

STUDY ON PROFESSIONAL COMMITMENT OF MATRICULATION SCHOOL TEACHERS IN VIRUDHUNAGAR DISTRICT

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Abstract

Professional commitment signifies an attitude reflecting the strength of the bond between an employee and an organization. Professional Commitment is a passion to the work involved in teaching or a specific aspect of teaching. The main aim of the study is to know level of professional commitment of Matriculation school teachers. The survey method has been adopted and data were collected from 100 teachers in Virudhunagar District, Tamil nadu. The present study followed stratified random sampling method. Teachers' Professional Commitment tool with five dimensions like Commitment to the learner, Commitment to the society, Commitment to the profession, Commitment to achieve excellence and Commitment to basic human values. This tool consists of 60 statements. The findings of this study on level of professional commitment of Matriculation School teachers have been described.

Keywords: Professional Commitment, Matriculation School Teachers



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Introduction

The quality of teaching depends a great deal on the level of teachers' involvement in relation to the profession. On the one side, the relation teacher establishes with one's students, the nature of the teaching activity and the work carried on in the professional community, the relations with peers, superiors, students parents' leads to professional achievement.

“Commitment is typically conceived of as an individual's psychological bond to the organization including a sense of job-involvement, loyalty and belief in the values of the organization.” - O'Reilly (1991)

According to Helsby, Knight, McCulloch Sanders and War Buston, “Teaching profession involves displaying degrees of dedication and commitment. Because of the complexities of the task of teaching and the obligation to meet varying individual needs, high levels of skills are necessary to respond intelligently to multiple demands in a complex and changing environment”

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Need for the Study

A professionally committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. 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. It is the urge of a teacher to update, strengthen and sharpen his professional competencies and to develop understanding and insight in different aspects of a profession, punctuality, positive attitudes towards co-workers, enthusiasm, co-operation, and honesty etc, which can be viewed as the examples of commitment to basic human values. By keeping the above said facts, the investigator has undertaken the study on the professional commitment of the teachers working in Matriculation schools. It is also an attempt to find out the level of professional commitment of Matriculation School teachers, and suggest measures to enhance their commitment to profession.

Objectives of the Study

1. To find out the level of professional commitment and its dimensions of teachers working in the Matriculation schools with regard to background variables.
2. To find out the significant difference in professional commitment and its dimensions of teachers working in the Matriculation schools with regard to gender, location, management, type of schools, designation, marital status, teaching subjects and length of service.

Hypotheses of the Study

1. There is no significant difference between male and female teachers working in the Matriculation schools in their professional commitment and its dimensions.
2. There is no significant difference between the teachers working in rural and urban Matriculation schools in their professional commitment and its dimensions.
3. There is no significant difference between the single and married teachers working in Matriculation schools in their professional commitment and its dimensions.
4. There is no significant difference among the SGTs, BTs and PGTs working in Matriculation schools in their professional commitment and its dimensions.

5. There is no significant difference among the teachers teaching language, science, arts and vocational subjects, working in Matriculation schools in their professional commitment and its dimensions.
6. There is no significant difference among the teachers with the length of service upto 10 years, 11 – 20 years and 21 – 30 years working in Matriculation schools in their professional commitment and its dimensions.

Methodology

The Survey method has been adopted to find out the professional commitment of the teachers working in Matriculation Schools in Virudhunagar District.

Sample

A sample of 100 teachers working in Matriculation Schools in Virudhunagar District was selected for the present study through stratified random sampling method.

Tool used in the present study

Teachers' Professional Commitment Scale standardized by Dr. Silverstin has been adapted for the present study. It has 60 statements covering five dimensions like Commitment to the learner, Commitment to the society, Commitment to the profession, Commitment to achieve excellence and Commitment to basic human values. The responses are expressed in terms of 3 point scale of Always (A), Sometimes (S) and Never (N). The reliability coefficient was calculated by test and retest method which is equal to 0.65. The content validity was also established.

Analysis and Interpretation of Data

To find the meaningful interpretation of raw scores collected from Teachers in Virudhunagar District, the data is analysed using mean, standard deviation and 't' test.

Professional Commitment of Matriculation School Teachers

To find out the level of professional commitment and its dimensions of teachers working in Matriculation schools with regard to gender.

Table 1 : Level of professional commitment of teachers working in Matriculation schools with regard to gender

Dimensions		Male						Female					
		Low		Average		High		Low		Average		High	
		N	%	N	%	N	%	N	%	N	%	N	%
Commitment to learner	to	3	16.7	15	83.3	0	0.0	10	12.2	64	78.0	8	9.8
Commitment to Society	to	3	16.7	10	55.6	5	27.7	17	20.7	51	62.2	14	17.1
Commitment to Profession	to	6	33.3	8	44.4	4	22.2	15	18.3	52	63.4	15	18.3
Commitment to achieve excellence	to	1	5.6	13	72.2	4	22.2	9	11.0	64	78.0	9	11.0
Commitment to Basic Human Values	to	5	27.8	13	72.2	0	0.0	13	15.9	69	84.1	0	0.0
Professional commitment		4	22.2	11	61.1	3	16.7	13	15.9	57	69.5	12	14.6

It is inferred from the above table that 22.2% of men teachers have low, 61.1% have moderate and 16.7% of them have high level of professional commitment whereas 15.9% of women teachers have low, 69.5% have moderate and 14.6% of them have high level of professional commitment.

It is inferred from the above table that 16.7% of men teachers have low, 83.3% have moderate and none of them have high level of commitment to learner whereas 12.2% of women teachers have low, 78% have moderate and 9.8% of them have high level of commitment to learner.

It is inferred from the above that 16.7% of men teachers have low, 55.6% have moderate and 27.7% of them have high level of commitment to society whereas 20.7% of women teachers have low, 62.2% have moderate and 17.1% of them have high level of commitment to society.

It is inferred from the above table that 33.3% of the men teachers have low, 44.4% have moderate and 22.2% of them have high level of commitment to profession whereas 18.3% of the women teachers low, 63.4% have moderate and 18.3% of them have level of commitment to profession.

It is inferred from the above table that 5.6% of men teachers have low, 72.2% of have moderate and 22.2% of them have high level of commitment to achieve excellence whereas 11% of women teachers have low, 78% have moderate and 11% of them have high level of commitment to achieve excellence.

It is inferred from the above table that 27.8% of the men teachers have low, 72.2% have moderate and none of them have high level of commitment to society whereas 15.9% of women teachers have low, 84.1% have moderate and none of them have high level of commitment to basic human values.

NULL HYPOTHESIS : 1

There is no significant difference between male and female teachers working in Matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence, commitment to basic human values.

Table 2 : Difference between male and female teachers working in Matriculation schools in their professional commitment.

Dimensions	Male (N=18)		Female (N=82)		Calculated 't' value	Remarks at 5% level
	Mean	S.D.	Mean	S.D.		
Commitment to learner	32.39	2.12	33.02	2.13	2.15	S
Commitment to Society	31.94	2.13	31.10	3.22	2.02	S
Commitment to Profession	32.67	2.54	33.43	2.18	2.18	S
Commitment to Achieve Excellence	32.39	2.50	31.40	2.73	2.49	S
Commitment to Basic Human Values	33.00	2.25	34.00	2.36	2.69	S
Professional Commitment	162.39	10.80	162.95	10.76	3.2	S

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level of significance. Therefore the null hypothesis is rejected. There is significant difference between men and women teachers working in the matriculation schools in their professional commitment and its dimensions such as commitment to learner,

commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

NULL HYPOTHESIS : 2

There is no significant difference between the teachers working in rural and urban Matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence, commitment to basic human values.

Table 3: Difference between the teachers working in rural and urban Matriculation schools in their professional commitment

Dimensions	Rural (N=54)		Urban (N=46)		Calculated 't' value	Remarks at 5% level
	Mean	S.D.	Mean	S.D.		
Commitment to learner	32.93	2.20	32.89	2.07	2.08	S
Commitment to Society	31.39	3.29	31.09	3.15	2.47	S
Commitment to Profession	33.26	2.28	33.33	2.24	0.14	NS
Commitment to Achieve Excellence	31.72	2.84	31.41	2.56	0.57	NS
Commitment to Basic Human Values	33.44	2.60	34.26	1.98	2.77	S
Professional Commitment	162.74	11.32	162.98	10.10	2.11	S

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is greater than the table value at 5% level of significance. Therefore the null hypothesis is rejected. There is significant difference between the teachers working in the rural and urban matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society and commitment to basic human values.

It is inferred from the above table that the calculated value of 't' is less than the table value and therefore the null hypothesis is accepted. There is no significant difference between the teachers working in the rural and urban matriculation schools in their commitment to profession and commitment to achieve excellence.

NULL HYPOTHESIS : 3

There is no significant difference between the single and married teachers working in Matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence, commitment to basic human values.

Table 4 : Difference between single and married teachers working in Matriculation schools in their professional commitment

<i>Dimensions</i>		Single (N=27)		Married (N=73)		Calculated 't' value	Remarks at 5% level
		Mean	S.D.	Mean	S.D.		
Commitment to learner	to	32.59	2.17	33.03	2.12	0.90	NS
Commitment to Society	to	31.26	3.02	31.25	3.30	0.02	NS
Commitment to Profession	to	32.63	2.17	33.53	2.25	1.83	NS
Commitment to Achieve Excellence	to	31.56	2.29	31.59	2.90	0.06	NS
Commitment to Basic Human Values	to	33.59	2.15	33.90	2.45	0.62	NS
Professional Commitment		161.63	8.90	163.30	11.34	0.77	NS

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated value of 't' is less than the table value at 5% level of significance. Therefore the null hypothesis is accepted. There is no significant difference between single and married teachers working in the matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

NULL HYPOTHESIS :4

There is no significant difference among the SGTs, BTs and PGTs working in Matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence, commitment to basic human values.

Table 5 : Difference among the SGTs, BTs and PGTs working in Matriculation schools in their professional commitment

Dimensions	Source of Variations	Sum of squares	Variance estimate	Calculated 'F' Value	Remarks at 5% level
Commitment to learner	Between	1.40	0.70	0.15	NS
	Within	446.79	4.60		
Commitment to society	Between	15.63	7.81	0.75	NS
	Within	1007.13	10.38		
Commitment to profession	Between	13.55	6.77	3.34	S
	Within	489.04	5.04		
Commitment to achieve excellence	Between	2.26	1.13	0.15	NS
	Within	722.11	7.44		
Commitment to basic human values	Between	10.20	5.10	0.91	NS
	Within	542.56	5.59		
Professional Commitment	Between	109.81	54.91	0.473	NS
	Within	11262.9	116.11		

(At 5% level of significance, the table value of 'F' is 3.00)

It is inferred from the above table that the calculated value of 'F' is less than the table value at 5% level of significance. Therefore the null hypothesis is accepted. There is no significant difference among SGTs, BTs and PGTs working in matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to achieve excellence and commitment to basic human values.

It is inferred from the above table that the calculated value of 'F' is greater than table value; therefore there is significant difference among SGTs, BTs and PGTs working in matriculation schools in their commitment to profession.

NULL HYPOTHESIS : 5

There is no significant difference among the teachers teaching language, science, arts and vocational subjects, working in Matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence, commitment to basic human values.

Table 6: Difference among Matriculation school teachers teaching language, science, arts and vocational subjects in their professional commitment

Dimensions	Source of Variation	Sum of squares	Variance estimate	Calculated 'F' Value	Remarks at 5% level
Commitment to learner	Between	11.30	3.77	0.83	NS
	Within	436.89	4.55		
Commitment to society	Between	2.77	0.92	0.09	NS
	Within	1019.98	10.62		
Commitment to profession	Between	7.36	2.45	0.48	NS
	Within	495.24	5.16		
Commitment to achieve excellence	Between	23.40	7.80	3.07	S
	Within	1107.78	7.59		
Commitment to basic human values	Between	1.29	0.43	0.08	NS
	Within	551.48	5.75		
Professional Commitment	Between	60.11	20.04	0.17	NS
	Within	11312.65	117.84		

(At 5% level of significance, the table value of 'F' is 2.60)

It is inferred from the above table that the calculated value of 'F' is less than the table value at 5% level of significance. Therefore the null hypothesis is accepted. There is no significant difference among teachers teaching language, science, arts and vocational subjects, working in the matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to profession and commitment to basic human values.

It is inferred from the above table that the calculated value of 'F' is greater than the table value at 5% level of significance and therefore there is significant difference among

teachers teaching language, science, arts and vocational subjects, working in the matriculation schools in their Commitment to achieve excellence.

NULL HYPOTHESIS : 6

There is no significant difference among the teachers with the length of service upto 10 years, 11 – 20 years and 21 – 30 years working in Matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence, commitment to basic human values.

Table 7: Difference among Matriculation school teachers with length service upto 10 yrs, 11-20 yrs and 21-30 yrs in their professional commitment

Dimensions	Source of Variation	Sum of squares	Variance estimate	Calculated 'F' Value	Remarks at 5% level
Commitment to learner	Between	31.26	10.41	3.40	S
	Within	416.98	4.34		
Commitment to society	Between	8.71	2.90	3.28	S
	Within	1014.04	10.56		
Commitment to profession	Between	42.62	14.21	3.97	S
	Within	459.97	4.79		
Commitment to achieve excellence	Between	19.97	5.66	4.77	S
	Within	707.39	7.37		
Commitment to basic human values	Between	38.44	12.81	3.39	S
	Within	514.33	5.36		
Professional Commitment	Between	509.88	169.96	3.50	S
	Within	10862.8	113.16		

(At 5% level of significance, the table value of 'F' is 3.00)

It is inferred from the above table that the calculated value of 'F' is greater than the table value at 5% level of significance. Therefore the null hypothesis is rejected. There is a significant difference among the teachers with service upto 10 years, 11 – 20 years and 21 – 30 years working in the matriculation schools in their professional commitment and its dimensions such as commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values.

Findings

The data was analysed by using descriptive statistics t-test. The important findings of the present study are briefly summarized below:

1. 16.7% of male teachers working in matriculation schools have high level of professional commitment and 14.6% of female teachers working in matriculation schools have high level of professional commitment.
2. There is a significant difference between male and female teachers working in matriculation schools in their professional commitment and its dimensions.
3. There is a significant difference between the teachers working in rural and urban matriculation schools in all dimensions except in their commitment to profession and commitment to achieve excellence.
4. There is no significant difference between single and married teachers working in matriculation schools in their professional commitment and its dimensions.
5. There is no significant difference among SGTs, BTs and PGTs working in matriculation schools in all dimensions except commitment to profession.
6. There is no significant difference among the teachers teaching language, science, arts and vocational subjects working in matriculation schools in all dimensions except commitment to achieve excellence.
7. There is a significant difference among the teachers with the length of service upto 10 years, 11 – 20 years and 21 – 30 years working in matriculation schools in their professional commitment and its dimensions.

Suggestions

The following are few suggestions based on the findings of the study

1. Teachers should be paid reasonable and attractive salary especially for matriculation school teachers so that they may render their service whole-heartedly and qualitatively with a deep sense of satisfaction.
2. Job security should be ensured for matriculation school teachers to deepen professional commitment of teachers.

3. Special in-service training programmes especially for matriculation school teachers should be arranged to update their subject knowledge in order to equip themselves better.
4. Teachers should participate in training programmes for continued professional growth like refresher courses, seminars, symposia and conferences.
5. Teachers should be trained in various skills during their service periodically in areas like soft skills, life skills, communication skills, stress management and students psychology.

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