

PROFESSIONAL COMMITMENT AMONG MATRICULATION SCHOOL TEACHERS

* M. Irudhaya Mary

** Dr. P. Annaraja

ABSTRACT

This research article is based on the study conducted among the Matriculation School Teachers in Thiruvallur Educational District. The Survey Method was adopted in this study to collect the data. The sample consisted of 250 teachers working in Matriculation Schools of whom 120 are male and 130 are female. The 't' test, 'F' and " χ^2 " were used to analyze the data. The findings revealed that there is no significant difference between male and female teachers in their professional commitment.

INTRODUCTION

Professional commitment can be viewed as contributing the best effort towards the profession for the growth and development of oneself and of the institution and never be complacent about it. The teachers who are the pillars of the society commit themselves towards their teaching profession without counting the cost. Teachers whole heartedly commit themselves towards the growth and development of the learners under their care. Swami Vivekananda states "Education is a divine perfection that already exists in men", and the teachers with all their dedication enable the students to explore and find the divine perfection as individuals. When seeking that knowledge which transcends as the learners grow and develop into effective citizens the teachers' involvement in this process is a remarkable one.

SIGNIFICANCE OF THE STUDY

Professional commitment goes beyond transmitting the knowledge from the teachers. It's the teachers from the Vedic era to the present time who have been an effective instrument in moulding the students as efficient future leaders of the society in

*Research Scholar, St. Xavier's College of Education, Palayamkottai.

**Research Guide, St. Xavier's College of Education, Palayamkottai.

various fields such as education, medical science, technology, commerce, business etc. Research studies have proved that commitment decides the criterion towards success. Professional commitment of teachers towards the learners as guru, friend, guide and philosopher brings out the all-round development of the personality of the learners along with the knowledge. Thus it is the commitment of the teachers towards their profession and towards the learners that decides the future of the society. In Tamil Nadu matriculation schools have increased rapidly in the recent decades. These schools are not aided by the government. In this regard the investigator has taken up the study on Professional Commitment of Matriculation School Teachers.

OBJECTIVES OF THE STUDY

1. To find out the level of professional commitment of matriculation school teachers with respect to gender.
2. To study the significant difference between male and female matriculation school teachers in their professional commitment and its dimensions.
3. To study the significant difference between rural and urban matriculation school teachers in their professional commitment and its dimensions.
4. To study the significant difference among primary, secondary and higher secondary matriculation school teachers in their professional commitment.
5. To study the significant association between monthly income of the matriculation school teachers and their professional commitment and its dimensions.

NULL HYPOTHESES

1. There is no significant difference between male and female matriculation school teachers in their professional commitment and its dimensions.
2. There is no significant difference between rural and urban matriculation school teachers in their professional commitment and its dimensions.
3. There is no significant difference among primary, secondary and higher secondary matriculation school teachers in their professional commitment.
4. There is no significant association between the monthly income of the matriculation school teachers and their professional commitment and its dimensions.

METHOD USED FOR THE STUDY

In order to achieve the objectives of the study the survey method was used.

SAMPLE FOR THE STUDY

Stratified random sampling technique was used to collect the data. The sample consisted of 250 teachers of whom 120 are male and 130 are female matriculation school teachers in Thiruvallur Educational District.

TOOL USED IN THE PRESENT STUDY

The investigator has used the Professional Commitment of Teachers Inventory prepared and validated by the investigator.

PROCEDURE

Professional Commitment of Teachers Inventory prepared and validated by the investigator was administered on 120 male matriculation school teachers and on 130 female matriculation school teachers.

STATISTICAL TECHNIQUES

To test the hypotheses 't', 'F' and χ^2 tests were used.

Table 1

LEVEL OF PROFESSIONAL COMMITMENT AND ITS DIMENSIONS OF MATRICULATION SCHOOL TEACHERS WITH RESPECT TO GENDER

Professional Commitment and its Dimensions	Male						Female					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Commitment towards learners	24	20.0	82	68.3	14	11.7	26	20.0	82	63.1	22	16.9
Commitment towards society	25	20.8	80	66.7	15	12.5	29	22.3	83	63.8	18	13.8
Commitment towards profession	26	21.7	78	65.0	16	13.0	27	20.8	80	61.5	23	17.7

Commitment to achieve excellence	26	21.7	80	66.7	14	11.7	29	22.3	82	63.1	19	14.6
Commitment to basic human values	23	19.2	77	64.2	20	16.7	24	18.5	96	73.8	10	7.7
Professional Commitment	28	23.3	75	62.5	17	17.2	26	20.0	85	65.4	19	14.6

The above table reveals that the level of professional commitment of the matriculation school teachers with respect to gender is moderate.

Hypothesis 1

There is no significant difference between male and female matriculation school teachers in their professional commitment and its dimensions.

Table 2

DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS IN THEIR PROFESSIONAL COMMITMENT AND ITS DIMENSIONS

Professional Commitment and its Dimensions	Male		Female		Calculated value of "t"	Remark at 5% level
	Mean	S.D	Mean	S.D		
Commitment towards learners	83.83	7.28	83.32	7.81	0.53	NS
Commitment towards society	52.12	8.24	82.32	8.67	0.19	NS
Commitment towards profession	82	8.56	83.67	8.44	0.63	NS
Commitment to achieve excellence	80.76	8.44	80.72	8.76	0.13	NS
Commitment to basic human values	79.95	8.96	79.81	8.65	0.13	NS
Professional Commitment	409.70	30.61	410.06	32.95	0.09	NS

Since the calculated value of 't' at 5% level of significance is less than the table value (1.96), there is no significant difference between male and female teachers in their professional commitment and its dimensions.

Hypothesis 2

There is no significant difference between rural and urban matriculation school teachers in their professional commitment and its dimensions.

Table 3

DIFFERENCE BETWEEN RURAL AND URBAN TEACHERS IN THEIR PROFESSIONAL COMMITMENT AND ITS DIMENSIONS

Professional commitment and its dimensions	Rural N = 244		Urban N = 6		Calculated value of "t"	Table Value "t"	Remark at 5% level
	Mean	S.D	Mean	S.D			
Commitment towards learners	83.56	7.50	84	10	0.11	1.96	NS
Commitment towards society	82.18	8.47	83.67	8.38	0.11		NS
Commitment towards profession	83.39	8.42	81.50	11.12	0.41		NS
Commitment to achieve excellence	80.89	8.89	74.50	7.50	2.06		S
Commitment to basic human values	79.91	8.74	78.67	10.96	0.27		NS
Professional Commitment	410.06	31.87	403	30.14	0.57		NS

Since the calculated value of 't' at 5% level of significance is less than the table value (1.96), there is no significant difference between rural and urban teachers in their commitment towards learners, commitment towards society, commitment towards profession, commitment to basic human values and professional commitment. But there is significant difference between rural and urban teachers in their commitment to achieve excellence.

Hypothesis 3

There is no significant difference among primary, secondary and higher secondary matriculation school teachers in their professional commitment.

Table 4

**DIFFERENCE AMONG PRIMARY, SECONDARY AND HIGHER SECONDARY
TEACHERS IN THEIR PROFESSIONAL COMMITMENT**

Professional commitment	Source of variance	Sum of squares	df	Variance estimate	Calculated "F" value	Remark at 5% level
	Between	11567.02	2	5783.51	4.61	S
	Within	215964.70	172	1255.61		

(At 5% level of significance the table value of "F" is 2.99)

Since the calculated value of "F" is greater than the table value, there is significant difference among primary, secondary and higher secondary teachers and their professional commitment.

Hypothesis 4

There is no significant association between the monthly income of the matriculation school teachers and their professional commitment and its dimensions.

Table 5

**ASSOCIATION BETWEEN MONTHLY INCOME OF THE TEACHERS AND
THEIR PROFESSIONAL COMMITMENT AND ITS DIMENSIONS**

Professional Commitment and its dimensions	Calculated ' χ^2 ' value	Table value of DF	Remark at 5% level
Commitment towards learners	17.45	12.592	S
Commitment towards society	13.58		S
Commitment towards profession	21.26		S
Commitment to achieve excellence	5.48		NS
Commitment to basic human values	6.21		NS
Professional commitment	7.81		NS

Since the calculated Chi-square value (12.592) is greater than the table value, there is significant association between the monthly income of the teachers and their commitment

towards learners, commitment towards society and commitment towards profession but there is no significant association between the monthly income of the teachers and their commitment to achieve excellence, commitment to basic human values and professional commitment.

FINDINGS

1. The findings of the study reveal that 23.3%, 62.5% and 17.2 % of male teachers have low, moderate and high levels of professional commitment respectively, while 20.0%, 65.4% and 14.6% of female teachers have low, moderate and high levels of professional commitment respectively.
2. The findings reveal that there is no significant difference between male and female teachers in their professional commitment and its dimensions.
3. The findings reveal that there is no significant difference between rural and urban teachers in their commitment towards learners, commitment towards society, commitment towards profession, commitment to basic human values and professional commitment but there is significant difference between rural and urban teachers in their commitment to achieve excellence.
4. The findings reveal that there is significant difference among primary, secondary and higher secondary teachers and their professional commitment.
5. The findings reveal that there is significant association between monthly income of the teachers and their commitment towards learners, commitment towards society and commitment towards profession but there is no significant association between the monthly income of the teachers and their commitment to achieve excellence, commitment to basic human values and professional commitment.

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