

PROFESSIONAL COMMITMENT OF PRIMARY SCHOOL TEACHERS IN RELATION TO MOTIVATION

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Abstract

The present investigation was meant to study the professional commitment of primary school teachers in relation to their motivation. The study consisted of 500 teachers teaching in government schools of Gujarat at the Primary level. Data was collected with the help of professional commitment scale for teachers by Baljeet Kaur (2007) and teacher motivation scale constructed by U.L. Narayan (1986) and standardized by Satya Rao (2008). The data obtained were analysed statistically with the help of Mean, SD, t-ratio and correlation to arrive at the following conclusions. (i) It was found that rural area school teachers had more professional commitment as compared to urban area school teachers. (ii) It was found that rural area school teachers had higher motivation as compared to urban area school teachers. (iii) There is positive correlation was found between professional commitment and motivation.

Keywords:

Professional commitment, Motivation, Primary school teachers.

INTRODUCTION

The edifice of every human society rests upon education. Education ensures effective transmission of knowledge, culture, values, capabilities and skills to new generations. It moulds the behaviour and personality attributes of children of every age level and prepares them to become well-adjusted and productive members of their social orders. All such goals are achieved through the work teachers do and the duties and responsibilities they discharge in educational institutions. To discharge their duties well, it is necessary for teachers to acquire professional competencies and commitment. Commitment refers to the core set of values or beliefs which a teacher holds. It is an attitude- a psychological frame of mind which motivates people to work towards certain goals. It is dedication, loyalty and engaging oneself to take up a responsibility. It does not refer to a passive type of loyalty where

teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs. Motivation a very important factors for professional commitment. Now a day's professional commitment is merely become the thought just to decrease continuously & over the time of their teaching. Beginning of a carrier as a teacher, there is a starting level of dedication for teaching associated with the option of identification in carrier, followed by level of innovations and search for better challenges. Teachers sometimes face levels of conservatism, which may leads to further disengagement (Huberman, 1993). This transform a warm engagement in the job, for more far and limited engagement decreases a teacher's desire to bring changes in classroom practices, involvement in complete school participation and stages of participation in co-curricular activities. After a span of time teachers become low motivated which becomes a hurdle in better teaching learning process. There were many studies conducted with work motivation on different variables but none of them investigated on the variable professional commitment of primary teacher's in relation to their motivation. This study has dynamic importance because nation builders are build by teacher's directly and indirectly and the nourishment of the backbone of the nation lies in the hands of teachers. The present study is designed to explore the professional commitment among primary teacher's in relation to motivation, as Tella; C.O. Ayeni & S. O. Popoola (2007) said that motivation is the key component of for professional commitment of the teacher's, the more motivated primary teacher's more efficient nation developer in education will be there.

LITERATURE REVIEW

Joy, Jayaprakash, and Sreelakshmi (2020) explained the relationship between teacher motivation with grit and competence beliefs of 67 school teachers. The teachers with motivation (high level) were noted to possess high self-efficacy. On the other hand, a weak relation was noted among teacher motivation and grit (passion and 42 perseverance). To sum up, as a combined variable grit and self-efficacy were high predictor of motivation among teachers

Edy et al., (2021) studied the effect of work motivation on the performance of elementary school teachers. Normality test, linearity test and multi-culinary test were conducted to calculate the effect of motivation. It was noted that the motivation directly affects the teaching efficiency of teachers. Furthermore, the researchers suggested that the morale of teachers should be kept high so that they will be motivated to keep working effectively.

OBJECTIVES OF THE STUDY

1. To study and compare professional commitment of primary school teachers on the basis of the location of the school.
2. To study and compare motivation of primary school teachers on the basis of the location of the school.
3. To study the relationship of professional commitment of primary school teachers with motivation

HYPOTHESES

1. There is no significant difference between the professional commitment of rural and urban primary school teachers.
2. There is no significant difference between the motivation of rural and urban primary school teachers.
3. There is a significant relationship between professional commitment and motivation of Primary school teacher.

Delimitations of the study

The present study was restricted only to government primary school teachers of Gujarat.

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 Gujarat 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.

METHODOLOGY

In the present study descriptive survey method of investigation was utilized to know about professional commitment and self-efficacy of Primary school teachers.

RESEARCH TOOLS

- Professional Commitment Scale for Teachers by Baljeet Kaur (2007)
- ULNs Teacher Motivation Scale constructed by U.L. Narayan (1986) and standardized by Satya Rao (2008).

ANALYSIS, INTERPRETATIONS AND DISCUSSION OF THE RESULTS

H1. There is no significant difference between the professional commitment of rural and urban primary school teachers.

The 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 were computed Standard error of difference of means was calculated and t-test was used to find out significance of difference.

Table 1.1

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

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

* Significant at .05 level of significance

The first hypothesis of the study was that there is no difference in the professional commitment of urban and rural primary school teachers. Table 1.1 shows 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.

Looking at the difference area wise rural school teachers was found to have more professional commitment as compared to their urban counterparts. Significant difference was found in the areas of commitment to the society and commitment to achieve excellence. Rural teachers scored significantly higher under these two areas than their urban counterparts.

H2. There is no significant difference between the motivation of rural and urban primary school teachers.

Second objective of the study was to find out difference in motivation of primary school teachers on the basis of the location of their school.

Table 1.2

Location Wise Mean, SD and Significance of Difference of Teacher Motivation

Location	N	Mean	S D	SEd	t-ratio	Significance
Urban	250	138.03	12.64	0.81	3.91**	Significant
Rural	250	141.20	12.93			

* Significant at .05 level of significance

The second hypothesis states that there is no difference in the motivation of urban and rural teacher respondents. In case of urban respondents the mean of the scores on the variable of motivation was 138.03 and in case of rural respondents it was 141.20. The 't' ratio was found to be 3.91 which is significant at .01 level of significance (Table 1.2).This means that there is highly significant difference in the motivation of urban and rural teacher respondents.

The explanation for this result is that rural area teachers are more involved with their students. On the other hand, the commercial attitude of urban teachers does play some part in making these teachers indifferent and less conscious of their duties. While analysing the data pertaining to the hypothesis it has already been found that rural teachers stood higher with regard to the strength of their professional commitment than urban teachers. In the light of this analysis, the null hypothesis that there is no difference in teacher motivation of urban and rural primary school teachers stands rejected.

H3. There is a significant relationship between professional commitment and motivation of Primary school teachers.

After studying professional commitment and motivation of urban and rural primary school teachers, the next step was to study the relationship between professional commitment and motivation of primary school teachers.

Correlation co-efficient were computed between motivation and professional commitment.

Table 1.3
Correlation between Professional Commitment and Motivation

Variable	Correlation
Professional commitment	.401**
Motivation	

The results showing that there is a significant positive relationship between teacher motivation and professional commitment. The coefficient of correlation between teacher motivation and professional commitment was .401, which is significant was .01 level. It means that there is a significant positive relationship between teacher motivation and professional commitment of school teachers (as shown in figure 1.3 above).

The third hypothesis states that there is a significant relationship between professional commitment and motivation of primary school teachers. Analysis of data indicated significant and highly significant correlation between the areas of professional commitment and teacher

motivation. Therefore, the hypothesis that there is a significant relationship between professional commitment and motivation stands accepted.

FINDINGS OF THE STUDY

1. It was found that rural area school teachers had more professional commitment as compared to urban area school teachers.
2. It was found that rural area school teachers had higher motivation as compared to urban area school teachers.
3. There is positive correlation was found between professional commitment and teacher motivation.

CONCLUSION

The present study found significant difference in professional commitment on the basis of location of schools. Teachers teaching in rural area schools scored higher on professional commitment as compared to their urban counterparts and significant difference was found in teacher motivation of urban and rural primary school teachers Russel McKenzie (2009) concluded that urban based teachers reported less long term teaching commitment.

The results also indicated that professional commitment and teacher motivation go hand in hand. If teachers are professionally committed they are bound to be motivated and if they are motivated at the outset it will show in the form of commitment. It is suggested that during In-service courses guidance and counselling session should be arranged regularly in order to enhance self-confidence, skills and motivate teachers which ultimately lead them towards professional commitment.

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