

COMPARATIVE STUDY OF PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS OF AMRITSAR AND LUDHIANA DISTRICT

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Introduction

Every profession requires commitment. If a person is committed to his profession he will perform his duties with dedication and efforts. According to Arya (2012), Professional commitment of the teachers is to devote personal time and dedicated towards his profession.

Teaching is such a profession which requires not only relations with organization but also with number of other participants, such as the parents, students and colleagues. Therefore, professional commitment is persuasive for both teachers and the educational system. It is the need of today to bring improvement in quality of education.

Skidmore (2007) defined professionally committed teachers as those teachers who are:

- a) dedicated to develop themselves professionally by seeking advanced degrees and standard- based professional growth opportunities;
- b) critically reflective in their practice by seeking meaningful feedback and discourse and engagement in action research;
- c) advancing the teaching profession through the creation of professional learning communities and teachers' contributions to leadership positions.

Professional commitment increases the ability of the teacher to consider the demands of students, provide a variety of teaching methods and techniques. They try to make arrangements for engaging each student in meaningful task. It also helps the teachers to learn new strategies and involve in the profession by learning new techniques, strategies for enhancing quality of education.

Today is the age of technology. So, to cope up with the technological era, teachers have to learn new skills, and make their students learn higher order skills to think critically, collaborate, communicate and make their own decisions. This all is possible through professional commitment.

Reviews

Kohli (2005) conducted a study of professional commitment of teacher educators of Punjab state and found moderate level of professional commitment exists among teacher educators of Punjab state.

Kumar (2012) collected the data from 350 teachers; teaching in teacher's training institutions of four districts to study the relationship of thinking style and teachers' effectiveness of teachers with their professional commitment. The findings revealed that there was no significant correlation between the professional commitment and job value of the teachers working in teacher training institutions. Moreover, the significant positive correlation exists between the professional commitment and thinking style of the teachers working in teacher training institutions. There was significant difference in the professional commitment level of the male and female teachers working in self finance teacher training institutions. Female teachers of self finance institutions were more committed to their profession than the male teachers of self finance institutions. There was significant difference in the professional commitment level of the male and female teachers working in Govt./Govt. aided teacher training institutions. Female teachers of Govt./Govt aided institutions were more committed to their profession than the male teachers of Govt./Govt aided institutions.

Gupta and Jain (2013) studied professional commitment among teacher educators with respect to locale, gender and academic qualification. The results showed non- significant difference in case of professional commitment of teacher educators with respect to locale and gender.

Malik and Rani (2013) investigated the relationship between professional commitment and attitude towards teaching of secondary school teachers. Data was collected from 100 secondary school teachers selected from government and private schools of Gurgaon district of Haryana. It was found that significant relationship exists between professional commitment and attitude towards teaching with respect to gender, locale, government and private schools.

Choudhary and Arora (2015) conducted the study entitled, teacher commitment and teacher effectiveness at secondary level in Punjab. Data was collected from 200 teachers belonging to Moga and Ludhiana district. Findings revealed that locality, gender and area have no influence on teacher commitment at secondary level. It was found that teacher effectiveness among

teachers of Punjab at secondary level did not differ with respect locale, type of institute and gender.

Sawhney (2015) conducted a study on professional commitment among secondary school teachers in relation to location of their school. Results show non- significant difference in professional commitment among teachers of rural and urban secondary schools. However analysis on the basis of percentile display rural teachers to be more committed than urban teachers.

Bala (2017) conducted a study on professional commitment of school teachers in the state of Punjab. The finding of the study reveals that male and female school teachers differ significantly on professional commitment where female have an edge over their male counterparts. Mostly school teachers have average level (fifty six percent) of professional commitment

Alam(2018) studied differences in professional commitment of secondary school teachers across certain demographic variables. The sample of the study consisted of 111 randomly selected teachers teaching in government and private secondary schools of Aligarh (U.P.) . Results revealed that (i) there is significant difference in respect of professional commitment among secondary school teachers with respect to gender and type of school but no significant difference between rural and urban secondary school teachers in respect of professional commitment was found.

Ambrish and Azkiya (2016) carried a comparative study of professional commitment of secondary school teachers in relation to their gender and area. They noted that professional commitment of female secondary school teachers is better than male secondary school teachers. However no significant difference was seen in case of area.

OBJECTIVES

1. To compare and find the mean difference in professional commitment among male secondary school teachers of Amritsar and Ludhiana district.
2. To compare and find the mean difference in professional commitment among female secondary school teachers of Amritsar and Ludhiana district.
3. To compare and find the mean difference in professional commitment among rural secondary school teachers of Amritsar and Ludhiana district.

4. To compare and find the mean difference in professional commitment among urban secondary school teachers of Amritsar and Ludhiana district.

Hypotheses

1. There exists no significant difference in professional commitment among male secondary school teachers of Amritsar and Ludhiana district.
2. There exists no significant difference in professional commitment among female secondary school teachers of Amritsar and Ludhiana district.
3. There exists no significant difference in professional commitment among rural secondary school teachers of Amritsar and Ludhiana district.
4. There exists no significant difference in professional commitment among urban secondary school teachers of Amritsar and Ludhiana district.

METHOD

SAMPLE

A sample of 500 government secondary school teachers from Amritsar and Ludhiana districts (250 each) was selected randomly. Multistage randomization sampling technique was employed, i.e., districts, the schools, the teachers were selected by using random sampling technique.

Measures

Professional Commitment Scale by Kaur, Ranu and Kaur (2013) was used to collect the data. 45 items in the scale were divided in 5 areas of commitment namely: Commitment to the learner; Commitment to the Society; Commitment to the Profession; Commitment to Achieve Excellence and Commitment to Basic Human Values.

Results and Discussions

Table1.1 Showing mean difference in Professional Commitment among male secondary school teachers of Amritsar and Ludhiana district.

Category	N	Mean	S.D.	t-ratio
Amritsar	125	173.17	14.06	1.68
Ludhiana	125	170.2		not significant at 0.01

Table 1.1 shows mean difference in professional commitment among male government secondary school teachers of Amritsar and Ludhiana district. T-ratio came out to be 1.68, which shows no significant difference in professional commitment among male secondary school teachers of Amritsar and Ludhiana district. Thus, our hypothesis stating, “There exists no significant difference in professional commitment among male secondary school teachers of Amritsar and Ludhiana district”, stands accepted.

Table1.2 Showing mean difference in professional commitment among female secondary school teachers of Amritsar and Ludhiana district.

Category	N	Mean	S.D.	t-ratio
Amritsar	125	167.14	15.97	0.29 not significant at 0.01
Ludhiana	125	167.74		

Table 1.2 shows mean difference in professional commitment among female government secondary school teachers of Amritsar and Ludhiana district. T-ratio came out to be 0.29, which shows no significant difference in professional commitment among female secondary school teachers of Amritsar and Ludhiana district. Thus, our hypothesis stating, “there exists no significant difference in professional commitment among female secondary school teachers of Amritsar and Ludhiana district “stands accepted.

Table1.3 Showing mean difference in professional commitment among rural secondary school teachers of Amritsar and Ludhiana district.

Category	N	Mean	S.D.	t-ratio
Amritsar	126	168.01	15.08	1.71 not significant at 0.01
Ludhiana	126	171.24		

Table 1.3 shows mean difference in professional commitment among rural government secondary school teachers of Amritsar and Ludhiana district. T-ratio came out to be 1.71, which

shows no significant difference in professional commitment among rural government secondary school teachers of Amritsar and Ludhiana district. Thus, our hypothesis stating, "there exists no significant difference in professional commitment among rural government secondary school teachers of Amritsar and Ludhiana district" stands accepted.

Table1.4 Showing mean difference in professional commitment among urban secondary school teachers of Amritsar and Ludhiana district.

Category	N	Mean	S.D.	t-ratio
Amritsar	124	172.35	15.31	2.96
Ludhiana	124	166.66		Significant at 0.01

Table 1.4 shows mean difference in professional commitment among urban secondary school teachers of Amritsar and Ludhiana district. T-ratio came out to be 2.96, which shows significant difference in professional commitment among urban government secondary school teachers of Amritsar and Ludhiana district. It is observed from above table that urban teachers of Amritsar are more committed than urban teachers of Ludhiana district.

Thus, our hypothesis stating, "There exists no significant difference in professional commitment among urban secondary school teachers of Amritsar and Ludhiana district" stands rejected.

This may be due to the reason that the working conditions of teachers in Amritsar district are better than Ludhiana District.

Suggestions for further research

1. The present study can be conducted at different levels of education such as primary, elementary and college level.
2. The present study can be conducted with many other variables such as job satisfaction, task environment in the school, leadership roles etc.
3. A comparative research study of Professional commitment involving private school teachers and government schools teachers need to be undertaken with respect to their Classroom management.

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