

Professional Commitment of Male and Female Higher Secondary School Teachers in Kashmir Division

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Abstract: The present study was conducted to find and compare the professional commitment of male and female School teachers on the basis of sex. 800 male and female School teachers were selected by using random cum stratified sampling technique. Professional Commitment Scale developed by RavinderKaurRanu and SarvjeetKaurBrar was used for data collection. The data was subjected to statistical treatment by using percentage, Mean, Standard Deviation, and 't' test. Results revealed that male and female school teachers differ significantly on various levels of professional commitment. Male School teachers were found high committed towards their profession as compared to female school teachers.

Key words: 1. Professional Commitment, 2. Male and Female Higher School Teachers.

Introduction

Teacher professional commitment has been identified as a central factor in influential and influencing the global educational system. Commitment is believed to be vital for organizational productivity, quality and performance. Keeping teachers in their profession is indeed vital to maintaining standards and improving school performance specifically in terms of student academic integrity. Professional commitment, which includes occupational competence, dedication and efficacy is a relatively new and less researched concept. Professionalism is not a character inherent in certain types of jobs but a status actively achieved through the efforts of groups of workers. This implies that professionalism is not a given trait but has to be learned. The teaching profession is generally referred to as a noble profession. Therefore, teachers are estimated to display proper professional behaviour, appearance and temperaments. The teaching profession is generally referred to as a noble profession. Professionalism is not a character inherent in certain types of jobs but a status actively achieved through the efforts of groups of workers. This implies that professionalism is not a given trait but has to be learned. Teaching is a profession; therefore, teachers are expected to display appropriate, professional behaviour, appearance and dispositions. Professional commitment covers the below mentioned areas in the present study:

- 1. Commitment to the learner:** children need teacher who understand them and their needs with sensitivity. They need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities. By taking up the profession of teaching, the teacher is pledged to progress and development of learners, includes genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all-round development etc. The primary duty of a teacher is to help each learner to the best of his ability to become a worthy and effective member of the society. It is his/her personal responsibility to regard the moral, intellectual, physical, social and aesthetic development of the students.
- 2. Commitment to the society:** professional commitment towards the society indicates the awareness and concern about the impact of the teachers' work about the welfare of the society

and democratic values of the nation. School being the miniature society has a symbolic next with society. Teachers need is to orient community towards the importance of education as a life-long process and also motivate them to take it in that perspective. Teachers need to have deep concern and commitment towards the community.

3. **Commitment to the profession:** Teachers are entrusted by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning. Committed professional adopts various innovative methods of teaching taking into consideration how best to learn and bring about the effective learning. This can happen only when teachers themselves show commitment to the profession to improve both guided as well as self-directed learning.
4. **Commitment to the attaining excellence for professional actions:** It is the achievement in all aspects of a teacher's roles and responsibilities, care and concern for doing everything in the classroom, in and outside the school. Teachers who continue their search for becoming better human beings and better teachers are followed in their footsteps by the learners. The later get all respect from them and at the same time acquire higher levels of excellence and proficiency.
5. **Commitment to basic human values:** Every community expects the teachers to follow a value based approach in their personal life; so as to become role models for the future generation. Commitment to basic human values indicates that the teachers should be role models in the classroom and to community through genuine and consistent practice of professional values such as: impartiality, objectivity and intellectual honesty, national loyalty etc.

Committed teachers not only seek all round development of children but work for their own professional growth. It is a belief that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school. It is typically conceived as individual's psychological bond to the organization including a sense of job involvement, loyalty and belief. Vandenberg, & Scarpello, (1994) advocates, "professional commitment as a person's belief and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation". Professional Commitment acts as a bridge between the acceptance of the goals and values of profession and a willingness to exert considerable effort on behalf of the profession. According to Lodahl, T.M. and Kejner, M. (1965), "professional commitment is the degree to which a person's work performance affects his self-esteem". Salancik, G.R. (1977) pointed out, "the concept of commitment is attitudinal in nature. It reflects the close proximity of an individual with his organization or relationship. According to Morrow and *Madhu and Indu (2015)* revealed a significant difference in professional commitment among teacher educators working in government aided and self-financing B.Ed. colleges. Teachers belonging to self-financing institutions were found more committed towards their job as compared to government teachers. *Mary and Annaraja (2015)* found no significant difference between arts and science stream male and female teachers in professional commitment. *Khan (2015)* revealed significant mean difference between organizational commitment of public and private school teachers. Private school teachers were observed to experience more commitment as compared to the public school teachers. *Shukla (2014)* observed no significant difference between teaching competency of teachers on high and low levels of job satisfaction. *Arjunan, M. & Balamurugan, M. (2013)* found no any variation between male and female teachers on professional commitment. Professional commitment of school teachers was found positively inclined towards the welfare of students, society, human values and academic excellence. *Sharma (2013)* revealed no influence of locality on teaching effectiveness of secondary school teachers. Significant relationship between teaching effectiveness and professional commitment of secondary school teachers has also been confirmed. *Guvén, O. (2012)* reported significant difference

between private school teachers and government school teachers on level of organizational commitment.

Therefore, keeping this thing into consideration efforts have been made by the present researcher to study the research problem as:

Statement of the Problem

*Professional Commitment of Male and Female Higher Secondary School Teachers in Kashmir
Division*

Objectives of the Study

The present study has been conducted with the following objectives:

- 1) To study and compare Professional commitment of male and female higher secondary school teachers on following dimensions:
 - a) Commitment to learner,
 - b) Commitment to society,
 - c) Commitment to profession,
 - d) Commitment to attain excellence, and
 - e) Commitment to basic human values.

Hypothesis

Based upon the above mentioned objectives, the following hypotheses were formulated:

- 1) There is significant difference between professional commitment of male and female higher secondary school teachers on following dimensions:
 - a) Commitment to learner,
 - b) Commitment to society,
 - c) Commitment to profession,
 - d) Commitment to attain excellence, and
 - e) Commitment to basic human values

Operational definitions

Professional commitment in the present study refers the dominant set of scores obtained by the respondents on professional commitment scale developed by the RavinderKaurRanu and SarvjeetKaurBrar.

Secondary School Teachers: Secondary school teachers in the present investigation refer to those teachers who are working at + 2 level in Higher Secondary schools either run by the Government or private trusts/ organizations.

Delimitations of the Study

Keeping in view the availability of time, budget schedule and limited resources, the present study has been delimited to:

- a) The female teachers working in Government and private higher secondary schools and

b) Five districts of the valley viz. Srinagar, Anantnag, Shopian, Pulwama and Kulgam.

Methodology: Keeping in view the research evidences, objectives and hypotheses, the researcher found it suitable to go through descriptive survey method, through which data was collected.

Sample: The present investigation was carried out on a sample of 800 teachers working in Government and private Secondary Schools of Kashmir Valley. These teachers were drawn from five districts: Srinagar, Anantnag, Shopian, Pulwama and Kulgam. A random sampling technique was adopted to carry out the investigation. The age of the subjects was between 30 to 50 years.

Tools used: Professional Commitment Scale developed by the RavinderKaurRanu and SarvjeetKaurBrar was used for data collection.

Statistical Techniques Employed: Information gathered was put to suitable statistical analysis by computing Percentage, Mean, S.D. and test of significance (t-test).

Analysis of data:

Table 1. Showing the Percent-wise Distribution of Male and Female School Teachers on Various Levels of Professional Commitment.

Levels of Professional Commitment	MST		FST	
	N	%age	N	%age
High Commitment	45	11.25	45	7.25
Above Average Commitment	174	43.5	174	11.75
Average Commitment	79	19.75	79	35.75
Below Average Commitment	12	3	12	12.5
Low Commitment	90	22.5	90	32.75
Total	400	100	400	100

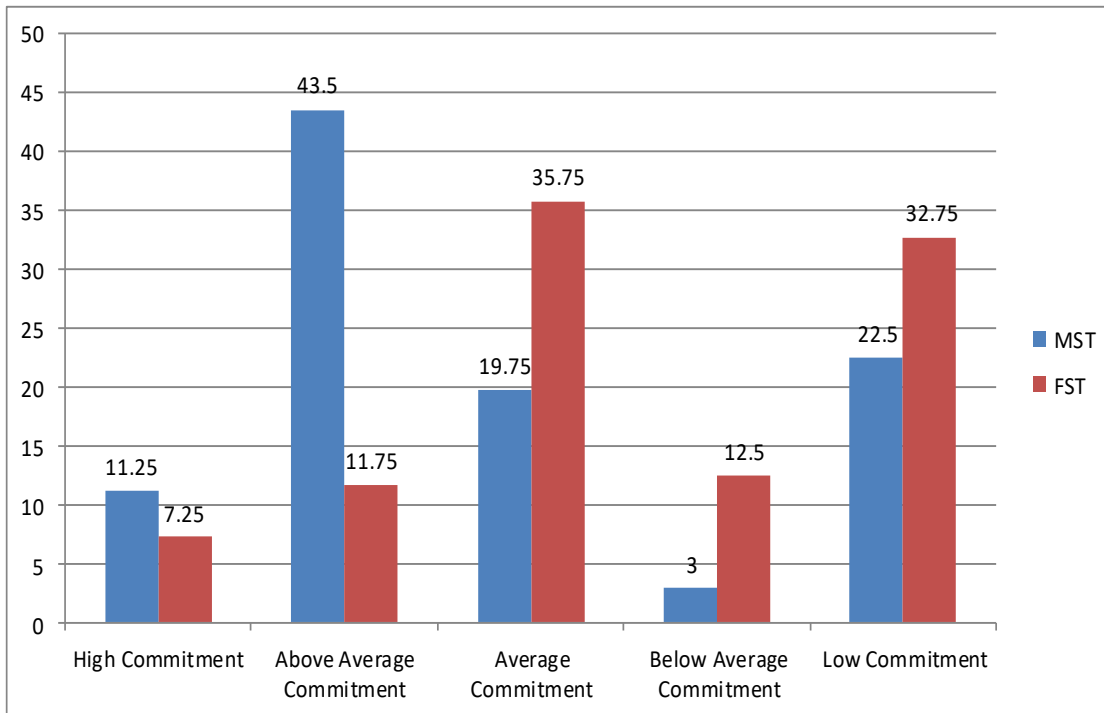


Fig. 1. Comparison of Male and Female School Teachers on Various Levels of Professional Commitment.

Index: MST: Male School Teachers
FST: Female School Teachers

Table 2: Showing the Significance of Difference between the Mean Scores of Male and Female School Teachers on Various Dimensions of Professional Commitment (N=400 each).

	Dimensions of Professional Commitment	MST		FST		t-value
		Mean	S.D	Mean	S.D	
I	Commitment to Learner	35.09	4.92	28.53	9.03	12.67**
II	Commitment to the Society	31.81	8.69	28.22	8.45	5.90**
III	Commitment to the Profession	31.87	9.35	27.93	9.48	5.92**
IV	Commitment to Attain Excellence	31.49	6.49	28.35	8.70	5.77**
V	Commitment to Basic Human Values	32.96	7.79	29.02	8.68	6.74**
V	Composite Score	173.00	15.67	132.30	39.99	18.94**

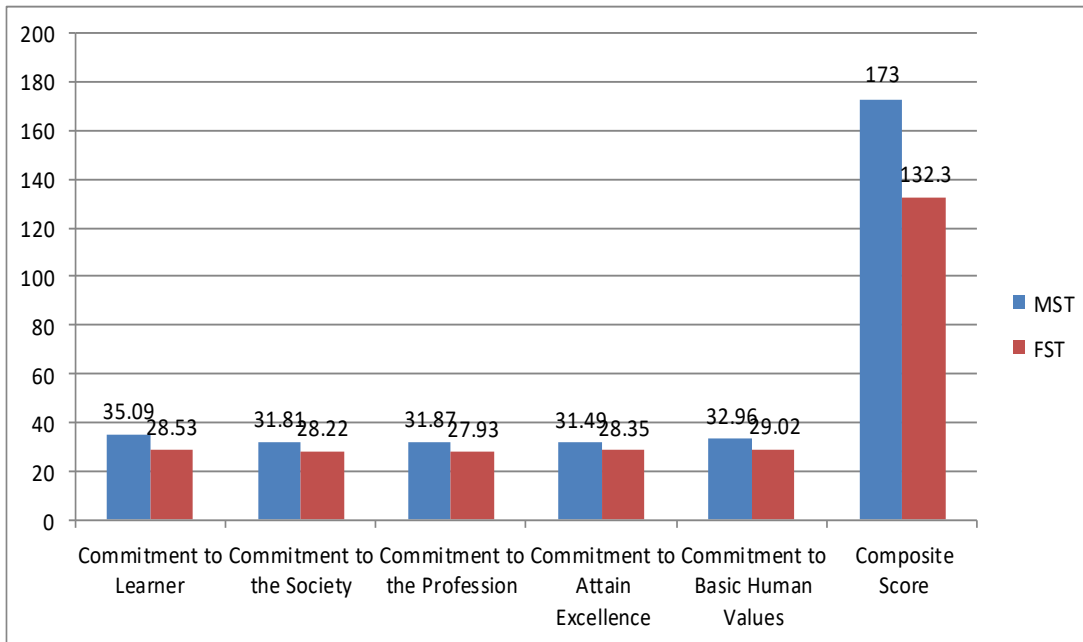


Fig. 2: Comparison of Male and Female School Teachers on Various Dimensions of Professional Commitment.

Index: MST: Male School Teachers
 FST: Female School Teachers
 ** Significant at 0.01 level of confidence

Interpretation of data

The data presented in **Table 1 (Fig. 1)** shows the percent-wise distribution of male and female teachers on various levels of professional commitment. The results revealed that in case of male teachers, the levels of professional commitment were found to be as: 11.25% highly committed, 43.5% above averagely committed, 19.75% averagely committed. The results further revealed 3% teachers with below average level of commitment and 22.5% with low professional commitment. Further, in case of female school teachers, the level of professional commitment came to be: 7.25% highly committed, 11.75% above averagely committed, 35.75% averagely committed, 12.5% below averagely committed and 32.75% low commitment. The overall percent-wise distribution reveals majority of the male teachers inclined towards above averagely level of professional commitment. However, in case of female teachers maximum percentage (35.75%) was reported to be inclined towards the average level of professional commitment. Further, from these results, it has been observed that male teachers are more committed towards their professional as compared to female teachers.

The comparative analysis of male and female teachers on different dimensions of professional commitment has been reported in **Table 2. (Fig. 2)**. A perusal of this table reveals a significant mean difference between the two groups of teachers on all the five dimensions of professional commitment. An observation on the first dimension (*Commitment to Learner*) shows that a significant difference between the two groups of teachers under discussion. The mean scores in case of male teachers is reported to be higher (M=35.09) as compared to female teachers (M=28.53). The calculated 't' value came out to be 12.67 which is significant at 0.01 level of confidence. Thus, it can be revealed that male teachers seem to be more committed towards the learners as compared to female teachers. Further, male teachers were reported to have an optimistic approach towards their students as compared to female teachers. Inspiration and readiness to help the learner, enthusiasm, friendship, concern for all-round development etc. was found among male teachers. Moreover, male teachers were observed in facilitating student's physical, social, intellectual, emotional and moral development. With regard to second dimension (*Commitment to Society*) of the professional commitment scale, the two groups under discussion have been found significantly different from each other. The mean score of male teachers has been found to be 31.81 and in case of female school teachers it is reported to be 28.22. The mean difference favours male group of teachers. The calculated 't' value came out to be 5.90 which is significant at 0.01 level of confidence. It can be inferred that male teachers are more committed towards society as compared to female teachers. They were also seen to be sensitive regarding what people think about them in society. Their affairs with the stakeholders of education were found to be well established and positive. Coming towards the third dimension of professional commitment (*Commitment to Profession*) the mean score in case of male school teachers is reported to be higher (M=31.87) as compared to the teachers belonging Government schools (M=27.93). The operational 't' value came out to be 5.92 which is significant at 0.01 level of confidence. Thus, it is revealed that male group of teachers are more committed towards their profession as compared to female group of teachers. Prioritizing of professional work has also been found associated to male teachers. While comparing the fourth dimension (*Commitment to Attain Excellence*) of professional commitment scale, a significant difference between the two groups under discussion has been observed. The mean scores in case of male teachers was reported to be higher (M=35.09) as compared to female teachers (M=28.53). The calculated 't' value is reported to be 5.77 which is significant at 0.01 level of confidence. Thus, it may be inferred that male group of teachers

achieve much excellence in the journey of their profession. It was also observed that they consider teaching a live profession which needs continuous development. The results presented in the last dimension (*Commitment to Basic Human Values*) of professional commitment scale gives the mean comparison of male and female teachers. The mean score in case of male and female school teachers has been found to be 32.96 and 29.02 respectively. The observed 't' value was reported to be 6.74 which is significant at 0.01 level. The mean difference favours male group of teachers. On the basis of the results, it may be said that male group of teachers seem to contribute maximum towards the inculcation of positive values among students as compared to their counter parts. Moreover, they are seen with sense of loyalty towards their profession. They consider themselves as a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objectivity and intellectual honesty, national loyalty etc. An operational outlook towards the *composite score* of male and female teachers on *Professional Commitment scale* reveals that there is significant difference between the two groups under discussion. Mean score of male teachers was reported to be 173.00 which is higher than the mean score of female school teachers (M=132.30). Thus, it can be inferred that gender experience a positive impact on the professional commitment of school teachers. The results may attribute to the fact that male teachers remain professionally bound in order to be role model for students. Besides, male teachers remained aware regarding shortcomings of their profession. They remain success in locating the individual differences of their learners. Their journey of profession seems to be excellent as they derive maximum pleasure from it. Moreover, sense of loyalty towards their profession has been observed among male school teachers. They consider themselves as role models in the classroom and community through genuine and consistent practice of professional values such as impartiality, objectivity and intellectual honesty, national loyalty etc., Respecting the rights and responsibilities of students has also been seen among male school teachers. Strong professional qualities like excellent appearance, sense of vocation and true devotion, sympathy and empathy, enthusiasm towards teaching has been seen to go in favour of male school teachers. In the light of these results the hypothesis No.1 which reads as, "*There is significant difference between professional commitment of male and female higher secondary school teachers.*" stands retained. As it has been reported that male and female school teachers has different professional commitment. The results are supported by a host of researchers- (Madhu&Indu, 2016; Santosh, 2016; Irudhay&Annaraja, 2015; Shiv, et al. Singh,

Ashley, F. (2013); Korso, 2013; Sharma, 2010; Elizur&Koslowsky 2001; Shishupal, 2001).

Madhu&Indu (2016) conducted a study on professional commitment of male and female teacher educators. The results revealed that male teacher educators were more committed towards profession. It was observed that male teacher educators have significantly higher life satisfaction than their counterparts (female teacher educators). Impact of gender was also found to be significant as far as professional commitment and life satisfaction of teacher educators is concerned. Enhance the level of professional commitment and life satisfaction in case of female teacher educators, organising seminars, workshops and counselling sessions should be arranged for them. **Santosh (2016)** found introvert and extrovert students are significantly different in their professional commitment. However, extrovert male and female students differ significantly in their professional commitments. Extrovert male students were found more committed towards their profession as compared to extrovert female teachers. **Irudhay&Annaraja (2015)** found that there is significant difference between male and female college teachers in their commitment towards values. Male teachers were found more committed towards their professional values as compared to female teachers. **Ashley, F. (2013)** reported that male teachers more committed towards the teaching profession than female teachers. Professional achievement among male teachers was found higher than female teachers. **Korso (2013)** found the influence of background variables like age, gender, and type of school significant effects on the perceptions of the beginning secondary school teachers'. The professional commitment in male teachers claim relatively higher on all levels of affective professional commitment as compared to female teachers. This study also revealed that teachers in public secondary schools than private secondary schools perceived higher normative and continuance professional commitment. **Sharma(2010)**. Significant difference was found on the professional commitment. Male teachers were found more committed towards their job as compared to female teachers. **Elizur&Koslowsky (2001)** found that work values especially the cognitive ones were positively related with commitment and the interaction of values with gender was also found to be a significant predictor of commitment. **Shishupal (2001)** explored that sex, age, community/ residential background and income groups proved the value of predictors of commitment.

Conclusions of the study

- I. The study revealed that among male school teachers, majority of them were above average on professional commitment. On the other hand, majority of the female school teachers were observed averagely committed towards their profession.
- II. Slight percentage difference between male and female teachers has been reported to exist with regard to their professional commitment.
- III. Gender significantly differentiated the teachers on professional commitment and male teachers were seen highly committed on all the dimensions of professional commitment as compared to female teachers.

Educational implications

- I. In order to enhance the level of professional commitment at secondary school level, conferences and seminars should be organised.
- II. Value and moral education should be imparted at secondary school level. So that importance of values is realised to a great extent.
- III. For the smooth establishment of effective administration and supervision in educational institutions, bond of agreement between Government and incumbents need to be made stronger.
- IV. Workshops and orientation programmes on the importance and inculcation of work ethics like commitment, self-discipline, loyalty, and work value should be organised for teachers in different training programmes.
- V. Regarding the execution of professional commitment, the school authorities are required to frame norms and statutes so that ethical standard among educational stakeholders may be protected.

Suggestions for Further Research:

- I. Similar studies may be conducted on a larger sample with the inclusion of different regions on the variables of professional ethics, professional commitment and occupational self-efficacy.
- II. A comparative study on professional commitment is recommended to be conducted on teachers at various levels like: primary, secondary, college and university.
- III. The present piece of research was confined on variables- professional commitment, in relation to gender. Therefore, similar investigations are recommended to be carried out

on the variable of demographic profiles, socio-economic status, length of service and marital status.

- IV. Studies are suggested to be conducted on job satisfaction of teachers at different levels in relation to their professional ethics, professional commitment and occupational self-efficacy.

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