

PROFESSIONAL COMMITMENT AMONG HIGHER SECONDARY SCHOOL TEACHERS

Research Paper

ABSTRACT

The main objective of the study is to find out the significance of the Professional Commitment among higher secondary teachers. The survey method is adopted in this study. The sample consists of male and female teachers working in rural and urban areas of 5 districts in Tamil Nadu. The investigator has used the Professional Commitment tool developed by A. Punitha Mary and A. Amal Raj. 't' test, 't' test, 't' test are used for analyzing the data. The major finding is that there is no significant difference among the higher secondary teachers with reference to their Professional Commitment.

INTRODUCTION

The development of any democratic country depends on the status and performance of its teachers. The role of a teacher is very important for the development of the child. For ages, the teacher's role has been regarded as an important one not only in moulding the personality of the child but also in shaping the society. Hence the professional commitment of the teacher is important in the educational field and the professional commitment performance depends on his or her multifarious tasks and responsibilities and so she has to update day to day professionally and personally.

SIGNIFICANCE OF THE STUDY

Commitment is an internal force coming from within teachers themselves who have a need for greater responsibility, variety and challenge in their work. Commitment is defined as the affective bond between the teacher and the school. It depends on the degree of internal motivation, enthusiasm and job satisfaction. Professional commitment is the psychological link between an individual and his/her profession that is based on an affective reaction to that profession. Professional commitment reflects the strength of the bond between an employee and an organization. The commitment of the teacher can be identified as a 'passion', as an investment of time, as a focus on the individual needs of the student, as a responsibility to impart knowledge, attitudes, values and belief, as maintaining professional knowledge, and as an engagement with the school community. Quality education cannot be achieved without the efforts of dedicated and highly committed teachers.

OBJECTIVES OF THE STUDY

1. To find out the level of professional commitment among higher secondary teachers with reference to certain background variables.
2. To find out the significant difference in professional commitment of higher secondary teachers with reference to
a) Gender
b) Marital Status
c) Subject
d) Educational Board
e) Location of the institution
f) Seminar participation

NULL HYPOTHESES OF THE STUDY

1. There is no significant difference in the professional commitment - learner - of higher secondary teachers with reference to certain background variables.
2. There is no significant difference in the professional commitment - social - of higher secondary teachers with reference to certain background variables.
3. There is no significant difference in the professional commitment - professional - of higher secondary teachers with reference to certain background variables.

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There is no significant difference in the professional commitment - achievement - of higher secondary teachers with reference to certain background variables.

There is no significant difference in the professional commitment - human values - of higher secondary teachers with reference to certain background variables.

There is no significant difference in the professional commitment of higher secondary teachers with reference to certain background variables.

METHODOLOGY

The suitability of a particular method of research depends on the purpose and scope of the study. In the present investigation, the investigator selected descriptive method using survey as a technique for investigation.

SAMPLE

The investigator has used simple random sampling technique for selecting a sample of 665 Higher Secondary school teachers from 5 districts of Tamil Nadu.

TOOL USED

The investigator has employed the professional commitment scale developed by A. Punitha Mary and A. Amal Raj.

DATA COLLECTION

After careful planning, the tool was administered to the teachers of higher secondary schools in 5 districts of Tamil Nadu with the help of the heads of the institutions.

STATISTICAL TECHNIQUE USED

The investigator has used percentage, mean, standard deviation and 't' test to analyse the data.

HYPOTHESES TESTING

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Table 1

LEVEL OF PROFESSIONAL COMMITMENT OF HIGHER SECONDARY SCHOOL TEACHERS IN TERMS OF CERTAIN BACKGROUND VARIABLES

Sl. No.	Background Variables	Categories	Low		Moderate		High	
			Count	%	Count	%	Count	%
1	Gender	Male	68	23.4	157	54.1	65	22.4
		Female	78	20.8	224	59.7	73	19.5
2	Marital Status	Married	31	19.6	93	58.9	34	21.5
		Unmarried	110	21.7	290	57.2	107	21.1
3	Subject	Arts	53	20.2	151	57.4	59	22.4
		Science	88	21.9	228	56.7	86	21.4
4	Educational Board	State	130	21.5	350	57.9	125	20.7
		CBSE	13	21.7	34	56.7	13	21.7
5	Location of Institution	Rural	42	20.7	115	56.7	46	22.7
		Urban	101	21.9	264	57.1	97	21.0
6	Seminars Attended	Attended	55	21.2	151	58.3	53	20.5
		Not Attended	89	21.9	236	58.1	81	20.0

The above table reveals that the level of professional commitment of the higher secondary teachers with reference to certain background variables is in moderate level.

Table - 2

SIGNIFICANT DIFFERENCE BETWEEN THE HIGHER SECONDARY SCHOOL TEACHERS IN PROFESSIONAL COMMITMENT – LEARNER - WITH REFERENCE TO CERTAIN BACKGROUND VARIABLES

Sl. No.	Variables	Categories	N	Mean	SD	Calculated 't' value	Table Value	Remark
1	Gender	Male	290	49.38	10.02	1.397	1.96	N.S
		Female	375	50.47	9.96			
2	Marital status	Married	158	49.70	10.23	0.42		N.S
		Unmarried	507	50.09	9.93			
3	Subject	Arts	263	50.77	9.75	1.624		N.S
		Science	402	49.49	10.13			
4	Educational Board	State	605	49.95	10.01	0.380		N.S
		CBSE	60	50.46	9.87			
5	Location of Institution	Rural	203	50.50	9.72	0.880	N.S	
		Urban	462	49.77	10.12			
6	Seminars attended	Attended	259	49.71	10.16	0.592	N.S	
		Not Attended	406	50.18	9.90			

There is no significant difference in the professional commitment – achievement - of higher secondary teachers with reference to certain background variables.

There is no significant difference in the professional commitment – human values - of higher secondary teachers with reference to certain background variables.

There is no significant difference in the professional commitment of higher secondary teachers with reference to certain background variables.

METHODOLOGY

The suitability of a particular method of study depends on the purpose and scope of the study. In the present investigation, the investigator selected descriptive method using survey as a technique for investigation.

SAMPLE

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The investigator has employed the professional commitment scale developed by A. Punitha Mary and A. Amalraj

DATA COLLECTION

After careful planning, the tool was administered to the teachers of higher secondary schools in 5 districts of Tamil Nadu with the help of the heads of the institutions.

STATISTICAL TECHNIQUE USED

The investigator has used percentage analysis, mean, standard deviation and 't' test to analyse the data.

HYPOTHESES TESTING

Since the calculated value of 't' at 5% level of significance is less than the table value, there is no significant difference between the higher secondary teachers in professional commitment-learner-with reference to Gender, Marital Status, Subject, Educational Board, Location of the Institution, and Participation in Seminars.

Table 3
SIGNIFICANT DIFFERENCE BETWEEN THE HIGHER SECONDARY SCHOOL TEACHERS IN PROFESSIONAL COMMITMENT - SOCIAL - WITH REFERENCE TO CERTAIN BACKGROUND VARIABLES

Sl. No	Variables	Categories	N	Mean	SD	Calculated 't' value	Table Value	Remark		
1	Gender	Male	290	50.08	9.97	0.185	1.96	N.S		
		Female	375	49.93	10.03					
2	Marital status	Married	158	49.82	10.07	0.245		1.96	N.S	
		Un married	507	50.05	9.98					
3	Subject	Arts	263	49.67	10.26	0.671			1.96	N.S
		Science	402	50.21	9.82					
4	Educational Board	State	605	49.99	10.02	0.076	1.96			N.S
		CBSE	60	50.09	9.83					
5	Location of Institution	Rural	203	50.23	10.08	0.4		1.96		N.S
		Urban	462	49.89	9.97					
6	Seminars attended	Attended	259	50.1	10.22	0.207			1.96	N.S
		Not Attended	406	49.93	9.86					

Since the calculated value of 't' at 5% level of significance is less than the table value, there is no significant difference between the higher secondary teachers in professional commitment-Social- with reference to Gender, Marital status, Subject, Educational Board, Location of the Institution, Participation in Seminar.

It is inferred from the table below that the calculated value of 't' at 5% level of significance is less than the table value, hence there is no significant difference between the higher secondary teachers in professional commitment - Professional - with reference to Gender, Marital Status, Subject, Educational Board, Location of the Institution, and Participation in Seminars.

Table 4
SIGNIFICANT DIFFERENCE BETWEEN THE HIGHER SECONDARY SCHOOL TEACHERS IN PROFESSIONAL COMMITMENT - WITH REFERENCE TO CERTAIN BACKGROUND VARIABLES

Sl. No	Variables	Categories	N	Mean	SD	Calculated 't' value	Table Value		
1	Gender	Male	290	49.97	10.07	0.065	0.278		
		Female	375	50.02	9.95				
2	Marital status	Married	158	50.19	10.25	0.278		0.278	
		Unmarried	507	49.93	9.92				
3	Subject	Arts	263	50.33	9.79	0.7			0.278
		Science	402	49.78	10.13				
4	Educational Board	State	605	50.06	10.01	0.498	0.278		
		CBSE	60	49.39	9.89				
5	Location of Institution	Rural	203	50.84	9.93	1.453		0.278	
		Urban	462	49.62	10.01				
6	Seminars Attended	Attended	259	50.43	9.82	0.911			0.278
		Not Attended	406	49.71	10.11				

Table 5
SIGNIFICANT DIFFERENCE BETWEEN THE HIGHER SECONDARY SCHOOL TEACHERS IN PROFESSIONAL COMMITMENT - ACHIEVEMENT WITH REFERENCE TO CERTAIN BACKGROUND VARIABLES

Sl. No.	Variables	Categories	N	Mean	SD	Calculated 't' value	Table Value		
1	Gender	Male	290	49.34	9.96	1.48	0.67		
		Female	375	50.5	10				
2	Marital status	Married	158	49.54	9.72	0.67		0.67	
		Un married	507	50.14	10.08				
3	Subject	Arts	263	49.98	10	0.04			0.67
		Science	402	50.01	10				
4	Educational Board	State	605	49.96	10.03	0.33	0.67		
		CBSE	60	50.39	9.75				
5	Location of Institution	Rural	203	50.65	9.81	1.13		0.67	
		Urban	462	49.5	10.07				
6	Seminars Attended	Attended	259	49.36	10.26	1.29			0.67
		Not Attended	406	50.4	9.81				

Since the calculated value of 't' at 5% level of significance is less than the table value, there is no significant difference between the higher secondary school teachers in professional commitment - Achievement with reference to Gender, Marital Status, Subject, Educational Board, Location of the Institution, and Participation in Seminars.

Table 6
SIGNIFICANT DIFFERENCE BETWEEN THE HIGHER SECONDARY SCHOOL TEACHERS IN PROFESSIONAL COMMITMENT - HUMAN VALUES - WITH REFERENCE TO CERTAIN BACKGROUND VARIABLES

Variables	Categories	N	Mean	SD	Calculated 't' value	Table Value		
Gender	Male	290	49.34	9.97	0.295	0.514		
	Female	375	50.5	10.03				
Marital status	Married	158	49.64	9.80	0.514		0.514	
	Unmarried	507	50.1	10.06				
Subject	Arts	263	49.72	10.38	0.574			0.514
	Science	402	50.18	9.75				
Educational Board	State	605	49.99	10.10	0.051	0.514		
	CBSE	60	50.05	8.94				
Location of Institution	Rural	203	51.13	10.90	1.848		0.514	
	Urban	462	49.5	9.54				
Seminars Attended	Attended	259	49.29	10.15	1.439			0.514
	Not Attended	406	50.44	9.88				

Since the calculated value of 't' at 5% level of significance is less than the table value, there is no significant difference between the higher secondary school teachers in professional commitment - Human Values with reference to Gender, Marital Status, Subject, Educational Board, Location of the Institution, and Participation in Seminars.

Table 7
SIGNIFICANT DIFFERENCE
BETWEEN THE HIGHER
SECONDARY SCHOOL TEACHERS IN
PROFESSIONAL COMMITMENT WITH
REFERENCE TO CERTAIN BACKGROUND
VARIABLES

Sl. No	Variables	Cate gories	N	Mean	SD	Calcu lated 't' value	Table Value	Re mark		
1	Gender	Male	290	49.67	10.15	0.727	1.96	N.S		
		Female	375	50.24	9.88					
.2	Marital status	Married	158	49.77	9.91	0.325		1.96	N.S	
		Un married	507	50.32	10.00					
3	Subject	Arts	263	50.15	10.17	0.317			1.96	N.S
		Science	402	49.90	9.89					
4	Educational Board	State	605	49.99	10.03	0.033	1.96			N.S
		CBSE	60	50.03	9.67					
5	Location of Institution	Rural	203	50.83	10.05	1.415		1.96		N.S
		Urban	462	49.63	9.96					
6	Seminars Attended	Attended	259	49.81	10.11	0.370			1.96	N.S
		Not Attended	406	50.17	10.10					

Since the calculated value of 't' at 5% level of significance is less than the table value, there is no significant difference between the higher secondary teachers in professional commitment – total - with reference to Gender, Marital Status, Subject, Educational Board, Location of the Institution, and Participation in Seminars.

FINDINGS

- 1: More than 50 % of the higher secondary school teachers have a moderate level of professional commitment.
2. There is no significant difference between male and female higher secondary school teachers with reference to their professional commitment and its dimensions.
3. There is no significant difference between married and unmarried higher secondary school teachers with reference to their professional commitment and its dimensions.
4. There is no significant difference between arts and science higher secondary school teachers with reference to their professional commitment and its dimensions.
5. There is no significant difference between state board and CBSE higher secondary school teachers with reference to their professional commitment and its dimensions.

Since the calculated value of 't' at 5% level of significance is less than the table value, there is no significant difference between the higher secondary school teachers in professional commitment - Achievement - with reference to Gender, Marital Status, Subject, Educational Board, Location of the Institution, Participation in Seminars.

Table 6
SIGNIFICANT DIFFERENCE BETWEEN
HIGHER SECONDARY SCHOOL TEACHERS
IN PROFESSIONAL COMMITMENT -
HUMAN VALUES - WITH REFERENCE TO
CERTAIN BACKGROUND VARIABLES

Sl. No.	Variables	Categories	N	Mean	SD	Calcu lated 't' value	Table Value	Remark		
1	Gender	Male	290	49.34	9.97	0.295	1.96	N.S		
		Female	375	50.5	10.03					
2	Marital status	Married	158	49.64	9.80	0.514		1.96	N.S	
		Unmarried	507	50.1	10.06					
3	Subject	Arts	263	49.72	10.38	0.574			1.96	N.S
		Science	402	50.18	9.75					
4	Educational Board	State	605	49.99	10.10	0.051	1.96			N.S
		CBSE	60	50.05	8.94					
5	Location of Institution	Rural	203	51.13	10.90	1.848		1.96		N.S
		Urban	462	49.5	9.54					
6	Seminars Attended	Attended	259	49.29	10.15	1.439			1.96	N.S
		Not Attended	406	50.44	9.88					

Since the calculated value of 't' at 5% level of significance is less than the table value, there is no significant difference between the higher secondary school teachers in professional commitment - Human values - with reference to Gender, Marital Status, Subject, Educational Board, Location of the Institution, and Participation in Seminars.

6. There is no significant difference between rural and urban higher secondary school teachers with reference to their professional commitment and its dimensions.
7. There is no significant difference between seminars attended and not attended higher secondary school teachers with reference to their professional commitment and its dimensions.

CONCLUSION

The investigator has attempted to study the professional commitment of higher secondary school teachers of five districts in Tamil Nadu. All the null hypotheses are accepted. More than 50 % of higher secondary school teachers have a moderate level of professional commitment. This shows that higher secondary school teachers of Tamil Nadu are committed towards their profession. As per the hypotheses testing the higher secondary school teachers invariably do not differ among themselves in their professional commitment.

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has a definite purpose or goal. It involves one's prior knowledge and experiences. As far as social maturation concerned, students require a series of planned and organized experiences. Hence it can be concluded that there is some relationship between social maturation and achievement in science of secondary school students.

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"All of us do not have equal talent. But, all of us have an equal opportunity to develop our talent."

- A.P.J Abdul Kalam

"Without your involvement you can't succeed. With your involvement you can't fail."

- A.P.J Abdul Kalam

"Man needs difficulties in life because they are necessary to enjoy the success."

- A.P.J Abdul Kalam

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