

A Study of Professional Commitment of HighSchool Teachers

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Abstract:

Education is the key tool for social transformation. A teacher has a great deal of contribution in shaping the students. They develop various skills, habits, and abilities amongst students. The National Policy of Education 2020 underlines quality, affordable and outcome-based education. Naturally, the major responsibility rests with the teachers. The commitment of a teacher is beneficial in nation-building tasks. The present study aims to identify the various factors influencing the professional commitment of high school teachers. Here, the researcher wants to find out the various factors responsible for the professional commitment for the high school teachers. The researchers have conducted a primary survey through questionnaires by asking open-ended and closed-ended questions. The frequency distribution, descriptive statistics and non-parametric test of Kruskal-Wallis were applied in this regard. It was found that that there was no difference of opinion among the high-school teachers as far as the professional commitment is concerned amongst them. This study is useful for the various stakeholders associated with the world of education leading to improve the professionalism amongst the teachers.

Keywords: Professional Commitment, School Education. Teacher Commitment, Optimistic behaviour, Teacher Behaviour

1. Introduction:

Education is the key tool for social transformation. The teacher has a great deal of contribution in shaping the students. They develop various skills, habits, and abilities amongst students. The National Policy of Education 2020 underlines quality, affordable and outcome-based education. Naturally, the major responsibility rests with the teachers. The commitment of teachers is beneficial in nation-building tasks. The present study aims to identify the various factors influencing the professional commitment of high school teachers. Here the researcher wants to find out the various factors responsible for the professional commitment for the high school teachers.

2. Background of Study:

The procedure that aids in a person's organic, harmonious growth is called education. The total growth of students is the major goal of education. The essential role in the educational process that contributes to a person becoming a better person is the teacher. A teacher has an impact. The most valuable resource in the world—boys and girls at their most impressionable stages of development—are moulded into the desired forms by teachers. The necessity of the hour is for a skilled instructor.

A great teacher knows the way, goes the way and shows the way. He/she influences students through the actions, speech, behaviour from time to time to provide value-based, learner-centred education. The essential abilities, personality traits, and actions that students see as having an influence on their motivation to learn must be possessed by the teacher. Since it is a teacher's responsibility to establish a connection with each student and encourage a love and excitement for learning, it is no longer enough for teachers to just show up in the classroom and deliver a lecture in this day and age. They strive to make the most of their lives. They also want to succeed in their career. The skills enable the individuals to grow in the careers and achieve various milestones of success (Gaikwad, 2016).

3. Scope and Significance of Study:

A teacher's affective or emotional response to their experience in a school context includes professional dedication. It can be viewed as a component of a learnt attitude or behaviour connected to teachers' professional conduct. Teachers decide (both consciously and unconsciously) about a student's level of desire to offer his energy and commitment to the social structures based on these emotive reactions to the classroom environment. Professional commitment is, in a broader sense, the willingness of an employee to exert high-level efforts on behalf of the organisation, the degree of belongingness or loyalty to an organisation, acceptance of the organization's primary goal and values, and a favourable assessment of the organisation. A collection of emotions more directly related to the person's desire to stay and remain linked to a specific work scenario are represented by commitment. The proportional intensity of a person's identification with and engagement in a

particular organisation was defined by researchers as organisational commitment. The teachers commonly refer to each other and themselves as being committed. They use this term to describe individuals who "take the work seriously," are "caring," and "committed," as opposed to those who prioritise their own interests. A person's relationship with another person, group of people, or organisation is only one example of how commitment reflects a feeling of life that is emotionally or intellectually connected to a certain path of action. Both the intrapersonal, interpersonal skills enable the individuals to grow in the careers and achieve various milestones of success (Gaikwad, 2016).

4. Professional Commitment: Theoretical Base

Understanding the relationship between time spent on a job and commitment levels requires research on a teacher's level of professional commitment. Commitment has been favourably correlated with age and experience in organisational research. Teachers' initial passion and zeal for their work are frequently followed by conservative phases and, eventually, disengagement. The teacher's readiness to make adjustments to the classroom and learning environment as well as the level of voluntary extracurricular activity involvement may be impacted by this gradual decline in commitment.

According to the study, instructors who had worked in rural schools for more than six years actually reported being more committed (Boylan and Mc Swan, 1998). It has been found in previous research that seasoned educators may continue to display high levels of passion for their craft, a readiness to try new things, and a commitment to their charges. Because they have adjusted their dedication in accordance to their present personal and professional circumstances, seasoned instructors who do retain their levels of commitment have been able to achieve this. There is no agreement among the results of the several studies that have looked at teachers' levels of commitment over the course of their employment.

5. Review of Literature

Özdem, G. (2012) discussed 'Corporate Citizenship Behavior.' It is visible when the employee goes beyond the tasks assigned to him or her by the company and puts extra effort in their area of work. The idea of organisational commitment encompasses the belief in and acceptance of the organization's aim, objective, and values, the willingness to put forth more effort than required for the organisation and to remain a member of it, the identification with the goals of the organization's stakeholders, and the internalisation of its values. The way a person feels about his or her occupation may influence how they feel about the company. Therefore, the idea of organisational commitment is as fundamental as the idea of professional dedication. Being devoted to one's work, displaying one's professional identity, and putting forth effort to do one's job well are all examples of professional dedication. According to the viewpoints of teachers employed at various secondary schools, the current study aims to ascertain the link between organisational civic behaviour, organisational and professional commitment. 832 instructors were surveyed for data: 130 from general high schools, 272 from Anatolian high schools, and 430 from vocational high schools. The instructors were subjected to an organisational civic behaviour scale (OCBS) and an organisational and professional commitments scale. The organisational citizenship behaviour scale from Podsakoff et al. (1990) and the organisational and professional commitment measures from Meyer, Allen, and Smith (1993) were both utilised. According to the school type variable, a significant difference was found between the teachers' assessments of organisational commitment, the "affective commitment" and "normative commitment" sub-dimensions of the organisational commitment scale, and the "sportsmanship" sub-dimension of the OCBS. The Anatolian High Schools' instructors were shown to benefit from this disparity.

Bashir, L. (2017) examined how teachers influence communities and societies. Teaching is a respectable job. The fundamental element of education might be boiled down to a meaningful exchange between the instructor and the students. Thus, the instructor directly and significantly influences how a student views education. Job satisfaction and professional dedication of teachers are crucial in the sectors of education since they serve as role models for their students. The researcher was compelled to look at how teachers in secondary schools felt about their jobs in connection to their devotion to their career. In this study, 300 instructors were chosen from the Indian province of Punjab as the sample. The results show that there is no significant difference in professional dedication between male and female secondary school teachers, but there is a substantial difference between the two groups in terms of job satisfaction. Additional findings indicate a considerable positive association between professional dedication and work happiness. This demonstrates the strong correlation between professional devotion and work happiness.

Shah, M., & Abualrob, M. M. (2012) ascertained that collaboration among educators is a crucial element of successful and efficient organisations. According to the literature, teacher collegiality is a key factor in determining a teacher's dedication and level of professionalism. However, non-quantitative methods were used to perform the majority of collegiality research in the industrialised world. This quantitative, non-experimental survey study's goal was to determine how teacher collegiality affected teachers' professional dedication in Islamabad, Pakistan's public secondary schools. The study, which included the occupational commitment scale

(OCS) and the teacher collegiality scale (TCS), was carried out in 17 secondary schools in Islamabad. To evaluate the effect of teachers' collegiality on their professional commitment, structural equation modelling (SEM) was utilised. The investigation proved that among Pakistani school teachers, collegiality among instructors had a favourable impact on professional dedication. If school administration wants teachers to stay highly engaged and devoted to the teaching profession, they must focus on this component due to the significant positive influence of teacher collegiality on professional commitment among school instructors.

Basu, S. (2016) proved that the instructors that work in secondary school are highly crucial to the educational process. Teachers who are passionately devoted to their careers and satisfied with their jobs typically influence students' lives in more positive ways. The purpose of the current study was to examine the link between secondary school teachers' levels of work satisfaction and dedication to their career. 98 secondary school teachers from the Bareilly district were the subject of the study. Data for the current inquiry were gathered using the Job Satisfaction Questionnaire (JSQ), created by Dr. Pramod Kumar and D. N. Mutha, and the Professional Commitment Scale for Teachers (PCST), produced by RavinderKaur, SarbjitKaurRanu, and SarvjeetKaurBrar. The secondary school teachers are extremely important to the entire educational process. Students are often affected more positively by teachers who are sincerely committed to their professions and happy in their work. The current study is set out to investigate the relationship between secondary school teachers' levels of job satisfaction and their commitment to their profession. The participants of the study were 98 secondary school teachers from the Bareilly area. The Job Satisfaction Questionnaire (JSQ), developed by Dr. Pramod Kumar and D. N. Mutha, and the Professional Commitment Scale for Teachers (PCST), devised by RavinderKaur, SarbjitKaurRanu, and SarvjeetKaurBrar, were used to collect data for the current investigation.

6. Research Methodology

6.1 Problem Statement:

The researcher had studied many research papers regarding the factors that are necessary to consider for the efficiency and effectiveness of the teachers at the different grades at the school, colleges and university level but not much research that had been carried on the topic for the factors for the professionalism among the secondary school teachers. So here the researcher had made an attempt to find out those factors for the efficiency and effectiveness building of the Highschool teachers.

6.2 Objectives of the Study:

- To study the demographic profiles of the higher secondary school teachers
- To study the factors influencing the professionalism of the high school teachers
- To study the difference of opinion among the high school teachers regarding the professionalism

6.3 Hypothesis of the Study

H0₁: There is no significant difference of opinion among the age wise opinion of the high secondary school teachers regarding professionalism.

H0₂: There is no significant difference of opinion among the Designation wise opinion of the high secondary school teachers regarding the professionalism.

H0₃: There is no significant difference of opinion among the Gender wise opinion of the high secondary school teachers regarding the professionalism.

H0₄: There is no significant difference of opinion among the Experience wise opinion of the high secondary school teachers regarding the professionalism.

Sampling Technique: To study the professionalism among the secondary school teachers in the high schools the author had applied a non probabilistic convenient sampling technique.

Sample Size: Total 104 samples that have been collected in this study are from the secondary school teachers.

Research Tool :A questionnaire was circulated online to high school teachers
Around 104 responses have been received .

6.4 Societal Importance:

Education has a lot to do not only with the students but with the parents, teachers, governments and society by and large. According to Dr SarvapalliRadhakrishnan, the future of India is shaped not outside the classrooms but within the classrooms itself. The students are the citizens of tomorrow's India. Naturally, committed teachers will develop young creative minds in the form of a talented workforce required by the global market. It is an investment after all.

6.5 Limitations of the study:

- This study had been restricted to the Indian Territory so the result might be changed if the other author will carry on to the other part of the territory in the world.
- The study has focused on the few parameters of the highschool teachers' effectiveness and efficiency and has not covered the wide scope of the study.

7. Data Analysis and Interpretation

Table 1: Demographic Profiles of the Teachers

	Frequency	Percentage
Gender		
Male	20	19.2%
Female	84	80.8%
Age		
Below 25 Years	04	3.8%
25 – 30 Years	31	29.8%
31 – 35 Years	15	14.4%
36 – 40 Years	17	16.3%
40 and Above	37	35.6%
Designation		
Assistant Teacher	57	54.8%
Teacher	47	45.2%
Experience		
0 – 3 Years	16	15.4%
3 – 5 Years	15	14.4%
5 – 8 Years	19	18.3%
8 – 10 Years	08	7.7%
10 and Above	46	44.2%

(Sources: Research Result)

From the above table and figure it has been noted that the majority of the teachers covered under this study belong to the female category followed by the male. From age wise bifurcation, the majority of the teachers fall into the age group of 25-30 years followed by the 31-35 years. Designation-wise the majority of the teachers fall into the category of Assistant teachers followed by the teachers. Experience wise bifurcations of the teacher's majority of the teachers are falling into the category of 10 years and above.

Table 2: Factors for the Professional Commitment among the Highschool Teachers

Descriptive Statistics	
Statements	Mean
I help my students to develop an optimistic outlook.	4.577
I remain duty bound for the all round development of my students.	4.442
I pay no consideration to the abilities of students while assigning them work.	2.606
I feel it's none of my duty to motivate students for participating in social welfare projects.	1.933
I do not discriminate my students on caste and religion.	4.558
I am of the view that teacher is a significant agent of social change.	4.490
I heartily give priority to my professional work over other activities.	4.250
I would change my profession if I were offered a higher salary elsewhere.	2.365
I find it difficult to remain fully committed to my profession in the present day situation.	2.856
I feel attending seminars and conferences are a sheer wastage of time.	2.077
I believe that achieving excellence is a journey that never ends.	4.577
I think teaching is a profession which requires continuous learning.	4.663
I heartily appreciate students sticking to the value of life in their day-to-day conduct.	4.337
I feel strongly angry over the use of filthy language by people.	3.731
I remain professionally bound to play role model for my students.	4.356
Valid N (listwise)	

(Sources: Research Result)

From the above table regarding the factors for the professional commitment by the highschool teachers, it is concluded that the highest mean score that had been received for the statement “I help my students to develop an optimistic outlook” and “I do not discriminate my students on caste and religion.”

Table 3: Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
I help my students to develop an optimistic outlook.	.368	104	.000	.600	104	.000
I remain duty bound for the all round development of my students.	.304	104	.000	.665	104	.000
I pay no consideration to the abilities of students while assigning them work.	.308	104	.000	.842	104	.000
I feel it's none of my duty to motivate students for participating in social welfare projects.	.343	104	.000	.695	104	.000

I do not discriminate my students on caste and religion.	.393	104	.000	.596	104	.000
I am of the view that teacher is a significant agent of social change.	.321	104	.000	.635	104	.000
I heartily give priority to my professional work over other activities.	.268	104	.000	.754	104	.000
I would change my profession if I am offered a higher salary elsewhere.	.266	104	.000	.874	104	.000
I find it difficult to remain fully committed to my profession in the present day situation.	.285	104	.000	.856	104	.000
I feel attending seminars and conferences are a sheerwaste of time.	.347	104	.000	.772	104	.000
I believe that achieving excellence is a journey that never ends.	.381	104	.000	.657	104	.000
I think teaching is a profession, which requires continuous learning.	.427	104	.000	.529	104	.000
I heartily appreciate students sticking to the value of life in their day-to-day conduct.	.276	104	.000	.731	104	.000
I feel strongly angry over the use of filthy language by people.	.270	104	.000	.861	104	.000
I remain professionally bound to play role model for my students.	.296	104	.000	.719	104	.000

(Sources: Research Result)

From the above table of the normality test for the statements for the professional commitment by the high-school teachers it has been noted that all the statements are having their P value 0.000 which is less than 0.05 which means the researcher needs to reject the null hypothesis and it is concluded that the data doesn't follow the normality and hence to find the significant difference of opinion for the professional commitment among the high-school teachers, the researcher needs to go for the non-parametric test.

Table 4: Significant Difference of Opinion among the Teachers

Statements	Age	Designation	Gender	Experience
I help my students to develop an optimistic outlook.	0.407	0.580	0.411	0.0478*
I remain duty bound for the all round development of my students.	0.459	0.359	0.639	0.930
I pay no consideration to the abilities of students while assigning them works.	0.330	0.445	0.330	0.282
I feel it's none of my duty to motivate students for participating in social welfare projects.	0.092	0.042	0.589	0.389
I do not discriminate my students on caste and religion.	0.445	0.782	0.377	0.339

I am of the view that teacher is a significant agent of social change.	0.417	0.309	0.842	0.144
I heartily give priority to my professional work over other activities.	0.478	0.044*	0.683	0.473
I would change my profession if I were offered a higher salary elsewhere.	0.184	0.360	0.797	0.688
I find it difficult to remain fully committed to my profession in the present day situation.	0.277	0.001	0.038	0.406
I feel attending seminars and conferences are a sheerwaste of time.	0.353	0.498	0.971	0.219
I believe that achieving excellence is a journey that never ends.	0.064	0.272	0.096	0.101
I think teaching is a profession which requires continuous learning.	0.223	0.726	0.195	0.441
I heartily appreciate students sticking to the value of life in their day-to-day conduct.	0.765	0.161	0.536	0.116
I feel strongly angry over the use of filthy language by people.	0.382	0.195	0.122	0.498
I remain professionally bound to play role model for my students.	0.835	0.330	0.949	0.778

(Sources: Research Result)

The above table indicates that there is a significant difference of opinion amongst the highschool teachers towards their professional commitment. It has been noted that for almost all the demographic profiles of the teachers the significant P values are less than 0.05. It means the rejection of null hypothesis and it signifies that there is no significant difference of opinion except the designation of the teachers.

8. Findings and conclusions

All of the above discussions show that the majority of the respondents from the academics belong to the female category having the senior grade level with more than 10 years of experience falling into the age group of 25-35 years. It is concluded that there is a significant difference of opinion among them for the professionalism then there is not much significant difference in their opinion regarding it except one factor in the relation to the designation of the teachers.

9. Future Scope of Study

This topic provides a wider scope for the Researcher. This study can be further done on primary teachers. The study can also be undertaken for teachers of Junior College and Degree College.

10. References

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