A COMPARATIVE STUDY OF PROFESSIONAL COMMITMENT AMONG HIGH SCHOOL TEACHERS IN RELATION TO SEX AND LOCALITY

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ABSTRACT

Teacher professional development makes teacher commitment reveal itself as a real driving force behind student success. By gaining exposure to various professional bodies of teachers, one is better able to discover the strengths and weaknesses one has grown up with even as a practicing classroom teacher. To be a teaching professional is from the very start to be committed to the need of appropriately and adequately meaningfully contributing to the cause of student development. Hence, with regular interest in professional development teachers could remarkably demonstrate in terms of qualitative and quantitative student success what commitment to deliver means in matters of transformed classrooms where students see learning and attainment of learning goals and mastery in learning as inalienably intertwined to ever increasing levels of commitment.

KEYWORDS: - Professional commitment, High school teachers, Sex and Locality

INTRODUCTION

Educational organization is a system where by all the educational activities and resources are grouped in a manner to facilitate the attainment of specific objectives and all round development of child is possible. To improve school standards and overall growth of the institution, teacher’s commitments are must. Thus the role of teacher becomes a challenging one.

Commitment as a global evaluation of the linkage between the individual employee and organization. Commitment may represent one useful indicator of the effectiveness of an organization (Steers 1977). Educational organizations that have a strong organizational mission are likely to have high levels of commitment. Generally teachers who show a great deal of enjoyment and satisfaction in their tasks exhibit higher levels of commitment to the school. Although a variety aspects of commitments, several problems still remain. Therefore the researchers attempt to provide information about professional commitment of teachers.
belongs to high school situated in rural area and urban area of Bilaspur district of Chhattisgarh in India.

SIGNIFICANCE OF THE STUDY:-

- Research in the area of professional commitment of the teachers has gained impetus in the few decades and is yet to attain maturity. The commitment of the teachers is essential for the survival strength, efficiency and success of the institution.

- The fundamental responsibility of teachers is to maintain the institution in a state of healthy necessary to carry on its work. It is generally agreed that the goodness of an educational program to a large extent is dependent on quality of teachers available to implement it. A school may have excellent material resources – equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are indifferent to their responsibilities, the whole program is likely to be ineffective and wasted. While a lot of literature is available on employee commitment, very few studies have been used in educational institution as the unit of analysis. This may be due to the belief that educational profession is widely known to have high levels of commitment.

- Yet today people have different motives for joining teaching profession. Some still have internal drive to serve regardless of work conditions, whereas others may join it as an alternative. Consequently teacher’s commitment becomes a critical issue for the principals, as the density of any educational system is directly linked with its teachers.

- The syllabus, text books and various teaching aids lose their significance and utility if the teaching personnel do not perform their duties satisfactory. Thus teacher commitment is a significant building force in an organization. It is an essential requirement of success in any school.

- Reyes and Imber’s (1990) study on the perceptions of workload fairness among secondary school teacher shows that those who had perceptions of unfair workload exhibited lowers levels of commitment to the school than those who perceived their workload to be fair. Analysing the effects of school incentives, Reyes demonstrated that career ladders seem to have a negative effect on teacher commitment to school. He also suggested that gender, educational level and district size are associated with levels of teacher commitment.
• Work in administrative studies at the school level still centre around policy formulation and planning mainly. Although some new concepts like teacher effectiveness, organizational climate, teacher morale, self–actualization of teachers are being looked into but it seems that spheres like professional commitment are yet to be ventured into. Hence the study will make sincere effort to verify and test the professional commitment of the high school teachers in relation to their sex and locality.

STATEMENT OF THE PROBLEM:-
The problem for the study is stated as follows:
“A Comparative Study of Professional Commitment among High School Teachers in Relation to Sex and Locality.

OBJECTIVES OF THE STUDY:-
i. To study the significant mean difference of professional commitment among rural male and urban male high school teachers.

ii. To study the significant mean difference of professional commitment among rural male and urban female high school teachers.

iii. To study the significant mean difference of professional commitment among rural female and urban male high school teachers.

iv. To study the significant mean difference of professional commitment among rural female and urban female high school teachers.

v. To study the significant mean difference of professional commitment among rural male and rural female high school teachers.

vi. To study the significant mean difference of professional commitment among urban male and urban female high school teachers.

vii. To study the significant mean difference of professional commitment among rural (male & female) and urban (male & female) high school teachers.

HYPOTHESES OF THE STUDY:-
H01There exists no significant mean difference of professional commitment among rural male and urban female high school teachers.

H02There exists no significant mean difference of professional commitment among rural male and urban female high school teachers.
H03 There exists no significant mean difference of professional commitment among rural female and urban male high school teachers.

H04 There exists no significant mean difference of professional commitment among rural female and urban female high school teachers.

H05 There exists no significant mean difference of professional commitment among rural male and rural female high school teachers.

H06 There exists no significant mean difference of professional commitment among urban male and urban female high school teachers.

H07 There exists no significant mean difference of professional commitment among rural (male & female) and urban (male & female) high school teachers.

METHOD USED FOR THE STUDY:
For the present study, survey method has been used.

DELIMITATIONS OF THE STUDY:
Delimitations are the boundaries of the study, keeping in view the sorting of time, resources and area of the study are limited.

♦ The study is confined to Bilaspur district of Chhattisgarh only.

♦ The study is limited to sample size of 160 teachers from the selected high schools situated in rural area and the urban area of Bilaspur district of Chhattisgarh.

♦ The study is limited to study the professional commitment among male and female teachers of high school situated in rural and urban areas of Bilaspur district of Chhattisgarh.

SAMPLE:
In this study, all the teachers working in the high schools of Bilaspur district of Chhattisgarh had formed the population of the study.

In order to collect the data for the present study, teachers of 10 high schools of Bilaspur district of Chhattisgarh were selected through random sampling technique. Out of these 10 high schools, 5 were situated in rural area and 5 were situated in urban area. Total 160 teachers had taken randomly as the subjects of the present investigation from the selected high schools of Bilaspur district of Chhattisgarh.
TOOLS:-

In the present study, the used tool is – ‘Professional Commitment Scale for Teachers’ developed by Dr. Ravinder Kaur, Dr.SarbjitRanu and Mrs.SarvjeetKaur Brar.

SCORING PROCEDURE:-

‘Professional Commitment Scale for Teachers’ test contains 45 items and is divided into 5 sections. Each section represents one dimension of professional commitment of teachers. This test is administrated individually. Subject was required to put a tick mark in the inventory against each statement for the due information. The inventory has scoring key for easy and simple scoring. It was administrated on 160 teachers have taken randomly as the subjects of the present investigation from the selected high schools of Bilaspur district of Chhattisgarh.

Scoring was done as per 5 point Likert scale, named – strongly agree, agree, undecided, disagree and strongly disagree. For the positive items 5, 4, 3, 2, 1 marks were given and for the negative items 1, 2, 3, 4, 5 marks were given depending upon their responses.

STATISTICAL TECHNIQUES USED:-

Statistical methods help in drawing inferences on the characteristics of the population on the basis of the sample. Statistics is thus an important tool in designing research, analysing its data and drawing conclusions.

The following statistical procedures were adopted in the present study:

Mean, SD, SED and ‘t’ – test were used to findout the significant difference of professional commitment among male and female teachers of high schools situated in rural and urban areas of Bilaspur district of Chhattisgarh.

VARIABLES:-

Independent variable: Professional commitment
Dependent variable: Sex and locality.
ANALYSIS and INTERPRETATION OF THE DATA:

**H01** There exists no significant mean difference of professional commitment among rural male and urban female high school teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural male teachers</td>
<td>40</td>
<td>126.5</td>
<td>21.35</td>
<td>4.61</td>
<td>6.77</td>
<td>78</td>
<td>0.05=&gt;1.99</td>
</tr>
<tr>
<td>Urban male teachers</td>
<td>40</td>
<td>157.75</td>
<td>19.92</td>
<td></td>
<td></td>
<td></td>
<td>0.01=&gt;2.64</td>
</tr>
</tbody>
</table>

The above table shows that the obtained t value, i.e.; 6.77 is more than the table value with ‘degrees of freedom’ (df) 78 at 0.05 level and 0.01 level.

Hence, the null hypothesis stated above is rejected. It means; ‘there is a significant difference of professional commitment among rural male and urban male teachers.’

**H02** There exists no significant mean difference of professional commitment among rural male and urban female high school teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural male teachers</td>
<td>40</td>
<td>126.5</td>
<td>21.35</td>
<td>4.98</td>
<td>4.31</td>
<td>78</td>
<td>0.05=&gt;1.99</td>
</tr>
<tr>
<td>Urban female teachers</td>
<td>40</td>
<td>148.0</td>
<td>23.19</td>
<td></td>
<td></td>
<td></td>
<td>0.01=&gt;2.64</td>
</tr>
</tbody>
</table>

The above table shows that the obtained t value, i.e.; 4.31 is more than the table value with ‘degrees of freedom’ (df) 78 at 0.05 level and 0.01 level.

Hence, the null hypothesis stated above is rejected. It means; ‘there is a significant difference of professional commitment among rural male and urban female teachers.’

**H03** There exists no significant mean difference of professional commitment among rural female and urban male high school teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural female teachers</td>
<td>40</td>
<td>121.0</td>
<td>20.92</td>
<td>4.56</td>
<td>8.06</td>
<td>78</td>
<td>0.05=&gt;1.99</td>
</tr>
<tr>
<td>Urban male teachers</td>
<td>40</td>
<td>157.75</td>
<td>19.92</td>
<td></td>
<td></td>
<td></td>
<td>0.01=&gt;2.64</td>
</tr>
</tbody>
</table>

The above table shows that the obtained t value, i.e.; 8.06 is more than the table value with ‘degrees of freedom’ (df) 78 at 0.05 level and 0.01 level.
Hence, the null hypothesis stated above is rejected. It means; ‘there is a significant difference of professional commitment among rural female and urban male teachers.’

**H04** There exists no significant mean difference of professional commitment among rural female and urban female high school teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>S&lt;sub&gt;ED&lt;/sub&gt;</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>H&lt;sub&gt;04&lt;/sub&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural female teachers</td>
<td>40</td>
<td>121.0</td>
<td>20.92</td>
<td>4.93</td>
<td>5.47</td>
<td>78</td>
<td>0.05=&gt;1.99</td>
<td>Rejected</td>
</tr>
<tr>
<td>Urban female teachers</td>
<td>40</td>
<td>148.0</td>
<td>23.19</td>
<td></td>
<td></td>
<td></td>
<td>0.01=&gt;2.64</td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the obtained t value, i.e.; 5.47 is more than the table value with ‘degrees of freedom’ (df) 78 at 0.05 level and 0.01 level.

Hence, the null hypothesis stated above is rejected. It means; ‘there is a significant difference of professional commitment among rural female and urban female teachers.’

**H05** There exists no significant mean difference of professional commitment among rural male and rural female high school teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>S&lt;sub&gt;ED&lt;/sub&gt;</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>H&lt;sub&gt;05&lt;/sub&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural male teachers</td>
<td>40</td>
<td>126.5</td>
<td>21.35</td>
<td>4.72</td>
<td>1.16</td>
<td>78</td>
<td>0.05=&gt;1.99</td>
<td>Accepted</td>
</tr>
<tr>
<td>Rural female teachers</td>
<td>40</td>
<td>121.0</td>
<td>20.92</td>
<td></td>
<td></td>
<td></td>
<td>0.01=&gt;2.64</td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the obtained t value, i.e.; 1.16 is less than the table value with ‘degrees of freedom’ (df) 78 at 0.05 level and 0.01 level.

Hence, the null hypothesis stated above is accepted. It means; ‘there is no significant difference of professional commitment among rural male and rural female teachers.’

**H06** There exists no significant mean difference of professional commitment among urban male and urban female high school teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>S&lt;sub&gt;ED&lt;/sub&gt;</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>H&lt;sub&gt;06&lt;/sub&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban male teachers</td>
<td>40</td>
<td>157.75</td>
<td>19.92</td>
<td>4.83</td>
<td>2.01</td>
<td>78</td>
<td>0.05=&gt;1.99</td>
<td>Accepted at 0.01 level</td>
</tr>
<tr>
<td>Urban female teachers</td>
<td>40</td>
<td>148.0</td>
<td>23.19</td>
<td></td>
<td></td>
<td></td>
<td>0.01=&gt;2.64</td>
<td></td>
</tr>
</tbody>
</table>
The above table shows that the obtained t value, i.e.; 2.01 is more than the table value with ‘degrees of freedom’ (df) 78 at 0.05 level but less than the table value with ‘degrees of freedom’ (df) 78 at 0.01 level. Hence, the null hypothesis stated above is accepted. It means; ‘there is no significant difference of professional commitment among urban male and urban female teachers.’

**H07** There exists no significant mean difference of professional commitment among rural (male & female) and urban (male & female) high school teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>H07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural (male &amp; female) teachers</td>
<td>80</td>
<td>123.75</td>
<td>21.31</td>
<td>3.43</td>
<td>8.45</td>
<td>158</td>
<td>0.05=&gt;1.99</td>
<td>Rejected</td>
</tr>
<tr>
<td>Urban (male &amp; female) teachers</td>
<td>80</td>
<td>152.87</td>
<td>22.16</td>
<td>4.35</td>
<td>0.01=&gt;2.64</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the obtained t value, i.e.; 2.01 is more than the table value with ‘degrees of freedom’ (df) 78 at 0.05 level and 0.01 level. Hence, the null hypothesis stated above is accepted. It means; ‘there is a significant difference of professional commitment among rural (male & female) and urban (male & female) teachers.’

**FINDINGS:**

i. It has been found that ‘there is a significant difference of professional commitment among rural male and urban male teachers.’

ii. It has been found that ‘there is a significant difference of professional commitment among rural male and urban female teachers.’

iii. It has been found that ‘there is a significant difference of professional commitment among rural female and urban male teachers.’

iv. It has been found that ‘there is a significant difference of professional commitment among rural female and urban female teachers.’

v. It has been found that ‘there is no significant difference of professional commitment among rural male and rural female teachers.’

vi. It has been found that ‘there is no significant difference of professional commitment among urban male and urban female teachers.’

vii. It has been found that ‘there is a significant difference of professional commitment among rural (male & female) and urban (male & female) teachers.’
SUGGESTIONS:-

a) Teachers should be actively interested in building a congenial environment in the schools.

b) Teachers should consider their profession as a service to the society rather than a wage earner.

c) Teachers should constantly try to improve themselves with the latest development in the educational field.

d) Teachers should try and find a way to establish peace of mind.

e) If they find difficulty in adjustment with the co – staffs and other members of the institution, they should feel free to talk with the higher authorities of the institution.

REFERENCES:-

1. Newmann, John E. (1978); “Personal and organizational strategies for handling job – stress: A review of research and opinion”, Personal Psychology, 41


