PROFESSIONAL COMMITMENT OF THE SECONDARY SCHOOL TEACHERS IN RELATION TO ITS DIMENSIONS AND SOME SELECTED DEMOGRAPHIC VARIABLES

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Abstract: The present study was conducted to study and compare the professional commitment of the secondary school teachers with respect to gender and teaching experience. Data was collected from 50 secondary school teachers selected randomly from 5 schools located in Kamrup Metro district of Assam. The research tools used for the study were the Professional Commitment Scale for teachers (PCST-KRB) BY Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar. The results of the study revealed significant differences in the professional commitment of the male and female secondary school teachers. Moreover, the teachers with more than 10 years of teaching experience were found to be highly committed to the teaching profession as compared to those with less than 10 years of teaching experience.

Keywords: Secondary School, Teachers, Students

I. Introduction

Commitment is the most important factor for the smooth and effective functioning in any field. Professional commitment of the teaching personnel is the willingness to engage with the diverse activities of the school community. A professionally committed teacher displays a positive emotional attachment to the work involved in teaching in general terms or in a specific aspect of teaching. At present it is felt that the quality of teaching has deteriorated due to the lack of professionally committed teachers. A number of academically qualified teachers are found to be lacking in enthusiasm and zeal or vigour in motivating the students to achieve success in their endeavours. This leads to an increased rate of failure and a deterioration in the quality of education. Hence, an urgent necessity in the present times is a commitment of the teachers towards the teaching profession which is needed to enhance the productivity of the educational system and in turn in doing justice by solving the problems of the students. The present study has been conducted with the objective of finding out the professional commitment of the secondary school teachers with respect to its dimensions and the demographic variables such as gender and teaching experience.

II. Objectives Of The Study:

The study has been conducted with the following objectives:-
1) To find out the professional commitment of the secondary school teachers with respect to the dimensions of –
   a) Commitment to learner.
   b) Commitment to society.
c) Commitment to profession.

d) Commitment to attain excellence.

e) Commitment to basic human values.

2) To investigate the difference in professional commitment of the secondary school teachers with respect to gender.

3) To investigate the difference in professional commitment of the secondary school teachers with respect to teaching experience.

III. Hypotheses Of The Study:

The following hypotheses are formulated on the basis of the objectives of the present study:

H01: There exists no significant difference in professional commitment of the secondary school teachers with respect to gender.

Ho2: There exists no significant difference in professional commitment of the secondary school teachers with respect to teaching experience.

IV. Delimitation Of Study:

The area of the study is limited to Kamrup metro only. It is applicable to the teachers teaching classes 9 and 10 in the C.B.S.E affiliated schools of Kamrup metro only.

V. Variables Of The Study:

DEPENDENT VARIABLE: Professional commitment of the secondary school teachers.

INDEPENDENT VARIABLES: a) Gender-male/female. b)Teaching experience (more than 10 years and those with less than 10 years.

VI. Methodology:

Descriptive research method has been used for the purpose of conducting the present study.

VII. Sample And Sampling Technique

Simple random sampling technique was used for selecting the sample of five schools used for the study. The number of male and female teachers were 26 and 24, while the number of teachers with more than 10 years and those with less than 10 years of teaching experience were 28 and 22 respectively.

VIII. Research Tools

Professional Commitment scale for teachers (PCST-KRB) by Dr. Ravinder Kaur Ranu and Mrs. Sarvjeet Kaur Brar were used for the study.

STATISTICAL TECHNIQUES USED:
To interpret the data statistically, the researcher has used Mean, standard deviation, percentage and t-value for the study.
ANALYSIS AND INTERPRETATION OF DATA

Objective 1: To find out the professional commitment of the secondary school teachers with respect to its dimensions.

Table 1: Showing commitment of the secondary school teachers in five areas.

<table>
<thead>
<tr>
<th>Areas of commitment</th>
<th>N</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Commitment to learner</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>B Commitment to society</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>C Commitment to Profession</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>D Commitment to attain excellence</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>E Commitment to basic human values</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Interpretation: From the above data it is seen that 16% of the teachers are committed to the learner, 24% were committed to the society, while 20% of each of the teachers were found to show commitment to the profession, commitment to attain excellence and a commitment to the basic human values.

Objective 2: To investigate the difference in professional commitment of the secondary school teachers with respect to gender.

Ho1: There exists no significant difference in professional commitment of the secondary school teachers with respect to gender.

Table 2: Depicting Professional commitment of the secondary school teachers on the basis of gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Sem</th>
<th>df</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>147.09</td>
<td>12.05</td>
<td>4.89</td>
<td>48</td>
<td>2.28</td>
<td>Significant at .05 level</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>152.62</td>
<td>13.53</td>
<td>5.09</td>
<td>48</td>
<td>1.67</td>
<td></td>
</tr>
</tbody>
</table>

Interpretation: From the above data it is seen that the mean and standard deviation of the male teachers are 147.09 and 12.05, while the mean and standard deviation of the female teachers were 152.62 and 13.53 respectively. Again the computed t-value was calculated as 1.67 which is significant at .05 level of significance. Thus the null hypothesis which states that there exists no significant difference in the professional commitment of the secondary school teachers stands rejected.

Objective 3: To investigate the difference in professional commitment of the secondary school teachers with respect to teaching experience.

Ho2: There exists no significant difference in professional commitment of the secondary school teachers with respect to teaching experience.

Table 3: Showing mean and standard deviation of the Professional commitment of secondary school teachers on the basis of teaching experience

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Sem</th>
<th>Df</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 10 years</td>
<td>26</td>
<td>176</td>
<td>12.84</td>
<td>2.5</td>
<td>48</td>
<td>2.28</td>
<td>** Highly significant</td>
</tr>
<tr>
<td>Less than 10 years</td>
<td>24</td>
<td>149.7</td>
<td>12.14</td>
<td>2.4</td>
<td>48</td>
<td>2.28</td>
<td></td>
</tr>
</tbody>
</table>
Interpretation: It is seen that the Mean and Standard deviation of the teachers with more than 10 years of teaching experience are 176 and 12.84, while that of the teachers with less than 10 years of teaching experience were found out to be 149.7 and 12.14 respectively. Again the computed t – value was recorded to be 2.28 which was highly significant at .05 level of significance. Thus the null hypothesis is rejected.

IX. Major Findings Of The Study:

The major findings of the study were as follows:

- The teachers were found to possess the highest professional commitment towards the society followed by commitment towards the learner, towards the basic human values and in attaining human excellence.
- There was significant differences between the professional commitment of the male and female teachers. The female secondary school teachers were more committed as compared to the male teachers.
- Again, highly significant differences were found in the professional commitment of the teachers with more than 10 years of teaching experience and those with less than 10 years of teaching experience.

X. Conclusion

From the findings of the study, it can be said that commitment of the teachers play a significant role in the process of education. A majority of teachers were found to be committed towards the society which is of utmost necessity as the learner or the student is also a component of the society without whom teaching would be a futile exercise. The female teachers scored more in comparison to the male counterparts as regards their commitment to the teaching profession. Again the more experienced a teacher is in the profession of teaching the more committed he/she will be towards the teaching profession.

References
