



## Professional Commitment Among Secondary School Teachers in Relation to Location of Their School

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### ABSTRACT

*Teachers occupy a place of pivotal importance in the education system as they have the arduous responsibility of preparing the youth to shoulder the responsibility of the nation. A competent and committed teacher is one of the most crucial factors in the success of any education system. A teacher who is truly committed to students is one that puts students' learning and interests above everything else. The purpose of the study was to find out difference in professional commitment among Urban and Rural Secondary School teachers teaching in Government Schools. The sample consisted of 113 TGT and PGT teachers of Mohali, Landran and Sohana schools in Punjab. Even though results show no difference in professional commitment among teachers of rural and urban secondary schools yet an analysis on percentile basis indicated that Rural teachers display higher commitment than teachers of Urban schools.*

**KEYWORDS :** Professional Commitment, Teachers, Government Schools, Urban, Rural

### Introduction

Teachers occupy a pivotal place of importance in the education system. Indeed, no one is more responsible for taking a country forward in the race of modernization, and at the same time imparting character to the personalities of the young, than the teachers. All planning, buildings, equipment, instructional material, organization etc could fail if the right type of teachers is missing. It is expected that only the teachers with necessary academic background, professional competence and personal traits of character can translate into action the basic pedagogical principles which constitute the bedrock of a sound and progressive system of education. Dr. Radhakrishnan said, "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generation and help to keep the lamp of civilization burning". Aristotle also rightly said, "Those who educate the children are more to be honored than they who produce them; for these only gave them life, those art of living well."

While academic qualification, subject matter knowledge, pedagogy and teaching skill are important factors in determining teachers' competency and teaching efficacy, a knowledgeable teacher without motivation and dedication to teaching may not sustain quality education (Manning & Patterson, 2005)

Commitment in general refers to one's level of involvement in the organization. Commitment describes an outcome in which one agrees with a decision or request and makes a great effort to carry out that decision or request effectively (Yukl, 2006).

Professional commitment of the teachers represents different ways in which the teachers perceive, understand and conceptualize the phenomenon commitment (Crosswell, L.J. & Elliott, R.G., 2004).

Teacher commitment has been emphasized in three broad categories (Dannetta, 2002). The first is the commitment to the organization. Organizational commitment definitions include the belief in and acceptance of organizational goals and values; willingness to exert effort on the organization's behalf; and a desire to remain in the organization (Mowday, Steers, & Porter, 1982). Second, there is commitment to the teaching profession. Commitment to the profession is generally the degree to which one has a positive, affective attachment to one's work (Coladarci, 1992; Firestone & Rosenblum, 1988). The third type is commitment to student learning (Kushman, 1992). Commitment to student learning focuses on the degree to which teachers are dedicated to student learning, regardless of the other issues that may be involved (e.g., academic difficulties, social background).

Professional Commitment is recognized as a natural ingredient of teaching profession. It is closely connected to teacher's work performance, absenteeism, burnout and turnover as well as having an important influence on students achievement in and attitude towards school (Louis, 1998)

Vandenberg and Scarpello (1994) defined professional commitment as "a person's belief in and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation" (p. 535).

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). In fact, teacher commitment and engagement has been identified as one of the most critical factors in the success of education (Huberman, 1997, Nais, 1981).

Bakan, I., et. al. (2011). conducted a study to examine the relationship between education level and organizational commitment and found statistically significant relationships between education level and organizational commitment.

Gamoran (2003), in his study on School Effectiveness and school improvement, found that professional development opportunities are more likely to increase teachers sense of professional commitment if they are school wide, while programs in which individuals teachers participate without other teachers from their school are unlikely to do so.

The employment uncertainty associated with organization changes, such as mergers, acquisitions, downsizing, restructuring have caused many employees not to take a particular organization as their permanent career (Bullough, 2005).

Hung and Liu (1999) conducted a study on effects of stay back of teachers on professional commitment. The study was conducted on 493 teachers teaching in teachers college in Taiwan in 1999. Stay-back is the factors which is most highly related to commitment. The other factors like marital status, age and tenure were also found to be significantly related to commitment.

### OBJECTIVES

To study difference in professional commitment among Urban and Rural Secondary School teachers teaching in Government Schools.

### METHOD

Survey technique under Descriptive Method of Research was used to conduct the present investigation. Sample for collecting the requisite data from secondary school teachers of 2 Govt schools in Mohali (Urban area) and 2 from its suburbs (Landran and Sohana) a total of 4 schools were selected on the basis of convenience. Nearly 150 forms were distributed among TGT and PGT teachers of all 4 schools. Out of this only 113 completed forms were received and others had to be discarded due to being incomplete.

### Tools used

Professional Commitment Scale for Teachers developed by Dr. Ravinder Kaur, Dr Sarbjit Kaur Ranu and Ms Sarvjeet Kaur Brar

Professional Commitment scale (for school Teachers) was constructed by Ravinder Kaur et al, (2011). It is applicable for secondary and higher secondary school teachers. The age range is from 20 to 60 years. This instrument consist of five point Likert type scale followed by Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with the respective scores / weights of 5, 4, 3, 2 and 1 for the positive statements and 1, 2, 3, 4 and 5 for the negative statements. This scale is divided into five dimensions consisting 45 items. The dimensions are i) Commitment to learner (9 items) ii) Commitment to society (9 items) iii) Commitment to profession (9 items) iv) Commitment to attain excellence (9 items) v) Commitment to basic Human value (9 items). Each dimension possessing nine items.

The reliability of the scale is 0.76. These items were selected after carefully scrutinizing the definition of professional commitment and its dimensions; hence scale has fair degree of content validity.

For establishing face validity, scale was also verified by eminent psychologist and sociologists. Its language, format, instructions and size were found suitable for respondents. All the specialists were unanimous in their opinion; hence test has a fair degree of face validity.

**Delimitations of Study**

1. The study was restricted to Trained graduate and post graduate teachers of government secondary schools Mohali district.
2. The sample consisted of 2 government schools in Urban area Mohali and 2 government schools in rural area of Sohana and Landran.

**Statistical Techniques Used**

1. Descriptive analysis as mean, median and standard deviations were used wherever required.
2. Independent t test was used to find the differences.

**Results and Discussion**

**Table 1: Mean differential in the Professional Commitment of Teachers working in Urban and Rural Government Schools**

Variable	Urban School teachers (n=57)		Rural School Teachers (n=56)		t-value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Professional Commitment	159.7368	2.3818	165.9821	2.9949	-1.6320	NS

The analysis of data revealed that the mean value of professional commitment scores of Urban school teachers was 159.7368 with a standard deviation of 2.3818 and that of Rural school teachers was 165.9821 with a standard deviation of 2.9949. The t-test revealed a value of -1.6320 which was not significant at either .01 or .05 level of significance. Thus we can conclude that Locality of school does not make any difference in the professional commitment of teachers.

As per table provided in the norms of interpretation of z-scores and level of professional development in the manual, the professional commitment of urban as well as rural teachers falls in the range of Average/Moderate commitment.

However an analysis of the data on percentile basis reveals that a 5.35% rural teachers fall in High commitment range as compared to 1.75% urban teachers.

**Conclusion**

A competent and committed teacher is one of the most crucial factor in the success of any education system. A teacher who is truly committed to students is one that puts students' learning and interests above everything else. In the present study an attempt was made by the researcher to study professional commitment among rural and urban government school teacher. The findings of the study suggested that there exist no difference in the rural and urban government secondary school teachers with respect to professional commitment. Based on the findings, it can be concluded that government secondary school teachers are equally committed toward their profession as private secondary school teachers. The factors influencing the levels of commitment of the teachers in schools and in the wider education systems must necessarily be the focus of an important field of research leading to the introduction of reform and change within classrooms and lecture theatres, schools, institutions and learning centres, and national systems of education.

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