



A comparative study on Professional commitment of Government and Private secondary school teachers of District Pulwama of J&K Union Territory

Sheeraz Ahmad Dar, Ph.D Research Scholar, School of Education and Behavioural Sciences , University of Kashmir.

Email: Dsheeraz545@gmail.com

Showkat Ahmad Lone, Ph.D Research Scholar, School of Education, Devi Ahilya Vishwavidyalaya Indore (MP) Email:

loneshowkat440@gmail.com

Abstract- The development of a nation is depends upon the quality of its teachers and for this reason, “teaching is considered as the noblest profession and the teachers as the nation builders.” A teacher needs to update himself/herself professionally and personally in order to perform his/her diverse tasks and responsibilities and to become an asset to the nation. Teacher is considered as the main agent of social change. He is the person who can change the future of a student. In this respect we require teachers who are contented with their work, motivated and committed to their profession. Present study was conducted to study Professional commitment of government and private secondary school teachers of District Pulwama of J&K Union territory. Two hundred (200) government and private secondary school teachers were randomly taken as the sample of the study. Mean, S.D. and ‘t’ test was used to analyse the data. The findings revealed that there is significant difference between government and private secondary school teachers on commitment to the society and on commitment to the profession dimensions of professional commitment. This clearly indicates that Government secondary school teachers are more committed to the society and more committed to the profession than Private secondary school teachers. Findings further revealed that there is no significant difference between government and private secondary school teachers on composite scores of professional commitment.

Keywords: Professional commitment, Government and Private secondary school teachers, teaching.

I. INTRODUCTION

The secondary school stage plays a very important role in the career of students because it not only lays the basis for the career of students but also gives the direction of their study. Teachers at secondary stage play a very important role in the entire education process. Dealing with secondary stage students is a very difficult and strenuous activity as in this stage students experience adolescence with its “stress and strain, storm and strife” (Stanley Hall: 1904) and “identity vs. role confusion” (Erickson). Teachers who are deeply committed with their profession and satisfied with their work, may play a more positive and constructive role in the career of students. To sustain their energy and enthusiasm for the work, teachers need to commit personally to their profession. The concept of ‘commitment’ may be described as “an investment of personal resources associated with the professional characteristics of an effective teacher”. Thus, it can be said that the overall performance of an educational institution rests upon the shoulders of its teachers and ultimately their level of commitment to their profession.

Sood, Vishal & Anand (2012) found that B.ed teachers in Himachal Pradesh are on same platform with respect to professional commitment. Thilakan, S. 2012 found that teachers who were working in unaided institutions have got more work commitment than that of the teachers working in the aided institutions. Kumar, A. 2012 found that teachers doing job in un-aided institutions have more professional commitment than that of the teachers working in aided institutions. Kotreshwaraswamy & Surapuramath 2012 found that more experienced, unmarried and net qualified teachers have better professional commitment than less experienced, married and non-net qualified teachers. Ahmad, S. 2012 found that the secondary school teachers possess average professional commitment. Arjunan , M & M Balamurugan 2013 found that secondary grade teachers have got more professional commitment than that of the higher secondary school teachers. Malik, U & Rani, M. 2013 put forth a very important finding related to my present topic that Private school teachers have a better professional commitment than government school teachers. Vijay, F. Dhamane 2014 found that government teachers have a better professional commitment than private teachers. Rana, S.S.(2014) found that female and private teachers are on higher average in professional commitment than male and government teachers. Gujjar, N.B. 2014 found no difference between male and female, rural and urban teacher trainees. Gupta and Nain (2015) found that

private B.ed college teachers have got more professional commitment than that of their counterpart government B.ed college teachers. Raalina, L, & Terhi; et al. 2015 found that work commitment and organisational commitment is being effected by school neighborhood characteristics. Rani & Rani 2015 found that both groups experienced as well as less experienced teachers have similar level of professional commitment towards their professions. Kumar 2015 Significant difference was found between mean scores of professional commitment among various B.ed college teachers with respect to gender and area. Kumar & Waris 2016 found that secondary school female teachers are better in professional commitment than male teachers Ekta & Vig 2017 found that female and Private college teachers have better professional commitment and satisfaction towards their profession in comparison to male and government college teachers. Kaur & Kaur 2017 found that senior secondary school teachers have an average level of professional commitment.

II. RATIONALE OF THE STUDY

Teachers at secondary stage play a very important role in the entire education process. Dealing with secondary stage students is a very difficult and strenuous activity as in this stage students experience adolescence with its "stress and strain, storm and strife" (Stanley Hall: 1904) and "identity vs role confusion" (Erickson). Teachers who are deeply committed with their profession and satisfied with their work, may play a more positive and constructive role in the career of students. The term "Commitment" holds a very important position in every sphere of life, and especially the teacher commitment in school is being recognized from a long time across the world. Lack of professional commitment leads to lesser progress, stress, anxiety, diminishes interest, and absenteeism. Teachers who are not committed cannot give their maximum towards moulding the future pillars of nation. Thus, it is important to investigate the extent of commitment of teachers towards their profession so that the hindering lessons may be recognized and conquered.

With the rapid progress of science and technology, society has changed drastically. And at the same time over exposure of media and westernization led to the decline of social, moral, and intellectual values in a society. On one side it has resulted in juvenile delinquency and fall in academic performance and the other hand it has also badly affected the teacher quality. At the ethical level this decline has been in the form of lack of sincerity, dedication and commitment at all educational levels. Teachers who are the pivot of all educational systems and operate as role models for their students have also been affected by this decline in commitment.

III. OPERATIONAL DEFINITIONS OF VARIABLES

Professional commitment: In the present study Professional Commitment means the scores obtained by the sample subjects on Professional Commitment Scale developed by Kaur et.al (2011). The scale has five dimensions a) Commitment to Learner b) Commitment to Society c) Commitment to Profession d) Commitment to Achieve Excellence e) Commitment to Basic Human Values.

Private secondary school teachers: Teachers teaching students of class 9th and 10th in private secondary schools of District Pulwama of J&K Union territory.

Government secondary school teachers: Teachers teaching students of class 9th and 10th Teachers teaching students of class 9th and 10th in government secondary schools of District Pulwama of J&K Union territory.

IV. OBJECTIVES

The following are the major objectives of the study

1. To study the Professional Commitment of Government and private secondary school teachers factor wise viz., a). Commitment to Learner b). Commitment to Society c). Commitment to Profession d). Commitment to Achieve Excellence e). Commitment to Basic Human Values.
2. To study the Professional Commitment among Government and private secondary school teachers. (Composite scores)

V. NULL HYPOTHESES

1. There is no significant difference between Government and private secondary school teachers on Professional Commitment. (Factor wise)
2. There is no significant difference between Government and Private secondary teachers on Professional Commitment. (Composite scores)

VI. METHODOLOGY:

In methodology descriptive method was used.

6.1 Sample: For the present investigation sample consisted of 200 teachers teaching in government and private secondary schools of District Pulwama. Sample for the study was drawn through simple random method.

6.2 Tool: Investigator selected the professional commitment scale developed by Kaur et.al(2011) for the measurement of professional commitment. The scale has five dimensions a) Commitment to Learner b) Commitment to Society c) Commitment to Profession d) Commitment to Achieve Excellence e) Commitment to Basic Human Values.

VII. STATISTICAL TECHNIQUES USED:

After completing the scoring of the collected data of Professional Commitment, to draw the inferences the data was further subjected to statistical analysis by employing the following techniques through **SPSS (Version 23.0.0.0)**

Mean, S.D and 't' test were used to analyze the data. Tables were plotted in order to make the results clear and transparent.

VIII. ANALYSIS OF DATA

Table No. 01

8.1 Showing the mean scores of Private and Government secondary school teachers on various dimensions of professional commitment.

Group	Dimension	Mean	S.D	t-value	Result
Government teachers	Commitment to the learner	35.53	2.90	1.05	Not significant
Private teachers		35.36	1.64		
Government teachers	Commitment to the society	36.89	5.64	3.71	Significant at 0.01 level
Private teachers		35.29	5.19		
Government teachers	Commitment to the profession	32.22	4.64	2.56	Significant at 0.05 level
Private teachers		31.20	5.33		
Government teachers	Commitment to the achieve excellence	34.23	3.0	0.8	Not significant
Private teachers		33.99	3.51		
Government teachers	Commitment to the basic human values	32.13	4.11	0.6	Not significant
Private teachers		32.93	4.27		

Table No. 02

8.2 Showing the mean scores of Private and Government secondary school teachers on professional commitment (composite scores).

Group	Mean	S.D	t-value	Result
Government teachers	170.75	22.11	0.60	Not significant
Private teachers	170.90	23.12		

Comparison between Private and Government secondary school teachers on various dimensions of professional commitment.

The table No.01 depicts the difference between the means scores of Government and Private secondary school teachers on commitment to learner dimension of Professional commitment. The mean score of Government and Private secondary school teachers is reported to be (35.53) and (35.16) respectively. The calculated t-value (1.05) is not significant at 0.05 level of significance. This indicates that Government and Private school teachers having no significant difference in their “Commitment to Learner” dimension of Professional Commitment. Therefore Government and Private secondary school teachers are on the same platform so far as their commitment to learner is concerned. So, no decisive decision can be taken.

The table No.01 depicts the difference between the means scores of Government and Private secondary school teachers on commitment to society dimension of Professional commitment. The mean score of Government and Private secondary school teachers is reported to be (36.89) and (35.29) respectively. The calculated t-value (3.71) is significant at 0.01 level of significance. This indicates that Government school teachers possess better commitment to society than private school teachers. Further from results it can be inferred that government school teachers believe that students can become good citizens only when teachers are good and hard working. Government school teachers believe that teacher is a significant agent of social change.

The table No.01 depicts the difference between the means scores of Government and Private secondary school teachers on commitment to profession dimension of Professional commitment. The mean score of Government and Private secondary school teachers is reported to be (32.22) and (31.20) respectively. The calculated t-value (2.56) is not significant at 0.05 level of significance. This indicates that Government and Private school teachers having significant difference in their “Commitment to Profession” dimension of Professional Commitment. This means that Government secondary school teachers are highly committed to profession than Private secondary school teachers. Government secondary school teachers have reported that teaching profession appears to be interesting all the time and they never get upset when anybody speaks ill of teaching profession and they are not ready to change their profession if they are offered high salary elsewhere. It makes clear that Government secondary school teachers have joined the profession by choice.

The table No.01 depicts the difference between the means scores of Government and Private secondary school teachers on commitment to Achieve Excellence dimension of Professional commitment. The mean score of Government and Private secondary school teachers is reported to be (34.23) and (33.99) respectively. The calculated t-value (0.8) is not significant at 0.05 level of significance. This indicates that Government and Private school teachers having no significant difference in their “Commitment to Achieve Excellence” dimension of Professional Commitment. Therefore, Government and Private secondary school teachers are on the same platform so far as their commitment to Achieve Excellence is concerned. So, no decisive decision can be taken.

The table No.01 depicts the difference between the means scores of Government and Private secondary school teachers on commitment to Basic Human Values dimension of Professional commitment. The mean

score of Government and Private secondary school teachers is reported to be (32.13) and (32.93) respectively. The calculated t-value (0.6) is not significant at 0.05 level of significance. This indicates that Government and Private school teachers having no significant difference in their "Commitment to Basic Human Values" dimension of Professional Commitment. Therefore Government and Private secondary school teachers are on the same platform so far as their commitment to Basic Human Values is concerned. So, no decisive decision can be taken.

Comparison between Government and Private Secondary school teachers on 'Composite Scores' of Professional Commitment.

The table No.02 depicts the difference between the means scores of Government and Private secondary school teachers on 'composite scores' of Professional commitment. The mean score of Government and Private secondary school teachers is reported to be (170.75) and (170.90) respectively. The calculated t-value (0.6) is not significant at 0.05 level of significance. It indicates that Government and Private school teachers having no significant difference in their composite scores of Professional Commitment. Therefore Government and Private secondary school teachers are on the same platform as far as their composite scores are concerned. So, no decisive decision can be taken.

The results analyzed on factor wise scores of Professional commitment make it clear that there is significant difference between Government and private secondary school teachers on some factors of Professional commitment. Therefore the Null hypothesis.

No. 01

"There is no significant difference between Government and private secondary school teachers on Professional commitment (Factor wise) is partially accepted. The results analyzed and discussed on Composite Scores of Professional commitment reveal that there is no significant difference between Government and private secondary school teachers on Professional commitment. Therefore the Null hypothesis

No. 02

"There is no significant difference between Government and private secondary school teachers on composite scores of Professional commitment is accepted.

IX. CONCLUSION

1. Government and Private secondary school teachers differ on commitment to the society and commitment to the profession dimensions of professional commitment.
2. Government and Private secondary school teachers don't differ on commitment to the learner, commitment to achieve excellence, commitment to basic human values dimensions of professional commitment.
3. Government and Private secondary school teachers don't differ on Professional Commitment. (Composite Score)

X. INFERENCE SUGGESTIONS

- ❖ The results of the study revealed that the highly committed secondary school teachers should be identified and accordingly their promotional benefits are to be sorted out. This will enhance their desire to be on the job.
- ❖ The highly committed secondary school teachers should be encouraged by their authorities so that they may feel satisfied with their profession. .
- ❖ Working environment of the school should be made conducive to retain committed teachers.
- ❖ Private schools must pay good salaries to the teacher educators to sustain the dignity of vocation by not doing exploitation with them with over loaded work and lesser amount of salaries.
- ❖ There is needful requirement of workshops in the educational institutions which promote work culture among secondary school teachers.

- ❖ Awareness programmes should be conducted for teachers to aware them that teaching is not only to earn livelihood but also commitment to enhance learning potential.
- ❖ Discretion, autonomy, participation in decision-making, frequent and helpful feedback and encouragement from administrators and colleagues would go a long way in enhancing their professional commitment.
- ❖ Teachers must introspect seriously from time to time over their efforts for self-improvement and must also think of all those measures that can possibly be taken for the enhancement of professional commitment. Complacency in the field of education is fatal to the development of professional commitment.

XI. SUGGESTIONS FOR FURTHER RESEARCH

1. The professional commitment of secondary school teachers needs to be investigated using exact research standards.
2. Professional commitment needs to be studied with respect to such variables as age, qualification marital status and length of experience.
3. Professional commitment needs to be investigated with respect to the subjects teachers teach.
4. Due to scarcity of time, the study was conducted on a small sample. Therefore, it is suggested that the study be replicated on a large sample.
5. A comparative study should be conducted on sample from rural and urban areas in order to find out the rural/urban differences.
6. A study should be replicated on the other districts of the state of Jammu and Kashmir (UT)
7. A study should be replicated at the primary, college and university level too.

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