

PROFESSIONAL COMMITMENT OF TEACHERS WORKING IN CHRISTIAN INSTITUTIONS FOR THE MENTALLY CHALLENGED CHILDREN

Research
Paper

ABSTRACT

The objectives of the study are to find out the levels and significant differences, if any, with regard to professional commitment of teachers working in Christian institutions for mentally challenged children. The sample consists of 300 teachers working in 34 Christian institutions. The professional commitment tool is prepared and validated by the investigator. The study reveals that fifty two percentage of teachers have average level of professional commitment.

INTRODUCTION

Education is the ability to meet life's situations. It is worth remembering the words of John Dewey (1928), "Learning is dependent on experience and largely determined by the characteristics of the learner's environment". So the environment is providing the network of forces and factors which make the individual learn new things.

"Education is a unique investment in the present and the future. The aim is facilitating the process of national development through its manifold tasks of generation, dissemination, utilization and expression of national integration, international understanding and social responsibility". The National Policy of Education (NPE 1986).

SIGNIFICANCE OF THE STUDY

A retarded individual can acquire new skills, learn and grow intellectually, and the facilitation of this development process is greatly enhanced when adequate, need based services are provided systematically in a conducive environment at the earliest possible time. Considering the various factors that mould the school environment, the professional commitment of teachers plays an important role in enhancing the school environment, thereby, helping the mentally challenged children to learn better. Hence the investigator has been prompted to study the professional commitment of teachers working in Christian institutions for the mentally challenged children as the conducive environment is vital to empower the mentally challenged children.

PROFESSIONAL COMMITMENT

Professional commitment has been identified as one of the most crucial factors for the success of education. A teacher's commitment is closely associated with his/her work performance. A competent and committed teacher is in great demand. The success of the teaching profession is largely associated with the degree of commitment which the teacher possesses towards her work and institution.

Professional commitment of the teachers is also an important component to empower the mentally challenged children. People with real commitment will love their job and recognize the nobility of their profession. Mastery over the subject matter and a proper methodology gives them confidence in teaching and will make them commit themselves to their profession.

OBJECTIVES OF THE STUDY

1. To find out the level of professional commitment of the teachers of Christian institutions for the mentally challenged children.
2. To find out whether there is any significant difference in the professional commitment of teachers working in Christian institutions for the mentally challenged children with respect to background variables.

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HYPOTHESES OF THE STUDY

- 1 Level of professional commitment of the teachers working in Christian institutions for the mentally challenged children is average.
- 2 There is no significant difference in the professional commitment of teachers working in Christian institutions with respect to 1) gender 2) age 3) location of the institution.

SAMPLE

The sample of the present study consists of 300 teaching staff working in 34 Christian institutions randomly selected from the various districts of Tamil Nadu.

TOOL FOR THE STUDY

Professional commitment scale for the teaching staff of the schools for mentally challenged children prepared and validated by the investigator herself with the help of the guide.

DATA COLLECTION

After careful planning, the final tool was administered to the teachers of the Christian institutions for the mentally challenged children. The investigator personally visited almost all the schools and distributed the tool and finally 300 duly filled in questionnaires were collected for analysis.

STATISTICAL TECHNIQUE USED

The investigator used the following statistical techniques to analyse the data.

1. Descriptive analysis - Mean and standard deviation.
2. Differential analysis - 't' test and 'F' test.

ANALYSIS OF DATA

Hypothesis

The level of professional commitment of the teachers working in Christian institutions for the mentally challenged children is average.

Table 1

THE LEVEL OF PROFESSIONAL COMMITMENT OF THE TEACHERS OF THE CHRISTIAN INSTITUTIONS FOR THE MENTALLY CHALLENGED CHILDREN

Variable	Low		Average		High	
	N	%	N	%	N	%
Level of professional commitment	78	26	156	52	66	22

It is inferred from the table that 26 percent of the teaching staff have low level of commitment in their job, 22 percent of the staff possess a high level of professional commitment and 52 percent of the staff are average in their level of professional commitment. The overall level of professional commitment of the teaching staff of Christian institutions for the mentally retarded children is average.

Hypothesis 2

There is no significant difference in the professional commitment of teachers working in Christian institutions with respect to 1) gender 2) age 3) location of institution.

Table 2

PROFESSIONAL COMMITMENT AND ITS DIMENSIONS OF MALE AND FEMALE TEACHERS AND CALCULATED 't' AND 'P' VALUES

Dimensions of professional commitment	Gender				t value	P value
	Male		Female			
	Mean	S.D.	Mean	S.D.		
Teaching	21.48	1.75	21.48	1.85	0.02	0.981
Institution	19.08	1.71	18.88	1.56	0.96	0.34
Society	25.65	2.81	25.93	2.59	0.8	0.425
Children	39.92	3.37	40.36	3.05	1.04	0.299
Overall PC	106.1	7.65	106.66	6.63	0.56	0.573

The values shown in table 2 reveal that, since the calculated P values of different dimensions of professional commitment such as commitment to teaching, commitment to institution, commitment to society and commitment to children are greater than 0.05, the null hypothesis 'There is no significant difference in the professional commitment of teachers working in Christian institutions with respect to gender' is accepted.

The reason may be because those who are working in this profession, either male or female, will surely have a strong determination to serve the weaker section of the society i.e. mentally challenged children. Hence, no significant difference is seen between male and female teachers.

Table 3
PROFESSIONAL COMMITMENT AND ITS DIMENSIONS OF TEACHERS WITH RESPECT TO THEIR AGE AND CALCULATED 'F' AND 'P' VALUES

Dimensions of professional commitment	Age						F value	P value
	Below 25		Between		Above 35			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Teaching	21.72	1.93	21.44	1.6	21.18	2.01	1.827	0.162
Institutions	19.06	1.63	18.84	1.52	18.88	1.67	0.556	0.573
Society	25.92	2.81	25.89	2.41	25.74	2.82	0.099	0.905
Children	40.34	3.19	40.24	3.02	40.14	3.27	0.081	0.921
Overall professional commitment	107	7.49	106.4	5.78	105.9	7.8	0.537	0.584

Since the calculated P values of the various dimensions of professional commitment such as commitment to teaching, commitment to institution, commitment to society and commitment to children are greater than 0.05, the null hypothesis 'There is no significant difference in the professional commitment of teachers working in Christian institutions with respect to their age' is accepted.

People who are humane, who reach out to the poor, who have social concern, who live for others, etc. will have a special charism to be with the target group and age is no bar.

Table 4
PROFESSIONAL COMMITMENT AND ITS DIMENSIONS OF TEACHERS WORKING IN URBAN AND RURAL SCHOOLS AND CALCULATED 't' AND 'P' VALUES.

Dimensions of professional commitment	Location				t value	P value
	Urban		Rural			
	Mean	S.D.	Mean	S.D.		
Teaching	21.54	1.81	21.4	1.84	0.67	0.51
Institution	18.96	1.59	18.88	1.61	0.42	0.68
Society	25.87	2.68	25.86	2.61	0.05	0.96
Children	40.24	3.27	40.27	2.94	0.07	0.95
Overall professional commitment	106.6	7.07	106.4	6.63	0.26	0.8

Since the calculated P values of the various dimensions of professional commitment are greater than 0.05, the null hypothesis. 'There is no significant difference in the professional commitment of teachers working in Christian institutions with respect to the location of the institution' is accepted.

Though the places of work are different for the teachers in the rural and urban areas, their objectives are the same and they have the same interest and enthusiasm to do this noble service.

FINDINGS

- 1.1 26 percent of the teaching staff have low level of professional commitment in their job, 22 percent of the staff have high level of commitment and 52 percent of the staff have average level of professional commitment.
- 2.1 There is no significant difference between male and female teachers with respect to professional commitment.
- 2.2 There is no significant difference in the dimensions of professional commitment of the teaching staff with respect to their age.
- 2.3 There is no significant difference between teachers working in urban and rural schools with respect to the dimensions of professional commitment.

CONCLUSION

The study reveals that fifty two percent of teachers working in institutions for mentally challenged children have average level of professional commitment. It is the duty of the management to take necessary steps to enhance the professional commitment of all the teachers working in institutions for mentally challenged children.

REFERENCE

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