

## PROFESSIONAL COMMITMENT OF PRIMARY SCHOOL TEACHERS

**G. SHANTHI,**  
Ph.d Scholar,  
Department of Education,  
Bharathiar University,  
Coimbatore-46

**Dr.A. RENUGADEVI, Asst.Prof.**  
Head of the Department i/c  
Department of Education (SDE)  
Bharathiar University  
Coimbatore-46

### ABSTRACT

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). According to NCTE (1998) teacher commitment is a complete dedication and devotion to teaching profession. It is an inner realisation of the fact that teaching is noblest of all professions. Primary Education is the stepping stone for the progress of the educational system in the country. Primary level Teachers are assigned by the crucial responsibility of shaping the present generation for the future through the process of teaching and learning. The present study was explored to find out the Professional Commitment of Primary School Teachers. Normative Survey Method was used for the present study. A sample of 108 Primary School Teachers was selected in Coimbatore district by using Simple Random Sampling Technique. The data was analyzed through t-test and ANOVA. Major findings showed that there is a significant difference between Professional Commitment of teachers with respect to Experience also the there is no significant difference between Professional Commitment of teachers with respect to Gender and Qualification.

**Keywords:** Professional Commitment, Dedication, Inner realization, Responsibility

### INTRODUCTION

Professional commitment is the feeling of dedication among the individuals of a group towards their profession. This commitment area involves two essential components: namely, pride in one 's being in the teaching profession; and a strong desire for professional development (Shashi, 2014). Simpson and Hood (2000) defined commitment in the context of the teaching profession. According to them, "a committed teacher reflects certain behavioural characteristics. He shows that professional development is a top priority; reflects excitement about

teaching and learning; connects with students; shows positive attitude about students; is perceptive about student motives, strengths, needs and situations”. Professional commitment denotes the strength of motivation for chosen career role and to the attachment with profession. The teachers equipped with commitment, passion and enthusiasm will be role models for not only the learners and but also for their colleagues. Fox (1964) states that the power of a profession is measured by the commitment of those who do it and they go on to say that it is the same with teaching. Fox emphasizes that passion is a distinctive feature for teachers and that it has a positive effect on student achievement. Teacher commitment is at the core of quality Education. It has influence on promoting teaching profession, work performance, school and student achievement (Billingsley & Cross, 1992). Hargreaves (1997) suggests that teaching is a pedagogical phenomenon and an uncommitted teacher will not be able to show sufficient achievement, because the educator is the one guiding the learner into the success. 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. It is an inner realisation of the fact that teaching is noblest of all professions. Teacher commitment implies- (i) Complete dedication to the task; (ii) Commitment to the objective of Education; (iii) Deep concern for the child; (iv) Consciousness about one’s role and responsibilities; and (v) A high degree of professionalism.

## **NEED OF THE STUDY**

Professional commitment is the most effective factor in the changing face of the educational system as it encourages teacher’s willingness to involve in critical practices to improve the excellence of Education. Teachers with high level of commitment also stimulate students to involve in school activities. They care about the progress of their students and constantly seek for new ideas to better their learning. Development of technologies make the teachers to create Innovative strategies for effective teaching. Professionally committed teachers make a proper link between their profession and other stakeholders of the Education system. They update, strengthen and sharpen their professional competencies to different aspects of teaching to achieve the optimum level of the target. Primary Education is the stepping stone for the progress of the educational system in the country. Well trained teachers who are competent and committed make Primary Education strong and empower whole nation. Primary level Teachers are assigned by the community to shoulder the crucial responsibility of shaping the present generation for the future through the process of teaching and learning. Hence the researcher chosen the topic as “Professional Commitment among Primary School Teachers”.

## **REVIEW OF LITERATURE**

Ranju B (2017) conducted a research work on “Professional Commitment of School Teachers in The State of Panjab.” The study was conducted on a sample of 200 school teachers teaching in schools in the state of Panjab. The sample was selected randomly from districts of Ludhiana and Hoshiarpur. Data was collected with the help of Professional Commitment Scale for Teachers (Kaur, Ranu, & Brar, 2013). The findings reveal that male and female school teachers differ significantly on professional commitment. Mostly school teachers have average level (fifty six percent) of professional commitment.

Shukla (2014) in his study accessed the school teacher’s satisfaction in work, commitment to profession and their competence in teaching. The product moment correlation and t-test was conducted for examination. The results showed very high positive correlation of primary school teachers’ commitment to profession and job satisfaction, whereas teaching competency and job satisfaction showed very low positive correlation and also professional commitment and teaching competency showed positive correlation at very low level. It is also mentioned that no significant difference found between different stages of teaching competencies of teachers with diverse levels of satisfaction in job. Any commitment of educators proved no significant difference indifferent level of job satisfaction.

## **OBJECTIVES**

- To find out the significant difference in Professional Commitment of Primary School Teachers with respect to (i) Gender (ii) Qualification (iii) Experience

## **HYPOTHESIS**

1. There is no significant difference in Professional Commitment of Male and Female Primary School Teachers.
2. There is no significant difference in Professional Commitment of Primary School Teachers with respect to their Qualification
3. There is no significant difference in Professional Commitment of Primary School Teachers with respect to their Experience

## RESEARCH METHODOLOGY

Normative Survey Method was used for the present study. A sample of 108 Primary School Teachers was selected in Coimbatore district by using Simple Random Sampling Technique.

## DESCRIPTION OF THE TOOL

The investigator constructed and standardized the tool for Professional Commitment with the help of the guide and the subject experts. The tool contains 40 items with 5-point Likert scale with Strongly Agree, Agree, Never, Disagree, Strongly Disagree. The reliability coefficient was calculated and it was found to be 0.95.

## STATISTICAL TECHNIQUE APPLIED

For analyze the data, the researcher used various descriptive statistics like Mean, Standard deviation and inferential statistics such as t-test and F-test (ANOVA) as statistical technique.

## DATA ANALYSIS

### HYPOTHESIS TESTING

**Ho 1: There is no significant difference between Professional Commitment of Male and Female Primary School Teachers**

**Table: 1 Significant Difference between Professional Commitment of Male and Female Primary School Teachers**

Variable	Category	N	Mean	SD	t-value	p - value	Remark
Gender	Male	27	177.41	8.362	1.22	0.22	NS
	Female	81	173.96	16.969			

(S-Significant, NS-Not Significant)

The above table reveals that the calculated t-value (1.22) is lesser than the table t-value (1.96) at 0.05 significant level. Hence, the formulated null hypothesis 1 is accepted and there is no significant difference between Professional Commitment of Male and Female teachers. Mean score shows that Professional Commitment of Male teachers are better than the Female teachers.

**Ho 2: There is no significant difference between Professional Commitment of Under graduate and Post graduate Primary School Teachers.**

**Table: 2 Significant Difference between Professional Commitment of Under graduate and Post graduate Primary School Teachers.**

Variable	Category	N	Mean	SD	t-value	p - value	Remark
Experience	UG	37	173.49	14.01	0.630	0.531	NS
	PG	71	175.37	15.98			

(S-Significant, NS-Not Significant)

The above table reveals that the calculated t-value (0.630) is lesser than the table t-value (1.96) at 0.05 significant level. Hence, the formulated null hypothesis 2 is accepted and there is no significant difference between Professional Commitment of UG and PG teachers. Mean score shows that Professional Commitment of PG level teachers are better than UG level teachers.

**Ho 3: There is no significant difference among Professional Commitment of Primary School Teachers with respect to their Experience**

**Table: 3 Significant Difference among Professional Commitment of Primary School Teachers with respect to their Experience**

Variable	Groups	Sum of squares	df	Mean square	F-value	Remark
Experience	Between groups	1685.502	2	842.751	3.789	S
	Within groups	23354.164	105	222.421		
	Total	25039.669	107			

(S-Significant, NS-Not Significant)

The above table reveals that the calculated F-value (3.78) is greater than the table value (3.09) at 0.05 significant level. Hence, the formulated null hypothesis 3 is rejected and there is a significant difference among Professional Commitment of teachers with respect to Experience.

**Table: 3.1 Post Hoc Test**

Experience			Mean Difference(I-J)	Sig	Remark
0-5yrs	5-10yrs	above 10yrs			
170.23	172.00		1.774	0.905	NS
170.23		178.84	8.617	0.04	S
	172.00	178.84	6.843	0.168	NS

**(S-Significant, NS-Not Significant)**

From the Table 3.1 it's observed that the Mean difference shows that there is a significant difference between the teachers have less than 5years of Experience and more than 10 years of Experience is 8.617 in Professional Commitment and it is significant at 0.05 level. And also, the other two combinations did not show any significant difference.Hence it is concluded that there is a significant difference between the Professional Commitment of teachers have less than 5years of Experience and more than 10 years of Experience and are the cause of significant result on ANOVA test.

### **FINDINGS**

- There is no significant difference between Professional Commitment of Male and Female teachers. Mean score shows that Professional Commitment of Male teachers are better than the Female teachers.
- There is no significant difference between Professional Commitment of UG and PG teachers. Mean score shows that Professional Commitment of PG level teachers are better than UG level teachers.
- There is a significant difference among Professional Commitment of teachers with respect to Experience. Mean difference shows that there is a significant difference between the teachers have less than 5 years of Experience and more than 10 years of Experience is 8.617 in Professional Commitment and it is significant at 0.05 level.

### **CONCLUSION**

The findings of this study shows that there is a significant difference among Professional Commitment of teachers with respect to Experience and the Mean value shows that the teachers have more than 10 years of experience are better than their counterparts. Also, Professional commitment of Male teachers are better than the Female teachers. Mean score shows that Professional Commitment of PG level teachers are better than UG level teachers. In this present situation teachers are required to keep up with the ever-changing Educational

requirements. They must strive to learn the higher order thinking skills that can help the learners to think critically to succeed in the age of information and communication technology. It is acknowledged and the professional qualities and commitment of teachers improve students' achievement. If the teachers acquire professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then the chain reaction can begin and starting with a sound teacher performance and culminating into high quality learning among increasingly more students in cognitive, affective and psychomotor domains of human development.

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