

Professional Work Commitment towards the Teaching Profession of School Teachers

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Abstract

Teacher commitment is valued highly for attaining high-quality instruction, teachers' capacity to adjust to change, their attendance rates, their ability to avoid burnout, their ability to stay in the field, the institutional organisational health, and students' perspectives and learning outcomes. Therefore, a study on school teachers' professional work commitment to the teaching profession is carried out. Simple random sample, survey technique, and normative methodology have been used. Ninety samples were chosen by the investigator from three different management schools in Namakkal District. Professional commitment has been chosen as the primary variable for the study. The study's independent variable is the professional qualification. The findings of this study indicate that school teachers' professional qualifications have an impact on their level of professional work commitment to their careers as instructors. The next generation teachers, and aspiring educators need to realise how crucial their position is in the growth of society and the country, how it depends on the state of the economy, and how it will be influenced by the country's instructors. Because teachers serve as role models for their pupils, they should uphold their moral standards and behave as role models in their topic. This implies that a dedicated instructor can work in this field for a longer period of time.

Key Words: Professional Work Commitment, and School Teachers

Introduction: Background of Study

A teacher cannot instruct a specific class unless they possess a minimum of one of the fundamental academic qualifications. A teacher should be well-versed in the subject matter and possess a high level of mastery so that pupils may readily accept the instructor's superior knowledge. It is essential to being a productive teacher. Psychology is a subject that teachers should be knowledgeable with as it aids in their comprehension of their students.

As the proverb says that “A healthy mind lives in a healthy body”. It suits up to a great extent with a teacher. He can teach efficiently for long hours. Here good health denotes mental and physical health. The teacher should have a pleasant personality, healthy physique, proper clothes and impressive way of talking with others, are included in the pleasing personality. Jolly mood of the teacher keeps the student active and his humorous temperament creates the suitable environment in the class room.

Teachers' job is stressful, emotionally and intellectually stimulating environments in complex, diverse jobs (Day, 2004). A person must be personally committed to teaching in order to sustain their excitement for actively participating in their work. The idea of commitment as an outlay of one's own funds has long been connected to a teacher's professional qualities. Because it is considered to be crucial for attaining high-quality instruction, teacher burnout, professional longevity, student perspectives, organisational health of the institution, and learning outcomes, teacher commitment is valued highly.

Teacher commitment may play a vital role in assisting institutions and teachers to adapt to the formidable demands of reframing teaching and learning in institutions for the knowledge society and beyond. Teaching as profession has undergone some extensive reforms and has been in a state of constant change for over a decade.

The ability of instructors to commitment to their work may be crucial in helping schools and educators adjust to the challenging requirements of redefining education for the information age and beyond. It is important for teachers to stay up to date on changes in the teaching field. By giving every student a top-notch education, he should be able to earn the confidence and faith of the public. Retain membership in a few specialised and topic-related professional associations. He has to make sure that expertise is updated and enhanced on a regular basis. Keep up with current events in the area by reading books, magazines, newspapers, journals, and other sources about related topics. Teacher should utilize audio-visual aids like films, filmstrips, television, radio etc as a means of keeping abreast of new and advanced knowledge in his field.

Participate in meetings, workshops, conferences, and seminars; go on field excursions; these activities contribute to increase knowledge. Therefore, in order to determine if instructors have the necessary and anticipated degree of professional work commitment, it is necessary to investigate teachers' professional work commitment to the teaching profession in the current setting.

Referred Studies and Research Gap

According to Arjunan, M., & Balamurugan, M. (2013), the majority of teachers reported average or low levels of professional commitment, and both male and female instructors had the same levels. According to research by Manju Badhwar (2014), there are no appreciable differences in the professional commitment of male and female teacher educators. Thus, it was concluded that compared to male teacher educators, female teacher educators often exhibit higher levels of professional commitment. According to Sarah Basu (2016), the kind of school had no discernible impact on secondary school teachers' professional commitment, but gender and duration of teaching experience did. Teachers had a high level of professional dedication and work satisfaction, as demonstrated by Shamina (2014).

According to Satinder Pal Kaur Gill & Harpreet Kaur (2017), it is imperative to consciously verify the pay status of educators to guarantee they receive the legally mandated compensation. Aashiq Ahmad Thoker (2017), found that there are notable differences in the degrees of professional dedication between instructors in government and private schools. According to Balbir Singh Jamwal (2017), there are substantial correlations between teachers' devotion to their careers and most other parts of their lives.

Ranju Bala's (2017) in their research, there are notable differences in professional dedication between male and female educators. The majority of school teachers (fifty-six percent) demonstrated an average degree of professional commitment. According to Sujatha Sasikumar's (2017) research, there was no discernible variation in the level of professional commitment among teacher educators based on factors such as gender, institution location, major topic, and marital status.

The majority of research on organisational, professional, career, and teacher commitment in India has been done, according to the previously mentioned studies on the issue; just a small number of studies have been done on the role commitment of teachers. Consequently, there has never been any research done in Tamilnadu or throughout India on the ideas surrounding the professional work commitment of school teachers.

Rationale of the Study

Regardless of how one joins the field, intrinsic acceptance of the role and responsibilities of teaching is a sign of commitment to the teaching profession. Nonetheless, Hood (2000) defined commitment in relation to the teaching profession. He says that a dedicated instructor exhibits specific behavioural traits. He communicates with pupils, demonstrates a positive outlook on them, demonstrates that professional growth is a high priority, and is observant of their needs, strengths, and circumstances. A person must be personally committed to teaching in order to sustain their excitement for actively participating in their work. Therefore, research on school teachers' work commitment in the current environment is very interesting. "Professional Work Commitment towards the Teaching Profession of School Teachers" is the title of the current study.

Target Population and Sample

According to Best & Khan (2009), the target population might comprise all members of a specific kind or a more limited subset of that category. The study's focus is on teachers who are

employed at certain schools in the Namakkal District's at Kumarapalayam Taluk. Three schools provided a sample of ninety school teachers for the current study.

Definitions of the Terms

Professional work commitment refers the loyalty towards one's profession in which one fulfils his/her responsibilities towards that concerned profession.

School Teachers are the teacher's one who teaches to the students at levels of school education which comes under the jurisdiction of the school education, government of Tamilnadu.

Aim of the Study

- To determine whether there are any appreciable differences in school teachers' professional job commitment to the teaching profession based on their educational background.

Null Hypothesis

- There are no notable differences between school teachers with D.T.Ed, B.Ed, and M.Ed professional qualifications in terms of their commitment to the teaching profession.

Research Tool and its Description

Teachers' professional work commitment towards their teaching profession is measured by using the Teacher Commitment Scale, a standardised instrument created by Indira Shukla (1999) based on the Work Commitment Inventory. Drawing on the Likert type five-point scale, the scale consists of fifty-two statements. The tool consists of twenty-five positive and twenty-seven negative statements. According to the tool, the overall scoring was the total amount of score that each statement received. Regarding the affirmative assertions, the following alternatives receive a score of 5, 4, 3, 2, and 1 for SA-Strongly Agree, A-Agree, UD-Undecided, DA-Disagree, and SDA-Strongly Disagree categories. For negative assertions, the alternatives are SDA – Strongly Disagree, DA – Disagree, UD – Undecided, A – Agree, and SA – Strongly Agree receives the score 1, 2, 3, 4, and 5 in reverse order. 52 are the lowest possible score, while 260 is the maximum. The overall score reveals the extent of the school teacher educators' professional commitment.

Data Collection

The reliability of the Indira Shukla's Professional Work Commitment scale was determined by using spilt half method. The Rating scale has 52 items was divided into two halves. Each halves was treated as separate test score. The odd number of items were made as one test score (X) and the even number of items were made to another test score (Y). The Reliability test by the spilt half technique measure of internal (consistency) was followed by the use of Spearman Brown Prophecy formula is found to be the 0.7124. Apart from the face and content validity, the square root of the reliability value gives intrinsic validity. Therefore, the intrinsic validity of the present research tool is 0.8440. Therefore, the reliability (spilt half technique measure of internal (consistency) is 0.7124) and the validity values of this Indira Shukla's Professional Work Commitment scale (0.8440) are valid and ready for data collection.

Analysis and Discussion

The 'F' test and Cohen's D Effect Size were used to determine the significance difference between the means of teachers with professional qualifications of D.T.Ed., B.Ed., and M.Ed. in the scores of professional work commitment towards teaching profession. The results are shown in Table-1.1.

Table-1.1
F-test and Cohen's D Effect Size value for the Professional Work Commitment Scores of School Teachers with different Professional Qualification

Sub-Variable	N	Mean	SD	Source of Variation	Sum of Squares	df	Mean Square	F-value	Cohen's D Effect Size
D.T.Ed.,	25	151.17	12.78	Between Groups	1097.0	2	548.507	3.118 S at 0.05 Level	0.8061 Large Size Effect (0.8)
B.Ed.,	30	155.00	12.95	Within Groups	20607.3	87	175.867		
M.Ed.,	35	158.21	11.43	Total	21704.4	89			

Table F- Value -3.00 at 0.05 levels and 4.60 at 0.05 levels

Teachers with a professional qualification of M.Ed. (158.21) scored higher on the professional work commitment towards teaching profession than teachers with a professional qualification of B.Ed. (155.00) and teachers with a professional qualification of D.T.Ed. (151.71). Therefore, compared to their colleagues, teachers with a M.Ed. have a higher level of professional work commitment to the teaching profession.

It is discovered that the F-value is 3.118, which is higher than the 3.00 number in the table. It is therefore significant at the 0.05 level. Therefore, the research hypothesis is supported and the null hypothesis is rejected. It is determined that there is a substantial variation in the professional work commitment ratings for instructors with the following credentials: D.T.Ed., B.Ed., and M.Ed. The sample as a whole has an overall effect size of 0.8061, further indicating a strong size impact (more than 0.8).

Given that the F-ratio for the various professional qualifications was significant, the 't' test and Cohen's 'D' were used to determine whether or not there was a significant difference in the mean values of the various subsample professional qualification groups with regard to professional work commitment towards the teaching profession. The results are shown in Table 1.1.1.

Table 1.1.1

t-test and Cohen's D values for different groups of sub sample Professional Qualification of School Teachers

Sub-groups	t- value	Tabulated t-value	Level of Significance	Cohen's d Test
D.T.Ed and B.Ed	3.83	2.58 at 0.01 Level	Significant at 0.05Level	0.4236
B.Ed and M.Ed	3.02		Significant at 0.05 Level	0.3864
M.Ed and D.T.Ed	3.14		Significant at 0.05 Level	0.8052

1.96 at 0.05 Level, 2.58 at 0.01 Level.

Table 1.1.1 makes it evident that the t-values for the differences in the mean scores of school teachers' professional job commitments between the D.T.Ed and B.Ed, B.Ed and M.Ed, and M.Ed and D.T.Ed sub-groups are significant at the 0.05 levels. According to the current study, a determinant of professional work commitment among school teachers is their varied professional qualifications.

The aforementioned table confirms that the mean scores of school teachers in the D.T.Ed and B.Ed, B.Ed and M.Ed, and M.Ed and D.T.Ed sub-groups on the Cohen's d test regarding professional work commitment are 0.42 (>0.2), 0.38 (>0.2), and 0.80 (>0.8), which is greater than 0.3 (Small Effect) and 0.8 (large effect). Therefore, there is a greater size impact in terms of professional job dedication amongst the three subgroups of school teachers with varying professional qualifications.

Interpretation:

Regarding their level of commitment to the teaching profession, school instructors with D.T.Ed, B.Ed, and M.Ed professional qualifications vary greatly from one another.

Implications

Teachers will always make themselves as he/she becomes a member of his/her profession. The professionals will not wait for or allow regulation of their professional work by others. They will regulate their conduct themselves. Practically, many teachers are dissatisfied with the conditions under which they have to work. They teach only because they have to earn their salaries and not because they enjoy teaching process.

Teachers should be treated with respect by school organisations so that they can work more enthusiastically. Fair compensation for employees should receive more attention in order to prevent them from having to work several jobs to make ends meet, which wears them out and causes them to see their teaching positions negatively. The authorities must clarify their tasks and offer guidance for appropriate work in order to boost the work commitment.

It is the principal's responsibility to foster proper human interactions between the instructors and the school administration so that mutual trust and a willingness to carry out their responsibilities may

be established. Both the democratic connection between the teacher and the administration/principal must be preserved. Teachers' work commitment and stress levels can be raised by the administration by fostering a positive work environment. All decisions pertaining to education and instruction, including curriculum development, should involve teachers.

Teachers' work commitment is also influenced by their teaching load. Teacher concerns include the following seven main factors when it comes to the problem of teaching load: class size, the presence of problem students, the number of teaching periods per day, the amount of clerical work required the expected extracurricular activities, the number of assigned professional duties, and the amount of outside preparation required.

Conclusions

A lot of individuals choose to become teachers in India, where they make up the third biggest labour force. Ensuring uniform standards has been challenging due to this group's lack of dedication to professional work. The teaching profession is under pressure to be more accountable and responsible for meeting the demands and conditions of service due to the growing demand for high-quality professional services. We lack the professional work commitment necessary to identify, practise, and implement the greatest ideas in a timely manner for self-renewal and survival. It is the role of the teacher in the society in the development of the nation and it is true not from today but from the Vedic periods. The society and nation has given so many examples for us.

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