increased by building well-structured attitude of sensitization and competence-based programmes. He should discharge all the responsibilities and must keep positive attitude towards the professional development and national welfare.

OBJECTIVES OF THE STUDY

- To find out the significant difference in professional commitment of high school teachers with respect to gender, age group and type of management.

HYPOTHESES

- There is no significant difference between male and female high school teachers in their professional commitment.
- There is no significant difference among 25 to 35 years, 36 to 45 years and above 45 years age group high school teachers in their professional commitment.
- There is no significant difference between government and private high school teachers in their professional commitment.

METODOLOGY

Survey method was used for this study. Simple random sampling technique was used to collect the data. The sample consisted of 1217 high school teachers of whom 701 are male and 516 are female high school teachers in three Districts in Telangana State. Professional Commitment Scale for Teachers developed and validated by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu, Mrs. Sarvjeet Kaur Brar (2011) was used for the study. To test the hypotheses, t test and F-test were used.

DATA ANALYSIS

Table 1: Professional Commitment of High School Teachers based on Gender

Dimension	Gender	N	Mean	SD	t-test	Result
Commitment To Learner	Male	706	32.31	7.92	0.68	Not Significant
	Female	511	32.63	8.08		
Commitment To Society	Male	706	35.53	7.83	2.25	Significant
	Female	511	36.51	6.92		
Commitment To Profession	Male	706	41.99	4.20	0.732	Not Significant
	Female	511	42.17	4.25		
Commitment To Attain Excellence	Male	706	36.31	6.71	0.126	Not Significant
	Female	511	36.36	6.60		
Commitment To Basic Human Values	Male	706	38.41	5.95	0.699	Not Significant
	Female	511	38.16	6.17		
Professional Commitment	Male	706	183.76	16.65	1.15	Not Significant
	Female	511	184.88	16.62		

Table-1 shows that t-value is 1.15 which is lesser than the table value (1.96) at 0.05 level of significance. Therefore the hypothesis-1 is accepted. Hence it is concluded that there is no significant difference between male and female high school teachers in their professional commitment.

Table 2: Professional Commitment of High School Teachers based on Age Group

Source of Variation	Sum of Squares	Df	Mean Square	F	Result
Between Groups	9638.890	2	4819.445	17.92	Significant
Within Groups	327804.602	1214	270.020		
Total	337443.492	1216			

From Table-2, the F-value is 17.92 which is greater than the table value (2.99) at 0.05 level significance. Hence the hypothesis-2 is rejected. It can be concluded that there is significant difference in professional commitment of high school teachers with respect to age group.

Table3: Professional Commitment of High School Teachers based on Type of Management

Dimension	Type of Management	N	Mean	SD	t-value	Result
Commitment To Learner	Government	702	33.07	8.19	3.19	Significant
	Private	511	31.59	7.63		
Commitment To Society	Government	702	37.87	6.63	10.99	Significant
	Private	511	35.32	7.75		
Commitment To Profession	Government	702	42.79	3.83	7.14	Significant
	Private	511	41.07	4.52		
Commitment To Attain Excellence	Government	702	37.22	6.36	5.46	Significant
	Private	511	35.13	6.87		
Commitment To Basic Human Values	Government	702	38.81	6.04	3.41	Significant
	Private	511	37.62	5.99		
Professional Commitment	Government	702	188.77	16.52	5.04	Significant
	Private	511	185.04	14.70		

Table-3 depicts that the t-value is 5.04 which is higher than the table value (1.96) at 0.05 level of significance. Therefore the hypothesis-3 is rejected. Hence it is concluded that there is significant difference between government and private high school teachers in their professional commitment.

CONCLUSION

Schools are the organs of the life of the Nation. The teachers are ultimately responsible for the development of well integrated, all round of the students. A committed teacher acts as an active school-classroom manager, leader and organizer of the group activities, builder of pupil's character and is often expected to undertake and promote learning activities. The results indicate that the male and female high school teachers possess same level of professional commitment. The age group and type of management shows difference on professional commitment of high school teachers.

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