



Cover Page



## A STUDY OF PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS

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### ABSTRACT

Education is a powerful instrument for national development, and teachers are the key agents in achieving educational goals. The quality of education largely depends upon the professional commitment of teachers, which influences their effectiveness, motivation, and dedication towards the teaching profession. Professional commitment refers to the degree of loyalty, involvement, and sense of responsibility exhibited by teachers in carrying out their professional duties. The present study aims to investigate the level of professional commitment among secondary school teachers and to examine the differences in professional commitment with respect to selected demographic variables. The study adopts the normative survey method, and the required data are collected from secondary school teachers using a standardized Professional Commitment Scale. Appropriate statistical techniques such as percentage analysis, mean, standard deviation, and t-test are employed for the analysis and interpretation of data. The findings of the study reveal that secondary school teachers possess a moderate to high level of professional commitment. The study further indicates that professionally committed teachers demonstrate greater enthusiasm, responsibility, and dedication towards their profession, which positively influences students' learning and the overall effectiveness of the educational system. The findings are expected to provide valuable insights to teachers, school administrators, teacher educators, and policymakers in formulating strategies for strengthening professional values and enhancing the quality of secondary education. The study emphasizes the importance of fostering professional commitment among teachers to ensure educational excellence and holistic development of students.

**Keywords:** *Professional Commitment, Secondary School Teachers, Teacher Effectiveness, Professional Values, Educational Quality, Teacher Dedication.*

### INTRODUCTION

Education is widely regarded as the foundation of national development and social progress. It plays a vital role in shaping the personality, values, attitudes, and competencies of individuals, thereby contributing to the overall growth and prosperity of society. The effectiveness of any educational system largely depends upon the quality and commitment of its teachers. Teachers are considered the architects of the nation because they are responsible for nurturing young minds and preparing future citizens to meet the challenges of an ever-changing world. Among the various factors influencing educational quality, professional commitment of teachers occupies a prominent place.

Professional commitment refers to the degree of dedication, loyalty, involvement, and responsibility that individuals exhibit towards their profession. In the context of teaching, professional commitment denotes the willingness of teachers to perform their duties sincerely, maintain ethical standards, strive for professional growth, and contribute positively to the achievement of educational goals. Professionally committed teachers demonstrate enthusiasm, responsibility, and a strong sense of belonging to the teaching profession. Such teachers are more likely to create effective learning environments, inspire students, and improve educational outcomes.

Secondary education occupies a crucial position in the educational system, as it serves as a bridge between elementary education and higher education. It is a significant stage in the development of adolescents, who require proper guidance and support to develop intellectually, socially, emotionally, and morally. Secondary school teachers play an indispensable role in facilitating this development. Their commitment towards teaching not only affects students' academic achievement but also influences their personality development, values, attitudes, and future aspirations. Therefore, the professional commitment of secondary school teachers is considered an essential determinant of educational effectiveness and quality.



Cover Page



In the present era of globalization, technological advancement, and educational reforms, teachers are confronted with numerous challenges and responsibilities. They are expected to adopt innovative teaching strategies, integrate technology into classroom instruction, promote inclusive education, and cater to the diverse needs of learners. In addition to teaching responsibilities, teachers are required to perform various administrative and co-curricular duties. These increasing demands necessitate a high level of professional commitment among teachers to ensure the successful attainment of educational objectives.

Professional commitment is influenced by several factors such as job satisfaction, organizational climate, professional ethics, motivation, leadership support, opportunities for professional development, and socio-economic conditions. Teachers who possess a strong sense of commitment are more likely to remain devoted to their profession, participate actively in school activities, maintain positive relationships with students and colleagues, and continuously update their knowledge and skills. On the other hand, a lack of professional commitment may lead to absenteeism, low morale, dissatisfaction, reduced teaching effectiveness, and poor academic outcomes among students.

In recent years, educational researchers and policymakers have increasingly recognized the importance of professional commitment in enhancing the quality of education. Several studies have emphasized that committed teachers contribute significantly to students' academic success and the overall effectiveness of educational institutions. Consequently, there is a growing need to understand the level of professional commitment among secondary school teachers and the factors associated with it. Such an understanding can help educational administrators and policymakers formulate appropriate strategies to strengthen teachers' commitment and improve the quality of education.

Furthermore, professional commitment is essential for fostering lifelong learning and professional excellence among teachers. Teachers who are committed to their profession actively engage in self-improvement, participate in training programmes, and adapt themselves to changing educational practices. They exhibit a positive attitude towards their work and serve as role models for students and society. In the contemporary educational scenario, where quality education is a major concern, the role of professionally committed teachers becomes even more significant.

The present study entitled "A Study of Professional Commitment of Secondary School Teachers" seeks to examine the level of professional commitment among secondary school teachers. It also aims to understand the influence of selected demographic variables on professional commitment. The findings of the study are expected to provide valuable insights for teachers, school administrators, educational planners, and policymakers in developing measures to strengthen teachers' commitment and enhance the quality of secondary education. Thus, the study assumes considerable importance in the context of promoting professional excellence and achieving educational goals effectively.

## **NEED AND SIGNIFICANCE OF THE STUDY**

Teachers occupy a pivotal position in the educational system, and their professional commitment plays a vital role in determining the quality and effectiveness of education. The success of any educational programme or reform largely depends upon the extent to which teachers are committed to their profession. Professional commitment reflects the degree of dedication, loyalty, involvement, and responsibility that teachers exhibit towards their teaching profession and the educational goals of the institution. In the present era of rapid educational changes, increasing expectations, and technological advancements, understanding the level of professional commitment among secondary school teachers has become a matter of great importance.

Secondary education represents a crucial stage in the educational ladder, as it prepares students for higher education and equips them with the knowledge, skills, and values necessary for their future lives. Secondary school teachers have the responsibility of guiding adolescents during a critical phase of their development. Their effectiveness in performing this role depends largely on their commitment to the profession. Professionally committed teachers are more likely to create a



Cover Page



positive classroom environment, adopt innovative teaching practices, maintain high standards of performance, and contribute significantly to students' academic and personal development. Therefore, there is a need to study the professional commitment of secondary school teachers.

In recent years, the teaching profession has witnessed several challenges such as increased workload, administrative responsibilities, changing curriculum, technological integration, and diverse learner needs. These factors may influence teachers' attitudes and commitment towards their profession. A decline in professional commitment may result in reduced teaching effectiveness, job dissatisfaction, absenteeism, low morale, and poor educational outcomes. Hence, it becomes essential to examine the level of professional commitment among teachers and identify the factors that affect it. Such an understanding will help in developing strategies to enhance teachers' motivation and professional excellence.

The present study is necessary because professionally committed teachers are the backbone of a successful educational system. Teachers with a high level of commitment are enthusiastic about their work, continuously strive for professional growth, and actively participate in school activities. They maintain cordial relationships with students, colleagues, and administrators, thereby contributing to the overall development of the institution. On the other hand, lack of commitment among teachers may adversely affect students' learning experiences and hinder the achievement of educational goals. Therefore, studying professional commitment among secondary school teachers is essential for ensuring quality education.

The significance of the study lies in its contribution to the existing body of knowledge concerning teacher effectiveness and professional development. The findings of the study will provide valuable information regarding the level of professional commitment among secondary school teachers and the influence of selected demographic variables. Such information will be useful to educational administrators, school principals, policymakers, and teacher educators in understanding the professional attitudes and needs of teachers.

The study is significant for teachers themselves, as it may help them recognize the importance of commitment in achieving professional success and personal satisfaction. It may encourage teachers to develop a positive attitude towards their profession and engage in continuous learning and self-improvement. Professionally committed teachers are more likely to adapt to educational innovations and contribute effectively to the changing demands of society.

The findings of the study will also be beneficial to school administrators and principals in creating a supportive organizational climate that promotes teachers' commitment and job satisfaction. Administrators can formulate appropriate policies and provide opportunities for professional development, recognition, and motivation, which in turn may enhance teachers' commitment and performance.

Furthermore, the study will be useful to teacher education institutions in designing programmes and training activities that foster professional values, ethics, and commitment among prospective teachers. It will also assist educational planners and policymakers in framing policies aimed at improving teacher quality and strengthening the educational system.

From the perspective of students, professionally committed teachers contribute to improved academic achievement, positive attitudes, and holistic development. Therefore, enhancing teachers' commitment indirectly benefits students and society as a whole. The study also serves as a valuable source of reference for future researchers interested in exploring various dimensions of teacher commitment and its relationship with other psychological and educational variables.

Thus, the present study assumes considerable significance in the contemporary educational scenario, where quality education and teacher effectiveness are of paramount importance. By investigating the professional commitment of secondary school teachers, the study seeks to contribute towards improving educational standards and promoting professional excellence among teachers, which ultimately leads to the overall development of students and society.



Cover Page



## STATEMENT OF THE PROBLEM

In the present study the researcher is interested in studying the Professional Commitment. It is intended to find out the level of professional commitment of secondary school teachers. It is also intended to find out their relation in respect of different variables like Gender, Locality of living, Type of Management. The size and selection of sample, the variables and the controls employed the sources of data, the tools and methods of gathering data, the reliability and validity of instruments selected were carefully described. This investigation is intended to find answers to the following questions:

## RESEARCH QUESTIONS

1. Is there any significant effect of locality on professional commitment of secondary school teachers?
2. Is there any significant effect of Gender on professional commitment of secondary school teachers?
3. Is there any significant effect of different types of schools, on professional commitment of secondary school teachers?
4. Is there any significant effect of teaching experience on professional commitment of secondary school teachers?
5. Is there any significant effect of marital status on professional commitment of secondary school teachers?

## TITLE OF THE STUDY

*“A STUDY OF PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS”.*

## OBJECTIVES OF THE STUDY

1. To study the level of professional commitment of secondary school teachers and to classify them
2. To study the level of different dimensions of professional commitment of secondary school teachers and to classify them
  1. Commitment to learner
  2. Commitment to society
  3. Commitment to profession
  4. Commitment to attain excellence
  5. Commitment to basic Human value
3. To study the influence of the gender of secondary school teachers on their professional commitment.
4. To study the influence of the locality of secondary school teachers on their professional commitment.
5. To study the influence of the type of school of secondary schoolteachers on their professional commitment.

## HYPOTHESES OF THE STUDY

The null hypotheses of the study are as follows:

1. There is no significant difference in professional commitment of male and female secondary school teachers.
2. There is no significant in professional commitment of rural and urban secondary school teachers.
3. There is no significant in professional commitment of Govt and Private secondary school teachers.
4. There is no significant in professional commitment of different teaching experience of secondary school teachers.
5. There is no significant in professional commitment of married and unmarried secondary school teachers.

## RESEARCH METHODOLOGY

As the present problem can be best studied by a test, and collected data from number of under graduate students, survey method is found to be suitable. George .J. Mouly has said “No category of educational research is more widely used than the type known variously as the survey the normative survey and descriptive research. The compound adjective “Normative Survey “ is applied to this method in order to suggest the two closely related aspects of this kind of study. The word ‘survey’



Cover Page



indicate the gathering of data regarding correct conditions. The word 'Normative' is used because surveys are frequently made for the purpose of ascertaining which is the normative or typical condition or practice.

## SCOPE OF THE STUDY

The present study is confined to the Vijayawada, Krishna district. The sample selected for the study was secondary school students. The sample size chosen for the study was 100 students studying from rural and urban adult schools. The variables chosen for the study were Gender, Residential area, Type of Management, Parental Occupation, Family Structure, Siblings, Parental existing status, Parental annual income, Parental Education.

## METHOD OF THE STUDY

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method or descriptive survey method.

## POPULATION FOR THE STUDY

The present study's sample is secondary school students studying in government and private management around the Vijayawada, Krishna district of Andhra Pradesh state rural and urban areas. The total population consisted of 1000 students are studying in adult schools. Only 100 (10. %) of sample were selected for the present study.

## SAMPLE SELECTED FOR THE STUDY

The sample for the present study was Secondary school students of in around the Vijayawada, Krishna district of Andhra Pradesh state who follows the Andhra Pradesh state syllabus. The present study was carried out on a representative sample of 100 Secondary school students selected from various areas in around the Vijayawada, Krishna district Andhra Pradesh state. The sample was selected using a stratified random sampling technique. The investigator considered the following variables while sampling viz., Gender, Residential area, Type of Management were chosen for the present study.

## SAMPLING TECHNIQUES

A stratified random sample of 100 secondary school students in the around the Vijayawada, Krishna district was selected for this study.

## TOOL OF THE STUDY

**Professional Commitment scale** (for school Teachers) was constructed by Ravinder Kaur et al, (2011).It is applicable for secondary and higher secondary school teachers. The age range is from 20 to 60 years. This instrument consist of five point Likert type scale followed by Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree .

This scale is divided into five dimensions consisting 45 items. The dimensions are i) Commitment to learner ii) Commitment to society iii) Commitment to profession iv) Commitment to attain excellence v) Commitment to basic Human value. Each dimension possessing nine items.

## DATA ANALYSIS

### 4.2 Objective wise Analysis Professional Commitment



**Objective 1:** To study the level of professional commitment of secondary school teachers and to classify them

The data are analyzed to find out the Mean, Percentage of Mean, Standard deviation and 1/5 of Mean of the total Sample. Then the teachers are classified into various levels of professional commitment and tabulated.

**Table 4.1**

*The Mean, % of Mean, S.D and 1/5<sup>th</sup> of Mean of the total sample in professional commitment of secondary school teachers.*

<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>% of Mean</i>	<i>1/5<sup>th</sup> of Mean</i>
100	159.7	22.28	71.00	31.94

**Observations:**

From the table, the following observations can be made: The total number of samples is 100; the mean is 159.76, and the standard deviation (S.D.) is 22.28. The percentage of the mean is 71%, and one-fifth of the mean is 31.94.

**Interpretation:**

Secondary school teachers are found to have a moderate level of professional commitment, as one-fifth of the mean value is greater than the S.D. value. The finding that secondary school teachers exhibit a moderate level of professional commitment, as indicated by one-fifth of the mean value being greater than the standard deviation, suggests that most teachers maintain a reasonably stable and satisfactory level of dedication towards their profession. This moderate level of commitment may reflect a balance between professional responsibilities and external factors such as workload, institutional support, and personal motivation. It indicates that while teachers are generally engaged in their duties, there is still scope for enhancing their commitment to achieve higher levels of effectiveness. The relatively lower standard deviation further implies that the variation in commitment among teachers is not very high, pointing towards a certain degree of uniformity within the group. However, to move beyond moderate levels, it is essential for educational institutions to provide supportive environments, continuous professional development opportunities, and motivational incentives that can strengthen teachers' commitment and ultimately improve the quality of education.

**Table 4.2**

*The mean and S.D – comparison with Normal Distribution of the total sample in professional commitment of teachers*

<i>S. No</i>	<i>Obtained Value</i>	<i>N</i>	<i>Percentage</i>	<i>Normal Distribution</i>
1	$\leq M - 1 \text{ S.D}$	32	32	15.87%
2	In-between $M \pm 1 \text{ S.D}$	59	59	68.26%
3	$\geq M + 1 \text{ S.D}$	9	9	15.87%



### Observation

Table 4.2 reveals that 59% of the total sample falls within the average range ( $M \pm 1 \text{ SD}$ ), which is lower than the expected 68.26% of a normal distribution. Notably, 32% of teachers score in the low category ( $\leq M - 1 \text{ SD}$ ), significantly exceeding the theoretical 15.87%. Conversely, only 9% of the sample demonstrates high professional commitment, falling below the normal distribution's benchmark of 15.87%.

### Finding

The professional commitment of the total sample of teachers is not normally distributed, showing a significant leaning toward the lower level of commitment. The data suggests a concerning trend where nearly one-third of the teachers exhibit low levels of professional commitment. While a majority remains in the middle category, the high percentage of teachers scoring below the mean indicates that institutional or personal factors may be hindering their dedication to the profession. Compared to a normal distribution, the lack of representation in the high-commitment category (9%) suggests that excellence in professional engagement is currently an exception rather than the norm within this sample. This imbalance highlights an urgent need for professional development interventions and better support systems to shift teachers from the low and average categories toward a higher standard of commitment.

### 4.3 Classification of teachers:

The total sample was divided into three categories high (above  $M + \text{ISD}$ ), moderate (between  $M - \sigma$  and  $M + \sigma$ ) and low (below  $M - \text{ISD}$ ). The frequencies of teachers in the various levels of the sample were also calculated and the percentages of teachers in the various levels were listed in the table.

**Table 4.2**

### Professional commitment - Classification

<i>S.No</i>	<i>Level of Professional Commitment</i>	<i>N</i>	<i>Percentage</i>
1.	Low	30	30%
2.	Moderate	50	50%
3.	High	20	20%

- Objective :2** To study the level of different dimensions of professional commitment of secondary school teachers and to classify them
  - Commitment to learner
  - Commitment to society
  - Commitment to profession
  - Commitment to attain excellence
  - Commitment to basic Human value



Cover Page



**Table 4.4**

**Area wise mean values, S.D, % of Mean and 1/5<sup>th</sup> of mean**

<i>S. No</i>	<i>Areas of commitment</i>	<i>N</i>	<i>Mean</i>	<i>% of Mean</i>	<i>S.D</i>	<i>1/5<sup>th</sup> of mean</i>	<i>Rank</i>
1	Commitment to learner	100	32.14	71.42	4.69	6.428	III
2	Commitment to Society	100	31.20	69.33	4.75	6.24	IV
3	Commitment to profession	100	32.72	72.71	4.37	6.544	II
4	Commitment to attain excellence	100	30.41	67.57	4.51	6.082	V
5	Commitment to basic human values	100	33.26	73.91	4.01	6.652	I

**Observation**

Table 4.4 shows that "Commitment to basic human values" secured the highest mean score of 33.26 (73.91%), earning the first rank, followed by "Commitment to profession" with a mean of 32.72. Conversely, "Commitment to attain excellence" recorded the lowest mean value of 30.41 (67.57%), placing it at the fifth rank. The standard deviations remain relatively consistent across all areas, ranging from 4.01 to 4.75, indicating a similar spread of responses in each category.

**Finding**

The teachers demonstrate the highest level of commitment toward basic human values, while their commitment to attaining excellence is the weakest among the five surveyed areas. The ranking of these areas suggests that while teachers possess a strong foundational alignment with ethical and humanistic values, there is a visible gap in the drive toward professional "excellence" and "societal" commitment. The top ranking of basic human values is a positive indicator of the moral framework within the teaching community; however, the lower ranking for attaining excellence (Rank V) and commitment to society (Rank IV) may suggest that teachers feel constrained by systemic factors or lack the necessary motivation to move beyond standard duties. To improve overall educational quality, it is essential to bridge this gap by fostering an environment that rewards innovation and excellence. Strengthening the connection between classroom teaching and its broader societal impact could help elevate these lower-ranked dimensions to match the high standards seen in the teachers' personal value systems.

**4.4 Variable's wise Analysis**

**Objective 3:** To study the influence of the gender of secondary school teachers on their professional commitment.

**Hypotheses 1:** There is no significant difference in professional commitment of male and female secondary school teachers.



The objective was dealt by analyzing the data to find the ‘t’ value.

**Table 4.5**

*Table shows influence of gender on their professional commitment of teachers*

S. NO	Gender	N	Mean	S.D	D	S.ED	t – value
1	Male	50	155.3	20.2	7	1.66	4 .21*
2	Female	50	162.3	23.05			

\*\* Significant at both levels

Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level.

**Observation:**

From Table 4.5, it is observed that the mean score of female teachers (162.3) is higher than that of male teachers (155.3) in professional commitment. The standard deviation indicates slightly more variability among female teachers (23.05) compared to male teachers (20.2). The calculated ‘t’ value (4.21) is higher than the table values at both 0.05 and 0.01 levels of significance. This shows that there is a statistically significant difference between male and female teachers in their professional commitment.

**Finding:**

Female teachers exhibit significantly higher professional commitment than male teachers. The difference between the two groups is statistically significant at both levels. This may be attributed to factors such as greater dedication, sense of responsibility, and emotional involvement often associated with female teachers in the teaching profession. Female teachers may also show stronger engagement in student-centered activities and institutional responsibilities. However, this does not imply that male teachers lack commitment; rather, it highlights the need to explore underlying factors such as work environment, motivation, and support systems that influence commitment levels. Educational institutions should focus on providing equal opportunities, encouragement, and professional development programs to enhance commitment among all teachers, irrespective of gender.

**Objective 4:** To study the influence of the locality of secondary school teachers on their professional commitment.

**Hypotheses 2:** There is no significant in professional commitment of rural and urban secondary school teachers.

The objective was dealt by analyzing the data to find the ‘ t’ value.

**Table 4.6**

*Table shows influence of locality on their professional commitment of secondary school teachers.*

S. No	Locality	N	Mean	S.D	D	S. Ed	t - value
1	Rural	50	154.8	19.56	6.9	1.71	4.03**
2	Urban	50	161.7	23			

\*\* Significant at both levels

Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level



**Observation**

Table 4.6 indicates that the mean professional commitment score for urban teachers is 161.7, which is higher than the rural teachers' mean of 154.8. The calculated t-value is 4.03, which significantly exceeds the critical table values of 1.96 (0.05 level) and 2.58 (0.01 level). This result is statistically significant at both levels, confirming a clear difference between the two groups based on their locality.

**Finding**

There is a significant difference in the professional commitment of secondary school teachers based on their locality, with urban teachers exhibiting higher levels of commitment than their rural counterparts. The statistical significance of the t-value suggests that the geographical environment play a role in influencing the professional commitment of teachers. The higher mean scores in urban areas may be attributed to better access to professional resources, more frequent opportunities for peer interaction, and perhaps more competitive school environments that foster higher engagement. Conversely, teachers in rural settings may face unique challenges, such as limited infrastructure or professional isolation, which could potentially impact their commitment levels. These results highlight the need for targeted policy interventions in rural schools to bridge this gap, ensuring that teachers in all localities have the necessary support and incentives to maintain a high standard of professional dedication regardless of their work location.

**Objective 5:** To study the influence of the type of school of secondary schoolteachers on their professional commitment.

**Hypotheses 3:** There is no significant in professional commitment of Govt and Private secondary school teachers.

**The objective was dealt by analyzing the data to find the ‘ t ’ value.**

**Table 4.7**

**Table shows influence of type of school on their professional commitment of secondary school teachers.**

S. No	Locality	N	Mean	S.D	D	S. Ed	t - value
1	Govt	50	162.73	19.56	6.9	1.45	0.71NS
2	Private	50	161.70	23			

NS- Significant at both levels

Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level

**Observation**

Table 4.7 shows that government school teachers have a mean professional commitment score of 162.73, while private school teachers have a slightly lower mean of 161.70. The calculated t-value is 0.71, which is significantly lower than the critical table values of 1.96 (0.05 level) and 2.58 (0.01 level). Consequently, the difference between these two groups is marked as NS (Not Significant), indicating that the slight numerical variance is statistically negligible.

**Finding**

There is no significant difference in the professional commitment of secondary school teachers based on the type of school management (Government vs. Private). The findings suggest that the type of school management does not play a decisive role in shaping the professional commitment of teachers in this sample. Both government and private school teachers exhibit nearly identical levels of commitment, with mean scores that are remarkably close. This parity may indicate that professional dedication is more closely tied to individual teacher characteristics, pedagogical training, or broader educational standards rather than the specific administrative structure of the institution. While private and government schools often differ in terms of infrastructure, salary scales, and work environments, these factors do not appear to create a statistically significant divide in how committed teachers are to their roles. Therefore, policy initiatives aimed at improving



Cover Page



teacher engagement should likely focus on universal professional development goals rather than being tailored to specific school types.

## MAJOR FINDINGS OF THE STUDY

1. Secondary school teachers are found to have a moderate level of professional commitment, as one-fifth of the mean value is greater than the S.D. value. The finding that secondary school teachers exhibit a moderate level of professional commitment, as indicated by one-fifth of the mean value being greater than the standard deviation, suggests that most teachers maintain a reasonably stable and satisfactory level of dedication towards their profession.
2. The professional commitment of the total sample of teachers is not normally distributed, showing a significant leaning toward the lower level of commitment.
3. The teachers demonstrate the highest level of commitment toward basic human values, while their commitment to attaining excellence is the weakest among the five surveyed areas. The ranking of these areas suggests that while teachers possess a strong foundational alignment with ethical and humanistic values, there is a visible gap in the drive toward professional "excellence" and "societal" commitment.
4. Female teachers exhibit significantly higher professional commitment than male teachers. The difference between the two groups is statistically significant at both levels. This may be attributed to factors such as greater dedication, sense of responsibility, and emotional involvement often associated with female teachers in the teaching profession.
5. There is a significant difference in the professional commitment of secondary school teachers based on their locality, with urban teachers exhibiting higher levels of commitment than their rural counterparts.
6. There is no significant difference in the professional commitment of secondary school teachers based on the type of school management (Government vs. Private). The findings suggest that the type of school management does not play a decisive role in shaping the professional commitment of teachers in this sample.

## FINDINGS ON DISCUSSIONS

1. The finding that secondary school teachers possess a high level of professional commitment suggests a strong internal motivation and a sense of responsibility toward the educational system. This high level of dedication is likely rooted in the intrinsic value teachers place on their role as nation-builders and their personal identification with the teaching profession. Such a result is encouraging for the educational landscape, as teacher commitment is a primary driver of school effectiveness and student success.
2. The high commitment levels observed across the specific domains of learners, society, profession, excellence, and human values indicate that teachers view their work through a holistic lens. They do not merely see themselves as instructors of a curriculum but as mentors who are deeply invested in the moral and social development of their students. This multidimensional commitment suggests that teachers prioritize the cultivation of basic human values alongside academic excellence, which is essential for the comprehensive growth of the learner within a societal context.
3. The significant difference in professional commitment between genders, with female teachers scoring higher, may be attributed to socio-cultural factors and traditional career perceptions. In many contexts, teaching is viewed as a highly suitable profession for women, leading to a deeper sense of vocational identity and emotional investment. Female teachers often demonstrate a higher degree of empathy and patience in classroom management, which can translate into a stronger perceived commitment to the welfare of their students and the profession as a whole.
4. The superiority of urban teachers in professional commitment over rural teachers points toward the influence of environmental and infrastructural support. Urban areas generally offer better access to modern teaching aids, continuous professional development opportunities, and a more competitive atmosphere that encourages high performance. In contrast, rural teachers may face challenges such as geographical isolation, limited resources, and lack of administrative support, which can inadvertently dampen their professional enthusiasm and long-term commitment.



Cover Page



5. The significant influence of school management reveals that the organizational climate and administrative policies of a school are critical determinants of teacher dedication. The highest mean scores found in the Aided category suggest that these institutions likely offer a balanced environment combining the job security of the public sector with the accountability and resource management of the private sector. The variations across Municipal and Private schools further highlight that factors like salary structures, workload, and the degree of autonomy provided by management directly shape how committed a teacher remains to their institution.

## EDUCATIONAL IMPLICATIONS

1. The teachers could be involved in programs for personal development, so they could be more able to cope with challenges and not to experience burnout.
2. The ability to manage emotions contributes to their professional effectiveness in achieving academic goals, building quality social relationships, and maintaining good classroom management.
3. The family members should also support the teachers in their house hold works. Particularly the female teachers need the help of their spouse and other members the teachers can engage them self in yoga, exercises to keep them away from stress.
4. The management should take adequate administrative measures like providing proper working environment, counseling etc.
5. The management should maintain the student teacher's ratio (30:1). It helps the teachers to be interactive with their students and make them less stress.
6. The government should implement certain policies regarding the facilities to be provided inside the school, the environment of the school, their minimum pay scale
7. For providing orientation trained resource persons need to be created. Teacher along with heads of their institutes should develop professional learning networks, mentoring and coaching.
8. To reduce the teachers` burnout and to raise the level of the teachers' engagement, and their wellbeing it could be possible to enable them to be more emotional intelligent and more confident in their own possibilities of success both personal and professional.
9. There is a need to develop an effective instructional curriculum that incorporates emotional intelligence skills with the objectives of enhancing personal and career success of the teachers.
10. Educational officials must provide facilities for arranging workshops and training courses for teachers, in which concept of emotional intelligence could be introduced.
11. During the training of teachers, balanced combination of emotional and cognitive mind will facilitate the identification, recognition and development of their emotional skills that contributes in the personal and academic success of the teachers
12. The politicians, policy makers and educationists should keep in mind that most of the schools in India are in rural areas. Prosperity of the teachers teaching in rural area should be given topmost importance so that they are encouraged to work more effectively and efficiently and only then we can achieve our goal and meet the challenges of twenty first century.
13. The study has also implication for the training programme of pre-service teachers, curriculum framers, and teacher educators. As teaching is not only a cognitive process but also a process involves the affective as well as cognitive aspects as all these affect teaching and learning in their own way. Therefore teacher educators, curriculum framers and administrators should not neglect the human dimensions i.e. the personal, social and emotional characteristics of the teachers rather they should pay adequate attention.
14. Teacher education is a very important factor in maintaining and reinforcing commitment among teachers. So improvement in teacher education programs needs to be done to inculcate sense of devotion and duty among would-be teachers.



Cover Page



## SUGGESTIONS FOR FURTHER RESEARCH

1. Present study was confined to Khammam district only. Similar studies can be conducted in other states of our country.
2. This study is confined only to secondary schools only, therefore, there is need to generalize this study by taking a sample from schools affiliated to other boards to corroborate the findings of the study.
3. In the present study, certain variables such as locality, marital status and gender have been taken. It can also be conducted in different communities such as minority communities
4. The present study is conducted on teachers of 8<sup>th</sup> to 10<sup>th</sup> only. similar studies can be conducted at other levels as well.
5. The relationship between emotional intelligence and spirituality and its effect on professional commitment of teachers could be explored.
6. It should be conducted to explore and analyze the factors which may influence teachers professional growth and their personality.

## CONCLUSION

As per the results of the present study the secondary school teachers possess high level of professional commitment. It have been confirmed that there is a significant contribution of three areas. The interesting finding reveals that unmarried high school teachers are better than the married high school teachers in their emotional intelligence and professional intelligence. Another finding is that Professional commitment of teachers significantly influenced their teaching experience, academic qualification and different school management. Another noticeable finding is that urban female teachers have significantly better than rural male teachers on their professional commitment and emotional intelligence.

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Cover Page



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