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PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS WORKING IN KASHMIR AND HIMACHAL PRADESH

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Abstract

The present study aims to find out professional commitment of secondary school teachers working in Kashmir and Himachal Pradesh regions. A sample of 200 secondary school teachers was selected by random sampling technique. Professional Commitment scale by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011) were administered to collect the data. Mean, S.D, and t-test were used to analyze the data. The findings revealed that teachers working in Kashmir were higher on professional commitment as compared to teachers of Himachal Pradesh region. Majority of the teachers working in Himachal Pradesh have average level of professional commitment. No significant difference has been found in professional commitment of teachers working in secondary schools of Kashmir and Himachal Pradesh.

Keywords: Professional commitment, Secondary school teachers

Introduction

Teachers are one of the most important pillars of society. Their role cannot be underestimated. Teachers are regarded as persons at the top of the educational pyramid in terms of academic and professional achievement. They help young people to become notable and contributing members in the society. Without strong teachers, no nation can progress. One cannot undervalue the value of teachers. They have a significant impact on the lives of young minds. Quality of any educational system depends on the commitment, competence, motivation and satisfaction of the teachers (Darling-Hammond, 2000). Teaching is considered as a challenging and demanding profession. They have to perform various roles. Firestone and Rosenblum (1988) had identified three dimensions of teaching commitment: a) organization, b) teaching profession and c) commitment to students. Commitment to organization is a socio-psychological bonding to an organization in which people give their loyalty to its values and goals. Teachers committed to the teaching career are dedicated and satisfied with their profession and are more likely to self-identity as educators. Professionally committed teachers go extra mile to ensure success of their students. They help children with their extracurricular activities, collaborate and are eager to work with parents, and effectively use class time. Aranya & Ferris (1984) defined Professional Commitment as "the relative strength of an individual's identification with involvement in one's profession; acceptance of its goals and willingness to exert effort on behalf of that profession". Teachers with high level of professional commitment are more dedicated and develop positive attitude among their students to achieve goals of teaching than low professionally committed teachers. Dave, (1998) explained "well-trained and effective teachers are those who are both competent as well as committed professional practitioners." He defined following five commitment areas of a teacher, i) Commitment to the learner, ii) Commitment to the society, iii) Commitment to the profession, iv) Commitment to achieve excellence, v) Commitment to basic human values. The secondary school teachers play pivotal role in the overall education process. Professional commitment improves teaching and is effective when it is implemented as a crucial part of a teacher's routine work.



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Review of Literature

Kaur and Ranu (2017) conducted a study on classroom management in relation to professional commitment of secondary school teachers from Amritsar and Ludhiana district of Punjab. The results revealed positive correlation between classroom management and professional commitment of the secondary school teachers. **Pan (2016)** investigated the professional commitment of teacher educators of self financed B.Ed. Colleges of West Bengal. Findings showed significant difference in the professional commitment of teacher educators on the basis of gender, age and teaching experience. No significant difference on professional commitment could be established on the basis of subject of teaching. **Gupta and Nain (2015)** studied professional commitment among teacher educators working in B.Ed. colleges of Haryana. Results showed significant difference in professional commitment and its dimensions among the teacher educators. Further, significant difference was found between science and arts stream teacher educators on professional commitment. **Butucha (2013)** investigated perception on professional commitment of beginning secondary school teachers' in Ethiopia. The findings revealed that male beginning teachers were high on affective professional commitment but low on normative and continuance professional commitment as compared to female teachers. On demographic variables such as age, gender and school type significant but trivial impact on the perception of male beginning secondary school teachers has been found. **Khanifar (2012)** analysed job satisfaction and professional commitment between staffs in Kermanshah. Positive relationship was found between job satisfaction and professional commitment.

Objectives of the study

- 1) To explore the level of professional commitment of teachers working in secondary schools of Kashmir and Himachal Pradesh.
- 2) To compare the professional commitment of teachers working in secondary schools of Kashmir and Himachal Pradesh.

Hypothesis

- 1) There is no significant difference between the mean scores of teachers working in secondary schools of Kashmir and Himachal Pradesh on Professional Commitment.

Methodology

The present study was descriptive and comparative in nature.

Sample

A sample of 200 school teachers (100 each from Kashmir and Himachal Pradesh regions) working in various secondary schools were randomly selected to carry out the investigation.

Tool Used

Professional commitment scale by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011) was used for data collection.

Statistical Treatment of Data

Mean, S.D and t-test were used to analyze the data.



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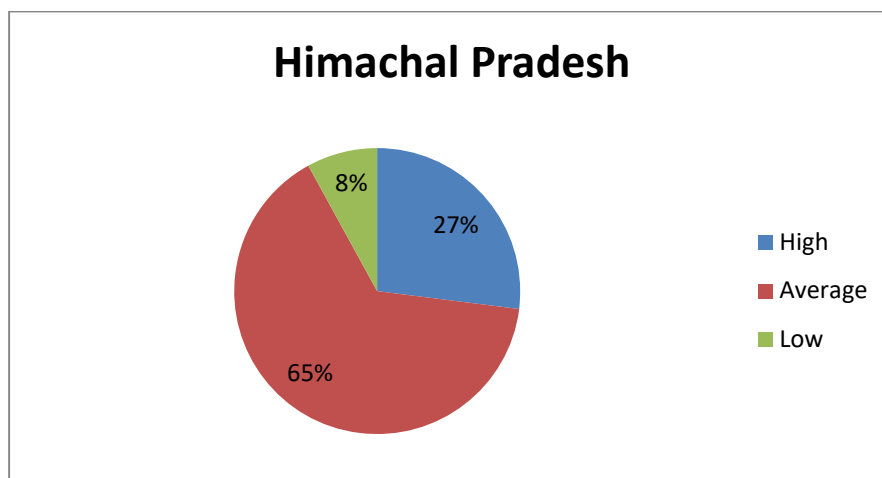
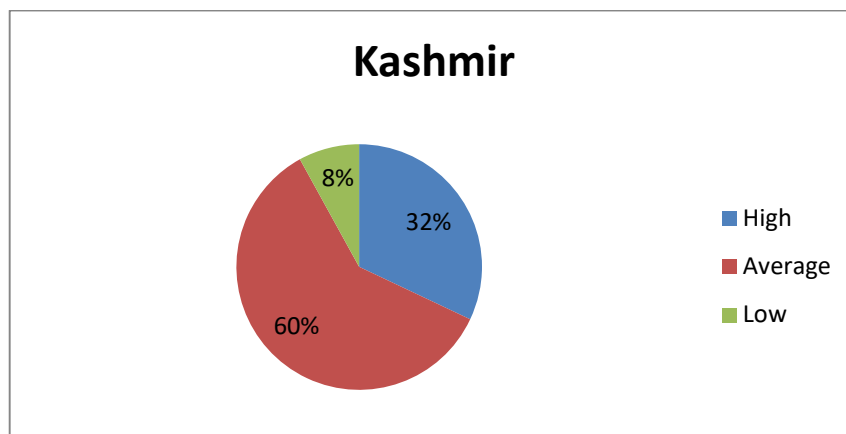
Analysis and Interpretation

The analysis is revealed in the following tables:

Table 1: Showing the percent-wise distribution of teachers working in secondary schools of Kashmir and Himachal Pradesh on various levels of Professional Commitment. (N= 100 Each).

Range of Scores	Levels of Professional Commitment	Kashmir		Himachal Pradesh	
		N	%age	N	%age
Above 189	High	32	32%	27	27%
158 – 188	Average	60	60%	65	65 %
Below 157	Low	8	8%	8	8 %

Fig.1 Levels of secondary school teachers



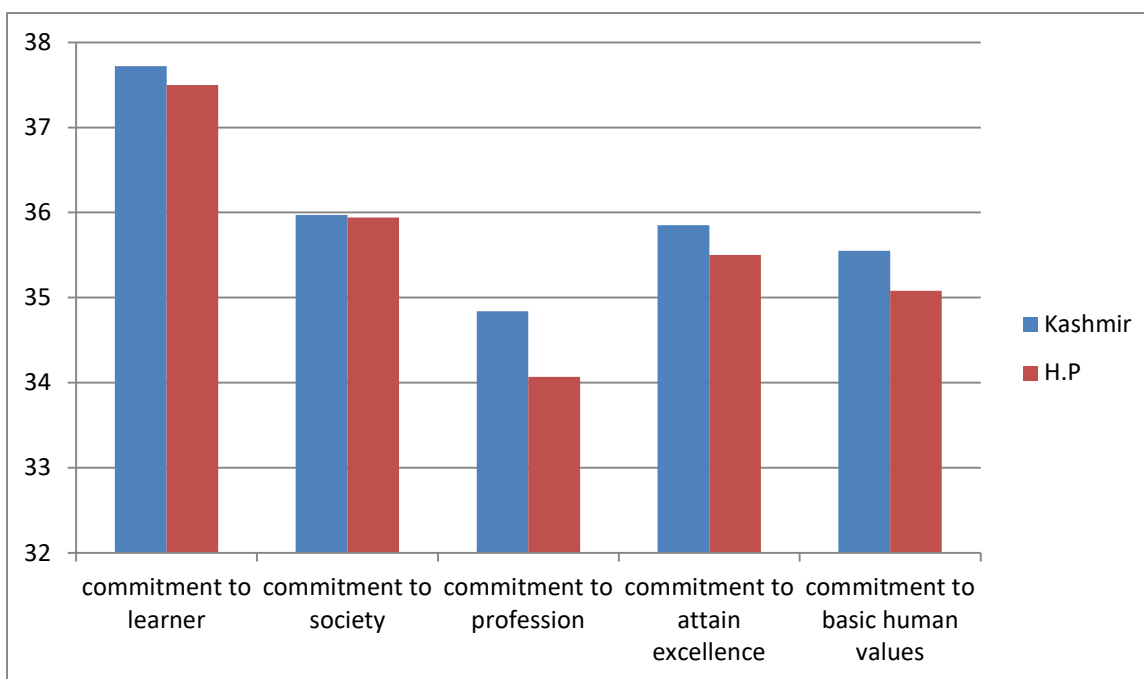


The data presented in Table No.1 (Fig.1) shows that that incase of Kashmir region, 32% teachers possess high level of commitment towards profession, while as, 60% teachers are reported with average level of professional commitment. The table further reveals that 8% teachers were seen to have a low level of professional commitment. Whereas, in case of teachers belonging to Himachal Pradesh region, the percent-wise distribution on each level of professional commitment was: 27% highly committed, 65% average commitment and 8% low professional commitment.

Table 2: Showing the significance of difference between the mean scores of teachers working in secondary schools of Kashmir and Himachal Pradesh on various dimensions of professional commitment. (N=100 Each)

Dimensions of Professional Commitment		Secondary School Teachers				‘t’-value
		Kashmir		Himachal Pradesh		
		Mean	S.D	Mean	S.D	
A	Commitment to Learner	37.72	4.18	37.5	3.98	0.39
B	Commitment to Society	35.97	4.19	35.94	4.31	0.05
C	Commitment to Profession	34.84	4.56	34.07	4.37	1.24
D	Commitment to attain Excellence	35.85	3.78	35.5	4.33	1.78
E	Commitment to basic human values	35.55	3.42	35.08	3.75	0.94
	Composite Scores	179.73	16.53	178.81	17.17	0.38

Fig. 2 Secondary school teachers



The results shown in table 2 (fig. 2) gives information about the mean comparison of secondary school teachers working in Kashmir and Himachal Pradesh on various dimensions of professional commitment. On the first dimension of professional commitment scale (**Commitment to learner**), the mean score in case teachers of Kashmir was found to be higher (M=37.72), than the mean score of teachers of Himachal Pradesh (M=37.5). The calculated "t" value has been



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observed to be 0.39 which failed to arrive at any level of significance. Coming to the second dimension (**Commitment to society**), the mean score of teachers belonging to Kashmir region is reported to be almost similar ($M=35.97$) when compared with the group of teachers of Himachal Pradesh region ($M=35.94$). The obtained “t” value was observed to be 0.05, which is not significant. With regard to third dimension (**Commitment towards Profession**) the teachers of Kashmir region are reported to have higher mean score ($M= 34.84$) as compared to the teachers of Himachal Pradesh region ($M=34.07$). The calculated “t” value came out to be 1.24 which failed to arrive at any level of significance. On the fourth dimension of professional commitment scale (**Commitment to attain excellence**) the mean score of teachers of Kashmir has been seen to be higher ($M= 35.85$) as compared to the teachers of Himachal Pradesh region ($M=35.5$). The obtained “t” value is observed to be 1.78, which is not significant at any level. Coming to the last dimension (**Commitment to basic human values**) of professional commitment scale, the mean score in case of school teachers of Kashmir was observed to be higher ($M=35.55$) as compared to teachers working in Himachal Pradesh ($M=34.08$). The calculated “t” value came out to be 0.94, which failed to arrive at any level of significance. While comparing on the composite scores of professional commitment scale, the mean score in case of teachers of Kashmir region is higher ($M=179.73$) than the mean score of teachers of Himachal Pradesh ($M=178.81$). The calculated “t” value is observed to be 0.38 which failed to arrive at any level of significance. In the light of the results reported above the hypothesis No.1 which reads as, “**There is no significant difference between the mean scores of Secondary School Teachers working in Kashmir and Himachal Pradesh.**” stands partially retained.

Conclusions

1. The Percent- wise distribution revealed that teachers working in secondary schools of Kashmir region exhibit a high level of professional commitment.
2. Majority of the teachers working in Himachal Pradesh possess average level of Professional commitment.
3. No significant mean difference was found between on professional commitment of teachers belonging to Kashmir and Himachal Pradesh.

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