

# STUDY OF PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS OF PUNJAB WITH RESPECT TO TYPE OF SCHOOLS

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## Abstract

The major purpose of this research was to understand the Professional Commitment among secondary school teachers of Punjab. The sample was drawn from the regions of Punjab namely Mahja, Malwa and Doaba. From each region two districts had been selected. From the Majha regions two districts i.e. Amritsar and Pathankot; from Malwa region two districts i.e. Ludhiana and Patiala and from Doaba region two districts i.e. Jalandhar and Kapurthala had been chosen to collect data for the present work. Total 16 schools were selected out of which eight schools were taken from rural and eight schools from urban areas. Further out of these eight schools four Government and four Private schools were selected. From each school 10 teachers were selected. So total number of teachers selected from 6 districts of Punjab formed to be 960. The random sampling technique was used data. In the present study, Professional Commitment (PC – Saini& Kauts;2016) a standardized tool was used to collected data. Further data were subjected to Mean, Standard Deviation, Standard Error of Mean, Standard Error of Mean Difference and t-ratios. The results of the study indicated that, the private secondary school teachers were professionally higher committed than government secondary school teachers on all dimensions of Professional Commitment i.e. commitment to learner, commitment to society, commitment to own profession, commitment to own dimension, commitment to attaining excellence, commitment to basic human value in Punjab.

**Keywords:** Professional Commitment, Government and Private, Secondary School Teachers.

## Introduction

Quantitative expansion has received greater attention in India than the quality of education. A nation's education system has a major impact on the country's progress. Teachers are integral to the overall success of an educational system because they play a key role in guaranteeing success in the institution in which they teach. The secondary school phase has a critical impact on a student's career because it builds the groundwork for their work as well as gives direction to their education. When it comes to education, teachers in the secondary stage play a significant influence. secondary kids endure the strains of adolescence as they deal with

"stress and strain, storm and turmoil," "identity vs. role confusion," and "personal vs. interpersonal conflicts" (Stanley Hall: 1904) and "identity vs. role confusion" (Erickson). Students' learning process is significantly impacted by their teacher's work behaviour. Teachers have found that it is related to their efficacy (Medly and Shannon, 1994). Teachers are like a lamp with oil that is burning, whose flame serves to illuminate students' minds and hearts (Kumar & Dhandhi, 2012). Teachers who demonstrate consistency, dedication, skills, and adherence to professional standards and ethics are demonstrating professional commitment. Teaching needs hard work.

According to Radhakrishnan (1962), "The path to educational salvation rests not in an elegant package of systems, tricked out with all the latest learning equipment, but in the person-to-person, human element that lays the foundation for modern systems of education and makes them function." It is mainly the human factor in education that is neglected or taken for granted, which is partly responsible for the fact that school buildings, equipment, curricula, and textbooks have not improved at the same rate as the increase in the number of schools and the noticeable improvement in each of these over the last few decades. Teachers have a significant impact on educational progress, regardless of their style. He can either hinder or support the advancement of new ideas by rejecting innovation or maintaining silent about the necessity for reform. The classroom environment in which learning takes place is very important.

A number of prominent academics concur that a balanced combination of professional skills and devotion is crucial for the betterment of school results, notably student academic accomplishment. The teacher's strong devotion is an important aspect of the education process (Crosswell, 2006). One of the main ways that people can demonstrate their professionalism is by getting completely involved in their work, having strong motivation to engage, and having a desire to be an active member of their occupation (Ferris, 2001). Vandenberg and Scarpello (1994) recommends, "a commitment to being in one's profession, to possessing the ideals of one's profession, and to remaining involved in the profession" Initiative contributes to bridging the gap between personal commitment to aims and ideals of the profession and a readiness to work hard for the profession. Lodahl and Kejner (1965) asserted that the level of professional dedication was a measure of how much work performance affected a person's self-esteem. commitment, as Salancik (1977) explained, is based on attitude. It illustrates the nearness of someone to his workplace or relationship.

#### Review of professional commitment-

Review of related literature is an essential part of research it implies a survey of accumulated knowledge of the past and helps the

investigator in avoiding wastage and duplication. This study is done in the light of the earlier done work on gender differences.

Joolideh and Yeshodhara (2008) revealed that difference in organizational commitment government and private high school. It was also found significant difference in normative commitment between government and private high school teachers. Misra, Ansari and Khan (2009) found that public and private school teachers differed significantly on organizational commitment. Further it was also found that private school teachers showed higher organizational commitment as compared to public school teachers. Naik and Singh (2013) found that significant difference in teacher's commitment among government and private higher secondary school. Further no significant difference between different dimensions namely psychological, sociological, profession and institution of teachers commitment among government and private higher secondary school. Guven (2012) reported significant difference between private and government school teachers on level of organizational commitment. Dhamane (2013) explored no significant difference in professional commitment of government and Self-financing college teacher educators.

Rani (2014) explored no significant difference between government and private secondary school teachers on professional commitment. 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. 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. Gupta and Nain (2015) found a significant difference in professional commitment of teacher educators working in govt./govt. aided and self-financing B.Ed. colleges and the results were in favour of self financing collages.

Basu (2016) revealed type of school did not have any significant effect on the professional commitment of teachers. Ekta and Vig (2017)

found that Private college teachers have better professional commitment and satisfaction towards their profession in comparison to government college teachers. Kaur and Kaur (2017) found that senior secondary school teachers have an average level of professional commitment. Thoker (2017) revealed that government and private school teachers differ significantly on the measure of professional commitment. Private School teachers were found to be more professionally committed as compared to government school teachers on all the five dimensions of Professional Commitment namely commitment to learner, commitment to society, commitment to own profession, commitment to attain excellence and commitment to basic human values. Alam (2018) found significant difference between government and private secondary school teachers in respect of professional commitment.

Sethi (2018) found that teachers working in Government and Private school teachers were not found significantly different in their organizational commitment. Moshahid and Ashraf (2019) revealed that there was significant difference in professional commitment among government and private secondary school teachers. It was also found that private secondary school teachers had higher level of professional commitment than the government secondary school teachers. Rani (2019) revealed that teacher educators of B.Ed. colleges were having high level of professional commitment and no significant difference was found in professional commitment of teacher educators with respect to type of the institution. Dar and Lone (2020) revealed that there was significant difference between government and private secondary school teachers on commitment to the society and on commitment to the profession dimensions of professional commitment. It was found that Government secondary school teachers were more committed to the society and more committed to the profession than private secondary school teachers. It was further revealed that there was no significant difference between government and private secondary school teachers on composite scores of professional commitment. Mambra, Hameed and Mello (2021) found that government teachers just as Private teachers are slanted towards perusing course readings just as other related source books. It had been seen that both

Government also Private teachers show an ideal and moral methodology while managing the understudies. They were accounted for to utilize new procedures in showing learning measure and furthermore move alongside late improvement of exploration the result of the study indicated that Govt. and Pvt. School teachers were not found significantly different in their organizational commitment, the result of the study indicated that Govt. and Pvt. School teachers were not found significantly different in their organizational commitment,

## STATEMENT OF THE PROBLEM

Professional Commitment Among Secondary School Teachers of Punjab with Respect to Type of Schools.

## OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present investigation:

- To study Professional Commitment of teachers working in Government and private secondary school teachers.
- To study various dimensions of Professional Commitment of teachers working in Government and private secondary school teachers.

## HYPOTHESES

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

H1 There exists no significant difference between professional commitment of Government and private secondary school teachers.

H2 There exists no significant difference between government and private secondary school teachers on the various dimensions of Professional Commitment

## OPERATIONAL DEFINITIONS OF THE TERMS AND VARIABLE:

Professional Commitment-Professional Commitment means commitment of the teacher towards five areas - Commitment to learner,

Commitment to society, Commitment to profession, Commitment to achieve to excellence, Commitment to basic values.

Secondary School Teachers- Secondary school teachers in the present investigation refer to those teachers who are working at + 2 levels 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:

- The teachers working in Government and private secondary schools.
- Six districts of the Punjab viz. Amritsar, Pathankot, Jalandhar, Kapurthala, Patiala and Ludhiana had been taken only.

#### 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 960 teachers working in Government and private Secondary Schools of Punjab. These teachers were drawn from six districts: Amritsar, Pathankot, Jalandhar, Kapurthala, Patiala and Ludhiana. A random sampling

technique was adopted to carry out the investigation.

#### RESEARCH DESIGN

In the present study Descriptive Survey method was used

#### TOOLS USED

The investigator, after screening a number of available tools, selected the following research tool to collect the required information.

#### Professional Commitment

Professional Commitment scale developed by (Saini&Kauts; 2016)

#### 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

In order to understand the description of Professional Commitment and its dimensions between government and private school teachers Mean, SD, difference of means and standard error of difference and finally significance of difference through 't-ratios' have been computed with the formula meant for large samples. Formula for large and normal sample has been used to calculate t-ratios. The calculated values are presented below in the table 1.1:

TABLE 1.1 MEAN, S.D AND T-VALUES ON VARIOUS DIMENSIONS OF PROFESSIONAL COMMITMENT AMONG TEACHERS WORKING IN GOVERNMENT AND PRIVATE SECONDARY SCHOOLS

Dimensions of Professional Commitment	Teachers working in Govt school (N=50)		Teachers working in Private school (N=580)		D	(t- value)
	Mean	SD	Mean	SD		
Commitment to Learner	65.38	6.39	65.73	7.95	.56	2.89**
Commitment to Society	66.77	6.58	68.18	6.59	.53	3.32**
Commitment to Own Profession	85.23	8.09	86.35	8.58	.55	2.06*
Commitment to Attaining Excellence	68.90	7.75	71.56	6.19	.55	5.66**
Commitment to Basic human values	82.95	6.33	85.05	6.99	.53	2.59**
Total	368.22	27.16	375.77	28.38	1.79	5.21**

\*significant at the 0.05 level of the confidence

\*\*Significant at the 0.01 level of the confidence

A bar diagram has been drawn to depict the mean scores on Professional Commitment with

respect to type of schools teachers has been presented in fig 1.1

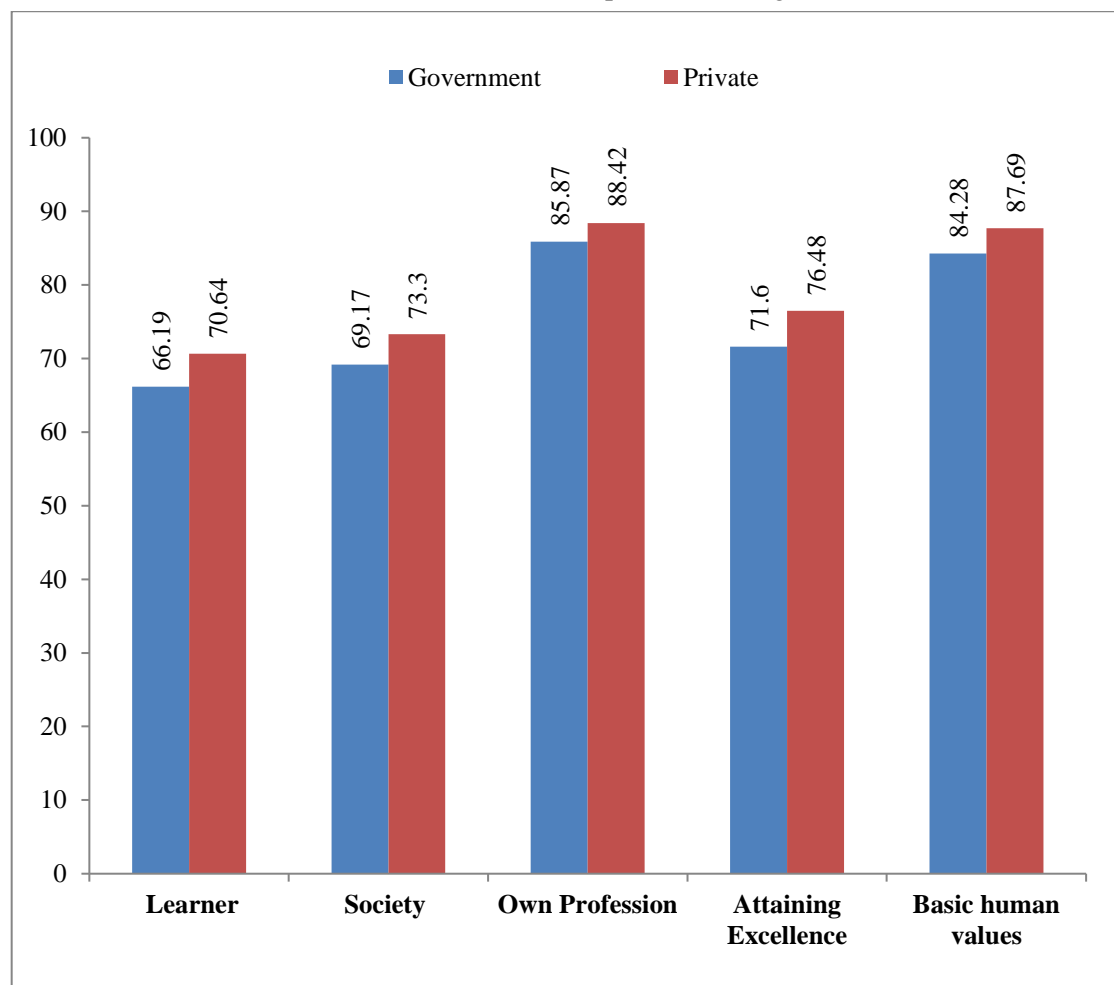


FIG 1.1: BAR DIAGRAM SHOWING COMPARISON OF MEAN SCORES ON PROFESSIONAL COMMITMENT WITH RESPECT TO TYPE OF SCHOOL TEACHERS

## Results and Discussion

It may be observed from the Table 1.1 that–ratio (5.21) testing the significance of mean difference of two groups i.e. government and private secondary school teachers against df (958), was found to be significant at the 0.01 level of confidence. This clearly reflects that there exists a significant difference between teachers working in government and private secondary school on Professional Commitment. Thus, the data provides sufficient evidence to reject the hypothesis (H1) “There exists no significant difference between government and private secondary school teachers of Punjab on the scores of Professional Commitment”. From the mean scores analysis, it is observed that the total mean scores of Professional Commitment among CBSE teachers ( $M=369.55$ ) are higher

than that of government secondary school teachers ( $M=359.53$ ). The review of means suggest that CBSE secondary school teachers have higher mean than the PSEB secondary school teachers.

Meaning thereby, private secondary school teachers have better Professional Commitment than the government secondary school teachers. This means that the private secondary school teachers possess higher Professional Commitment.

Further dimension-wise review of the table 1.1 suggests that the t-ratios are significant either at the 0.05 or 0.01 level of the confidence on dimensions ‘Learner’ ( $t=2.89$ ), ‘society’ ( $t=3.32$ ) ‘Own profession’ ( $t=2.06$ ), ‘Attaining Excellence’ ( $t=5.66$ ) and ‘Basic Human Value’ ( $t=2.59$ ), dimensions of Professional Commitment. It indicates that there exists a

significant difference in mean scores of various dimensions of Professional Commitment of teachers belonging to government and private secondary schools. Further review of means suggest that mean scores of private secondary school teachers is greater than their counterparts in government schools on 'Learner' (govt=63.58, private=65.73), 'Society' (govt=66.77, private=68.18), 'Own Profession' (govt=85.23, private= 86.35), 'Attaining Excellence' (govt =68.90, private=76.58) and 'Basic Human Value' (govt. =68.90, private=71.56).

Meaning thereby, private secondary school teachers are better than government secondary school teachers on all the five dimensions of Professional Commitment i.e. 'Learner', 'Society', 'Own Profession', 'Attaining Excellence' and 'Basic Human Value'. Hence the Hypothesis (H2) "There exists no significant difference between government and private secondary school teachers of Punjab on the various dimensions of Professional Commitment" is rejected on all the five dimensions i.e. 'Learner', 'society', 'Own profession', 'Attaining Excellence' and 'Basic Human Value', dimension of Professional Commitment.

Results are in tune with the studies of Thoker (2017) found significant difference on all the dimensions of professional Commitment and results were in favour of private school teachers. Hussien, Tegegn, and Teshome (2016) discovered that teachers' commitment to schooling, the environment, and their career was poor as a result of low pay, low esteem, a negative attitude toward teaching, a lack of enthusiasm, and a lack of opportunity.

Studies which do not match the present study, Gupta and Kulshreshtha (2008) noticed an insignificant gap in the professional dedication to their pupils, parents and the professional aspects in the school and community of high school teachers and government schools. Naik and Singh (2013) found dimension wise no significant difference of psychological perspective dimensions, sociological perspective, commitment towards the profession dimensions, commitment towards the institution dimensions, of commitment towards the student's dimensions of teachers commitment among government and Private higher secondary school.

## Discussion on findings

The probable reason of possessing better commitment skills among private teachers may be many. There are many aspects of a teacher's social and emotional well-being that correspond with teacher commitment to teaching, such as ranking, inherent motivation, and learning abilities, as well as degrees of social encouragement and motivation. Muhammad (1992), teachers' emotional experiences and their psychological state to teaching (Choi & Tang, 2011), healthy school environment enhances commitment among teachers. According to Maheshwari (2003), supervisory consistency and pay satisfaction had a major positive effect on organisational engagement. In the words of Malik (2009) another reason for private secondary school teachers' increased commitment to their profession can be attributed to institutions' supportive and attractive work environments that foster the development of skills and experiences, facilitate knowledge transfer, and provide opportunities for professional development in order to become more efficient and effective in achieving a high (alam,2018)

Compared to government school teachers, private school teachers showed a greater dedication to organisation in all dimensions. Several research investigations, such as Misra, Ansari, and Khan (2009) and Gupta and Gehlawat (2012). Teachers in private schools are much more committed to their organisations than their counterparts in public schools, according to both surveys.

The results are in tune with the findings of Tapodhan (1991) who found favourable professional attitude of non-government secondary school teachers than government secondary school teachers; Guven (2012) discovered that private school teachers contributed considerably more to organisational responsibility than government school teachers similarly Kumar and Singh (2013) explored that the commitment of teachers in government and private secondary schools differed significantly and the findings favoured private secondary teachers. Madhu and Indu (2015) discovered a substantial gap in professional commitment amongst teacher educators employed in government-aided and self-financing bachelor's of education (B.Ed.) colleges. Teachers from organisations that self-

finance institutions had been considered more committed to their work compared with teachers from the government schools similarly. Raman (2017) discovered a major mean gap in organisational commitment between public and private school teachers. Additionally, Thoker (2017) discovered that governments and private schools vary greatly with regards to their degree of commitment to being outstanding. In contrast to teachers who work in the public sector, private school teachers demonstrated a stronger personal interest in their work. Alam (2018) revealed private school teachers exhibited higher professional commitment than their counterparts. Ashraf and Kumar (2019) explored government and private school teachers were reported to have differing degrees of commitment, they found notable differences in the involvement and ability of government teachers in their roles. The results are also supported by a host of researchers in this field (Nimisha, Anoop & Beri, 2016; Khan, S. 2015; Madhu, 2015; Korso, 2013; Dhamane, 2013; Sushila and Ajay, 2012; Gupta and Gehlawat, 2012; Misra, and Khan 2009; Babu, Rama, & Reddy. 2004; Amudha and Velayudhan 2003; Nair, 1997). The studies which do not coincide with the present study are (Arya, 2012; Singh & Singh, 2018; Raman, 2017) who discovered no substantial mean gap in organisational commitment between government teachers and private teachers.

One possible explanation is that private teachers are more likely to have stronger commitment skills than their public school counterparts. Several causes are to be found for the success that has been attained. Private school teachers have less job security than government school teachers. Because of the unstable job security in the private sector, instructors invest more time and effort into their institutions to guarantee employment for the long-term. In the education system in India, private school instructors take use of the favourable working conditions in the private sector. Government school teachers, on the other hand, have to deal with a lack of favourable working conditions. Teachers suffered boredom, sloth, tension, and health problems due to their poor work-life quality. Teachers' dedication to their schools is deteriorating because of these things. Therefore, the research finds there is a

tremendous opportunity for enhancing the quality of work life in government sector schools, in order to attract and retain better teachers for private school teachers. (Tiwari , 2019)

Other reason may be that private school owners have their own goals and to achieve own goals the owners frame their actions and activities; which teachers are bound to perform. Miller and Lee (2001) stated that organizational commitment is a state of being, in which organizational members are bound by their action and beliefs that sustain their activities and their own involvement in the organization. The private school continue only with those teachers whom they find committed to the school on affective basis. Meyer and Allen (1991) further pointed that employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Moreover, private schools are selective and choose which students they want to work with, so in most cases, it is a more tranquil environment to teach in, so that helps make the teacher more successful (Anstasio, 2018)

Private school teachers are more committed, reason of difference may be due to the parents' involvement, awareness and more investment in school for the studies of their wards. Even Rix (2001) found that parents had investment in the school and were very involved. Another reason of private school teacher commitment may be teachers are able to teach flexible curriculum that is different than in public schools. They are able to dive deeper into the subject, and be flexible with their curriculum. Also, since it is a private school, there would be smaller class sizes. This would mean the teacher would be able to teach adjust to each student individually and be able to know the current capabilities of each student, meaning students would, or should, be better educated. Also, less class sizes means better pacing. They have less people to teach, meaning they can teach students more in a year than in a public school. (Sharma, 2018).

In the present era of globalization, privatization and liberalization teachers are required to meet the growing and challenging changes uncertainties and expectations of the society. So teacher is expected to be committed to his profession, learner, and society. If quality

education is to goal, it cannot be achieved without sincere efforts of dedicated and committed teachers. Private schools have reputations for maintaining high standards for discipline and respect. Lower staff-to-student ratios allow for more effective observation and control of school grounds. The strong sense of community found in private schools also discourages dangerous behaviour.

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