

PROFESSIONAL COMMITMENT OF HIGH SCHOOL TEACHERS

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Abstract

Normative survey was adopted for the study with 200 Teachers in Chennai. The data were analyzed qualitatively and quantitatively to check the significant mean difference among the variables. The results revealed that there is no significant difference in professional commitment of Government and Private High School Teachers based on their Type of family, Marital status and Work experience. The High School Teachers are high in their Professional Commitment.

Keywords: Professional Commitment, Motivation, Willingness, Human Development



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Introduction

Commitment is important for teachers because it reflects a personal interpretation of work experience as absorbing and meaningful. It is a significant factor in efforts to improve school outcomes, especially student academic achievement (Kushman, 1992). Professional commitment is the feeling of dedication among the individuals of a group towards their profession; and a strong desire for professional development (Shashi, 2014). Professional commitment denotes the strength of motivation for chosen teachers who are professionally committed they change their teaching practices to facilitate and establishing an effective learning environment for students. They develop loyalty to the school and their work. According to NCTE (1998) teacher commitment is a complete dedication and devotion to teaching profession.

Significance of the Study

Professional commitment is the most effective factor in changing the face of education system that encourages the teacher's willingness to engage in critical practices to improve educational excellence. Teachers motivate students to engage in school activities with high level of commitment. They care about student's progress and constantly looking for new ideas to improve their learning. Teachers can be up-to-date with technology and develop innovative strategies for effective teaching. Professionally committed teachers do the right thing to enhance their quality of teaching. Hence the investigator investigates the "Professional Commitment of Government and Private High School Teachers" as the Teachers empower the whole nation and strengthen the life of the students.

Method of Study

Normative survey method was adopted among 100 Government and 100 Private High School Teachers to compare the professional commitment towards their profession. The background variable namely, The Type of institution where they are working, Type of family, Marital status and Work experience was taken in order to find out the influence of these variables on Professional Commitment among Teachers.

Objectives of Study

1. To find out the level of Professional Commitment of High School Teachers.
2. To study the difference in Professional Commitment between Government and Private High School Teachers.
3. To find out significant difference in Professional Commitment of High School Teachers with respect to i) Type of family ii) Marital status iii) Work experience.

Hypotheses of Study

1. There is no significant difference in Professional Commitment among Government and Private High School Teachers.
2. There is no significant difference in Professional Commitment of High School Teachers with respect to their Type of family and Marital status.
3. There is no significant difference in Professional Commitment of High School Teachers with respect to their Work experience.

Sampling Procedure

The random sampling method was used by the investigator for the present study. The population of the study consists of Teachers working from Government and Private Schools. In which 100 Teachers are from Government Schools and 100 Teachers are from Private school

in Chennai, Tamil Nadu. In total 200 Teachers were selected for the sample from 10 different schools.

Tools and Techniques

The investigator constructed and standardized the tool for Professional Commitment with the help of the guide and the subject experts. The tool contains 62 items with 4-point Likert scale with Strongly Agree, Agree, Disagree, Strongly Disagree. The reliability and validity of the scale is 0.71(Cronbach Alpha reliability) and 0.84 respectively which shows that the scale is highly reliable and valid.

Statistical Techniques Used

The collected data were analyzed qualitatively and quantitatively to fulfil the objectives of the study. The investigator used descriptive and differential analysis as a statistical technique for the present study.

Analysis and Interpretation

Level of Professional Commitment of High School Teachers.

Table – 1

Variable	Level of Professional Commitment	Percentage
Professional Commitment	Low	22.5%
	Average	32%
	High	45.5%

Hypothesis 1: There is no significant difference in Professional Commitment between Government and Private High School Teachers.

Table – 2: Professional Commitment between Government and Private High School Teachers

Variables	N	Mean	S. D	‘t’ value	Level Of significance
Government	100	246.02	2.64	.57	N. S
Private	100	246.22	2.28		

(S-Significant, N.S – Not Significant)

The above table shows that the mean of the total sample is found 246.02 and 246.22 for the Government and Private High School Teachers for the sample (N=200) with a Standard deviation of 2.64 and 2.28 which represents there is no significant difference in Professional

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Commitment among Government and Private High School Teachers. Hence, the formulated null Hypothesis 1 is accepted.

Hypothesis 2: There is no significant difference in Professional Commitment of High School Teachers with respect to their Type of family and Marital status.

Table-3: Professional Commitment of High School Teachers with respect to their Type of family and Marital status

Variables	Sub Variables	N	Mean	S. D	't' value	Remarks
Type of family	Joint	27	246.0	2.68	.27	N. S
	Nuclear	173	246.14	2.43		
Marital status	Single	8	246.0	2.00	.14	
	Married	192	246.12	2.48		

(S-Significant, N.S – Not Significant)

The above table reveals that the calculated t-value for Type of family and Marital status was (0.27) and (0.14) which is lesser than the table t-value (1.96). Hence, the formulated null Hypothesis 2 is accepted.

Hypothesis 3: There is no significant difference in Professional Commitment of High School Teachers with respect to their Work experience.

Table-4: F – Table Showing Professional Commitment of High School Teachers With Respect To Their Work Experience

Variable	Groups	Sum of squares	df	Mean square	F-value	Remarks
Experience	Between groups	9.073	2	4,537	.744	N. S
	Within groups	1202.047	197	6,102		
TOTAL		1211.120	199			

(S-Significant, N.S – Not Significant)

The above table reveals that the calculated F-value (0.744) is lesser than the F-table value (3.09). Hence, the formulated null Hypothesis 3 is accepted.

Findings

1. There is a difference in level of Professional Commitment of High School Teachers and the High School Teachers are high in their Professional Commitment.
2. There is no significant difference in Professional Commitment between Government and Private High School Teachers.
3. There is no difference in Professional Commitment of High School Teachers with respect to their Work experience.

Conclusion

The finding of this study shows that there are no significant differences among Government and High School Teachers respective to their Type of the Institution they are working, Marital status and Work experience. However, there is a difference in level of their Professional commitment. Attitude towards teaching is very important to improve teacher's Professional Commitment. Thus, teachers with low levels of professional commitment can change as teachers gain professional skills and commitment and are empowered to multitask in the classroom, school, and community, and a chain reaction can begin with better teacher performance which culminates in higher quality learning among more students in the cognitive, affective, and psychological domains of human development.

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