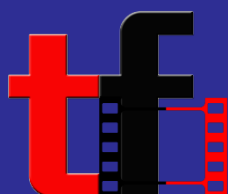


## PROFESSIONAL COMMITMENT OF PRIMARY SCHOOL TEACHERS IN RELATION TO GENDER AND LOCALITY



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### **ABSTRACT**

*The present study examined professional commitment of primary school teachers of Fatehgarh Sahib District of Punjab. For this purpose, samples of 500 primary teachers teaching in government schools were selected randomly. Findings reveal that Female primary school teachers have higher professional commitment than male school teachers and*

*It was found that rural area school teachers had more professional commitment as compared to urban area school teachers.*

**Key words:** *professional commitment, rural, urban, primary teachers*

### **Introduction**

Teachers have a greater role and responsibilities in the process of education. Teachers' love and dedication towards their profession bring high commitment to their work place. Commitment of the teachers which is popularly known as 'dedication' can do anything for the up- growing school students. The positive attitude of the teachers towards the teaching helps the learners to achieve their objectives and goals. Devotion and commitment of the teachers to their profession help the nation to build their future citizens. From the lower to higher level of teaching, the teachers are alert, competent and engaged themselves to the delivery of quality of education. They enrich the society, inculcates the skills and attitudes of the students through their commitment and emotional well- being. If teachers acquire Professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high quality learning among increasing more students may result in cognitive, affective and

psychomotor areas of human development improving teaching performance through more effective teacher preparation, therefore is an essential ingredient in solving most educational problems.

To describe a teacher as a professional does not simply mean that he/she has subject and pedagogical knowledge and is paid for sharing that knowledge with his students. Rather, a professional teacher is expected to exhibit professionalism in: personal characteristics, commitment to change, continuous improvement and thorough participation in educational activities beyond the confines of the classroom (Sockett, 1993; Tichenor and Tichenor, 2005). Thus, a teacher as a professional should have both professional competence (the skill to do) and professional commitment (the will to do).

## **REVIEWS RELATED TO THE STUDY**

Gajjar (2014) studied professional commitment of 100 teacher trainees studying in B.Ed. Colleges of Hemchandracharya North Gujarat University. The main objective of his research was to study the level of professional commitment among teacher trainees in relation to gender, habitat and educational background. The research findings emphasized that professional commitment level of teacher educators did not differ significantly in relation to gender, habitat and educational background whereas professional commitment level of teachers vary significantly in relation to academic qualification.

Sethi (2014) conducted research to study the teacher role commitment in private and government degree colleges of Ghaziabad. The sample of the study consisted of 100-degree college teachers drawn from 6 colleges of Ghaziabad city. The findings of the study revealed that private and government degree college teachers do not differ from each other. They were identical to each other while perceiving their professional commitment.

Sing and Kumar (2015) conducted research to analyse on professional commitment of higher and less experienced teachers. The study was conducted on 250 secondary school teachers. The findings of the study revealed that the differences in professional commitment of secondary school teachers with respect to gender and teaching experience.

## **SIGNIFICANCE OF THE STUDY**

As one goes through the history of philosophic thought on education, one finds that educational thinkers, one after the other, have been emphasizing the reality that the quality of education in every society depends upon professionally committed teachers. Indeed, the concept of professional commitment at the theoretical and functional level has gradually and steadily

moved up to the position of an irresistible temptation for researchers operating in all professional fields of life. The investigator thought that an empirical study relating to professional commitment of teachers could be truly and practically meaningful if the professional commitment of teachers was studied in relation to variables explicitly and causally related to it.

## **OBJECTIVES OF THE STUDY**

The present study attempts to achieve the following objectives:

1. To compare professional commitment of male and female primary school teachers
2. To study professional commitment of primary school teachers on the basis of the location of the school.

## **HYPOTHESES**

1. There is no significant difference between the professional commitment of male and female primary school teachers.
2. There is no significant difference between the professional commitment of rural and urban primary school teachers.

## **Tool**

The following standardized tool was used for this purpose:

- Professional Commitment Scale for Teachers by Baljeet Kaur (2007)

## **SAMPLE OF THE STUDY**

For the present investigation Stratified random sampling technique was used. The sample consisted of 500 teachers teaching in government schools of Punjab at the Primary level. 250 teachers teaching in urban schools and 250 teachers teaching in rural schools were drawn for the study. Out of 250 urban teachers 125 were male and 125 were female teachers. Out of rural teachers 125 were male and 125 were female teachers.

## **Delimitations of the study**

1. The present study was restricted only to primary school teachers of Punjab.
2. The present study was restricted to primary school teachers of Fatehgarh Sahib District of Punjab.

## Testing Hypothesis

For testing the hypothesis of the study, the mean and SD scores of male and female teachers in professional commitment and all its five areas were computed. Standard error of difference of means was calculated and t-test was applied to find out significance of difference.

**H1 There is no significant difference between the professional commitment of male and female primary school teachers.**

**Table 1**

**Gender Wise Mean, SD and Significance of Difference of Professional Commitment of primary School Teachers**

| Gender | N   | Mean   | S D   | SEd  | t-ratio | Significance |
|--------|-----|--------|-------|------|---------|--------------|
| Male   | 250 | 229.94 | 23.17 | 1.56 | 2.40*   | Significant  |
| Female | 250 | 233.69 | 24.81 |      |         |              |

\* Significant at .05 level of significance

Table 1 show male teacher respondents the mean of the scores on professional commitment was 229.94 and in case of female respondents it was 233.69. The 't' ratio in respect of the two means was 2.40 which is significant at .05 level of significance. Therefore, the first null

hypothesis stands rejected. The difference in the professional commitment stands justified in favour of female respondents.

## **H2. There is no significant difference between the professional commitment of rural and urban primary school teachers.**

Another objective of the study was to find out difference in professional commitment of primary school teachers on the basis of the area (urban/rural) in which their schools were located. So, mean and SD scores of urban and rural teachers in professional commitment and all its five areas were computed Standard error of difference of means was calculated and test was used to find out significance of difference.

**Table 2**

### **Location Wise Mean, SD and Significance of Difference of Professional Commitment**

| <b>Location</b> | <b>N</b> | <b>Mean</b> | <b>S D</b> | <b>SEd</b> | <b>t-ratio</b> | <b>Significance</b> |
|-----------------|----------|-------------|------------|------------|----------------|---------------------|
| Urban           | 250      | 230.36      | 22.97      | 1.53       | 2.41*          | Significant         |
| Rural           | 250      | 234.04      | 25.32      |            |                |                     |

\* Significant at .05 level of significance

The second hypothesis of the study was that there is no difference in the professional commitment of urban and rural primary school teachers. Table2 show that in case of urban teacher respondents the mean was 230.36 and in case of rural respondents it was 234.04. The 't' ratio came out to be 2.41 which is significant at .05 level of significance. Therefore, the null hypothesis that there is no difference in professional commitment of urban and rural primary school teachers stands rejected. The teachers teaching in rural areas were found to be significantly more committed than teachers teaching in urban areas.

## **FINDINGS OF THE STUDY**

1. Female primary school teachers were found to have higher professional commitment than male school teachers.
2. It was found that rural area school teachers had more professional commitment as compared to urban area school teachers.

## **Discussion**

In the present study significant gender difference was found in professional commitment. Female teachers were found to be more professionally committed as compared to male teachers. Talawar and Kumar (2010) who found that male teachers and teacher educators had higher professional involvement as compared to their female counterparts. On the other hand, Duval and Carlson (1991) reported that qualities like professional commitment on the part of elementary and secondary school teachers were not gender specific.

## **EDUCATIONAL IMPLICATIONS OF THE STUDY**

On the basis of analysis, it needs to be specifically pointed out that professional commitment of teachers is not at a happy level. It, indeed, depicts a sorry state of affairs. All those who are concerned with school education need to take seriously and honestly introspect and reflect over whatever needs to be done in this direction. Teacher commitment is not merely an individual issue but is also connected overall to the education system and the society. Therefore, a comprehensive policy with a futuristic vision is needed for the teachers.

## **SUGGESTIONS FOR FURTHER RESEARCH**

1. The professional commitment of college and university teachers needs to be investigated using rigorous research standards.
2. Professional commitment needs to be studied with respect to such variables as age, qualification and marital status of teachers.
3. Professional commitment needs to be investigated with respect to the subjects' teachers teach.

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