



Professional Commitment of Secondary School Teachers in Relation to Their Gender and Area : A Comparative Study

Ambrish kumar
shukla

Research Scholar Integral University Lucknow

Dr. Azkiya Waris

Assistant Professor Integral University Lucknow

ABSTRACT

Professional Commitment of teachers has been identified as one of the most critical factors for the future success of education and school. The present study is conducted to evaluate the professional Commitment of secondary school teachers in relation to their gender and area. For present study the sample size taken is 600 teachers of secondary schools of six districts in Uttar Pradesh. Six hundred teachers comprising male and female, rural and urban teachers were selected as a sample of the study. Professional Commitment scale for teachers developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarveet Kaur Brar was used to collect the data. The finding of the study revealed that professional commitment of secondary school teachers differ significantly in relation to gender and teachers do not significantly differ in professional commitment in relation to area.

KEYWORDS : Professional Commitment, Secondary School, Gender, Area.

Introduction

Teaching is complex and demanding profession. To sustain their energy and enthusiasm for the work, teachers need to maintain personal commitment to the job. This concept of 'commitment', as investment of personal resources, has long been associated with the professional characteristics of a teacher. It is widely recognized that the role of the teacher has intensified, and teachers are needing to adapt to bureaucratically driven escalation of pressures, expectation and controls concerning what teachers do and how much they should be doing within the teaching day. At a time when education is in constant flux, teachers are expected to incorporate reforms on a number of levels into their daily practice. Teachers must be willing to experience steep learning curves and invest personal time and energy to translate the ongoing reforms successfully into effective practice, professional commitment appears to be highly influential for not only a teachers success during time of change but also for system in seeking to bring about change.

Significance of the study

This study is significant in that it investigates the professional commitment of secondary school teachers in relation to gender and area. Developing a deeper understanding of teacher's professional commitment is critical in the knowledge economy where education is in a constant state of evolution, impacting considerably on the expectations and workload of the teaching workforce. This study is unique as it sought to develop a model of teacher's professional commitment that reflects the ways the contemporary educational climate influences teachers professional commitment. Such a model assists systems and schools as they consider appropriate strategies for enhancing and supporting teacher's professional commitment and offers insights into how schools can involve their staff in engaging with change.

Review of related literature

Professional commitment

Trivedi, Tripta(2001) studies the professional attitude of secondary school teachers, Where it was found that professional attitude of male teachers is highly negative than of female teachers.

Meador (2001) examined the differences between level of job satisfaction, perceived organization support, and organizational commitment, among teachers selected from small rural school district in Texas. The in study indicated differences among teachers groups that implied teachers in low turnover rate districts more satisfied, felt more support, and were more committed than teachers in high turnover districts.

Puspam (2003) while examining the attitude of women teachers towards teaching profession on a simple of 725 teachers found significant and positive relationship between attitude of women teachers towards teaching profession and job satisfaction.

Samuel o salomi (2007) investigated the relationship of emotional intelligence and self-efficacy to work attitudes of secondary school teachers in south western Nigeria. Result at the study indicated that emotional intelligence and self-efficacy had significant relationship with work attitude. However, age, sex and work experience had non.

Shah, Madiha(2011) studied on the impact of teacher's collegiality on their organizational commitment in high and low achieving secondary schools in Islamabad Pakistan. The analysis confirm that teacher collegiality positively affected their organizational commitment, but the differences in teacher collegiality were found to be non significant between the two type of schools.

Kauts, Amit (2012) conducted a study to teacher commitment and its dimensions in relation to teaching experience appropriateness of qualification of teacher at secondary stage. Finding also reveal female teachers are more committed towards profession and basic value male teachers.

Sood,Vishal and Arti Anand (2012) studies level of professional commitment of teacher educators serving in secondary training institutions of Himanchal Pradesh. Result showed that significant differences were found in professional commitment of B.ed. teacher educator with regard to gender, marital status and teaching experience.

Conceptual frame work_

The every research investigation is conducted to achieve some of objectives which has to be framed in light of nature of research problem to be investigated. The investigator is of view to seek answer of following quires through under stated objectives.

The objectives of present study are as under :

1. To study the differences in professional commitment of secondary school teachers in relation to their gender.
2. To study the differences in professional commitment of secondary school teachers in relation to their area.

Hypotheses

1. There will be no significant difference in professional commitment of secondary school teachers in relation to their gender.
2. There will be no significant difference in professional commitment of secondary school teachers in relation to their area.

Methodology

The methodology applied to investigate the present study is descriptive and survey type. The study is comparative in nature. The total sample size is of 600 teachers. Out of which 300 are urban schools and rest 300 teachers are of rural secondary schools of six district (Lucknow, Barabanki, Hardoi, Sitapur, Unnao and Raebareli) of Uttar

Pradesh. Gender wise 300 male and 300 female teachers are taken in sample size 600 teachers. Purposive sample technique used in selection of sample size for present study.

Tool used

Professional commitment scale for teachers - by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Brar.

Reliability

The reliability of tool used in present study is, .76 by test-retest method.

Valiity

The professional commitment scale has fair degree of content validity and also the test has fair degree of face validity.

Statistics used

T- test were used to determine the significant difference between Professional commitment of male and female secondary school teachers.

TABLE 1

Analysis related to comparison between professional commitment of secondary school teachers on the basis of their gender.

Gender	No. Of Teachers	Mean	S.D.	df	t-value	Significance
Male	300	170.96	23.188	598	8.336	Significant at 0.05 level
Female	300	184.89	17.346			

Table 1 presents the statistical comparison between the professional commitment of male (N=300) and Female (N=300) secondary school teachers. The mean, standard deviation and t-ratio are given in the relevant column of the table.

professional commitment score of male and female secondary school teachers were compared by using t-test, which was found to be significant at 0.5 level as corresponding t-value is 8.336. the result led to the conclusion that male and female secondary school teachers differs significantly in professional commitment. This shows that professional commitment of female secondary school teachers is better than male secondary school teachers.

Thus the hypothesis stating that "There will be no significant difference in professional commitment of secondary school teachers in relation to their gender" is rejected.

TABLE 2

Analysis of professional commitment of secondary school teachers on the basis of their area.

Area	No of Teachers	Mean	S.D.	df	t-value	Significance
Urban	300	177.94	20.879	598	.017	Significant at .05 level
Rural	300	177.91	22.363			

The mean, standard deviation and t-ratio are given in the relevant column of the table.

professional commitment score of urban and rural secondary school teachers were compared by using t-test, which was not found to be significant at .05 level as corresponding t-value is .017. The result led to the conclusion that urban and rural secondary school teachers do not differ significantly in professional commitment. Thus the hypothesis stating that "There will be no significant difference in professional commitment of secondary school teachers in relation to their area" is accepted.

Statistics Used

t-test were used to determine the significant difference between professional commitment of urban- rural secondary school teachers.

Findings

That in relation to gender all male and female secondary school teachers are differs significantly in their professional commitment. The result reveals that professional commitment of female secondary school teachers is better than male secondary school teachers.

That in relation to area all urban and rural secondary school teachers do not differ significantly in their professional commitment. The result reveals that urban and rural secondary school teachers do not differ in professional commitment.

REFERENCES

1. Trivdi, Tripta (2001), assessing secondary school teacher's attitude towards teaching profession /www.ejournal.aiaer.net/vol123/2/2/6.%20trivedy%20tripta.pdf.
2. Puspam (2003), examin the attitude of women teachers towards teaching profession.
3. Samuel o salomi (2007), the relationship of emotional intelligence and self efficacy to work attitudes of secondary school teachers in south western Nigeria.
4. Shah madiha (2011), the impact of teacher's collegiality on their organizational commitment in high and low achieving secondary schools in Islamabad, Pakistan, journal of studies in education,vol.2, pages. 130-151.
5. kauts, Amit (2012), teacher commitment in relation to the appropriateness of qualification and experience of teachers at secondary stage, journal of History and Social Sciences, volume :ll, page.149.
6. <http://shodhganga.inflib.net.ac.in>
7. <http://educationinindia.net/download/researchabstract.pdf>.