

A Study of Attitude towards Professional Commitment among Secondary School Teachers of Nagaland

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ABSTRACT

People who consider teaching profession as a career must develop sensitivity to overcome the negative aspects that surround the profession. Teaching is more than giving information. It integrates both heart and time. This study examines attitude towards of professional commitment of secondary school teachers of Nagaland with special reference their gender, type of Institution, years of experience and professional qualification. The study investigated 50 school teachers working in secondary school at Dimapur. Standardized test and Stratified sampling technique used in the research .The results showed that most respondents were commitment with their profession and that school teachers attitude to profession varied with gender and types of Institution. The present study also found that professional commitment was significantly difference by gender and type of Institution. study's implications for school teachers and their findings are also discussed.

1. Introduction Teaching is a noble profession. Because of its many dimensions it is different from other professions. The biggest professional set occupied in human development activities are none other than the teachers. Compared to other profession, teaching requires more than what is needed to be accomplished. A teacher is to play a role model attached with a character high above the ground. Teachers as professionals are expected to have a good relationship with all concerned with teaching profession, students and their parents. Therefore, teachers are supposed to be committed to their profession, to learners, to society and to high human values. Commitment in fact is an essential element of every profession and most needed in the case of education. When the aim of education is quality education, it will never be a success without the earnest efforts of enthusiastic and

committed teachers. “Unfortunately, however the teachers have fallen victim to a popular criticism in regard to their professional commitment” (Maheshwari 2011). Commitment is seen to be one the most desirable attribute of a teacher. The term ‘commitment’ can be used in a various way to describe a number of teacher’s behaviours and attitudes, beyond the dimensions of organizational commitment. However, since teachers work is not limited to the classroom, the concept of professional need to be considered in a broader context. Commitment is part of teacher’s affective or emotional reaction to their experience in school setting (Ebmeir and Nicklaus, 1999).

Professional commitment is known as a natural element of teaching profession. It is closely related to teacher’s work performance, absenteeism, burnout and turnover as having an importance influence on students’ achievement in and attitude to the school (Louis, 1986). It appears to be a professional necessity for teachers to be emotionally committed to their work, for without its emotional commitment, teachers face the common threat of burnt-out in an increasingly intensified work environment (Nais, 1996).

The quality of teaching is not only governed by the knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching (Rikard, 1999). Teacher commitment has been identified as one of the most critical factors in the success of education (Huberman, 1993). A teacher to be called a professional should have both the behaviours in him/her- the ability to do (professional competence i.e. the mastery over the subject matter and its efficient delivery) and the will to do (the professional commitment and integrity).

A number of researchers attempted to distinguish between meanings that teachers have ascribed to the word commitment, teacher’s professional commitment, like organization commitment, is conceptualised as being multidimensional (Nais, 1981).

The above definitions clearly give us the idea that professional commitment is made up of many dimensions i.e. socio-psychological. This dimension connects an individual to his group or organization, its goals and values, or to his occupation and profession.

2. Review of related literature

Hung and Liu (1999) conducted a study on *effects of stay back of teachers on professional commitment*. The study conducted on 493 teaching in teachers' college of Taiwan in 1999. Stayback is the factor which is most highly related to commitment. The other factors like marital status, age and tenure were also found to be significantly related to commitment.

Shukla. S (2009) carried out an investigation with the objective of finding out the relationship among "*teaching competency, professional commitment and teacher effectiveness*". The study was carried out on a sample of 300 teachers of sixteen higher secondary schools in Trichy and Lalgudi educational districts. The stratified random sampling technique was employed for selecting the sample from population. The Carl Pearson's Product Moment Corregards was used to find the conclusion.

Major Findings: The study revealed that there exists a high regards between professional commitment and teacher effectiveness but the regards between teaching competency and professional commitment came to be positively very low

Stan Maria Magdalena (2009) – conducted studies on "*Professional Commitment in Teachers: Comparative Study*".

In the present study it was aimed at identifying the configuration of the professional commitment dynamics in the primary and pre-school teaching staff, according to "years of teaching experience" variable and subsequently, the "age" variable. The investigation was performed on a panel of 45 teachers in primary and pre-school educational staff, working in both rural (20 per cent) and urban (80 per cent) residences with teaching experiences of two to over 25 years. Questionnaires were given to teachers comprising of 18 items based on J. Meyer and N. Allen (1999).

It was found out that there is a significant difference between the frame components to the teacher's working experience analysed on the three groups of participants: teachers with work experience up to 5years, teachers with work experience between ten and twenty years and teachers over 25 years of experiences.

Sood Vishal, Anand Arti (2010) - "*Professional Commitment among B.Ed. Teacher Educators of Himachal Pradesh*".

This paper studied the level of Professional Commitment of Teacher Educators serving in “secondary teacher training institution of Himachal Pradesh. The data gathered were through ‘Scale for Professional Commitment of Teacher Educators’ from 135 teacher educators of 25 B.Ed. Colleges of Himachal Pradesh. Results showed that the level of professional commitment of B.Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B.Ed. educators with regard to gender, Marital status and teaching experience. However NET qualified and NON-NET qualified teachers’ educators were found to have similar level of commitment towards their profession.

3. Justification of the study

By virtue of his/her position and role, a teacher holds multiple responsibilities in an educational system. The overall performances of educational system rely upon the teachers and eventually their commitment as well. Thus, understanding their behaviours and attitudes needs more attention in organization (Tui & Cheng, 1999). Keeping in mind the crucial role of the teachers who handles the most impressionable stage at the secondary school, this paper is an effort to study the professional commitment of the Secondary School Teachers of Nagaland in Dimapur District, with regard to gender, type of institution, professional qualification and years of experience.

4. Statement of the problem

The study undertaken is specifically stated as “*A Study attitude towards Professional Commitment of Secondary School Teachers of Nagaland*”

5. Operational definitions of the term

To have a better understanding of the concept, the key terms in this study are briefly mentioned as:

- *Professional Commitment*- Professional commitment means the feeling of dedication of an individual to his or her work.
- *Secondary School*- Secondary school refers to the classes 9 and 10.
- *School Teachers* –School teachers are those who teachers who teach classes 9 and 10.
- *Gender*- Gender refers to male and female secondary school teachers.

- *Type of Institution* – Type of institution refers to government and private secondary schools. *Professional Qualification*- Professional qualification means secondary school teachers who are untrained as well as trained.
- *Years of Experience*- Years of experience means secondary school teachers having more than 5 years of experience and having less than 5 years of experience.

6. Objective of the study

- To study professional commitment of secondary school teachers of Nagaland with regards to their gender, type of Institution, years of experience and professional qualification

7. Hypotheses of Study

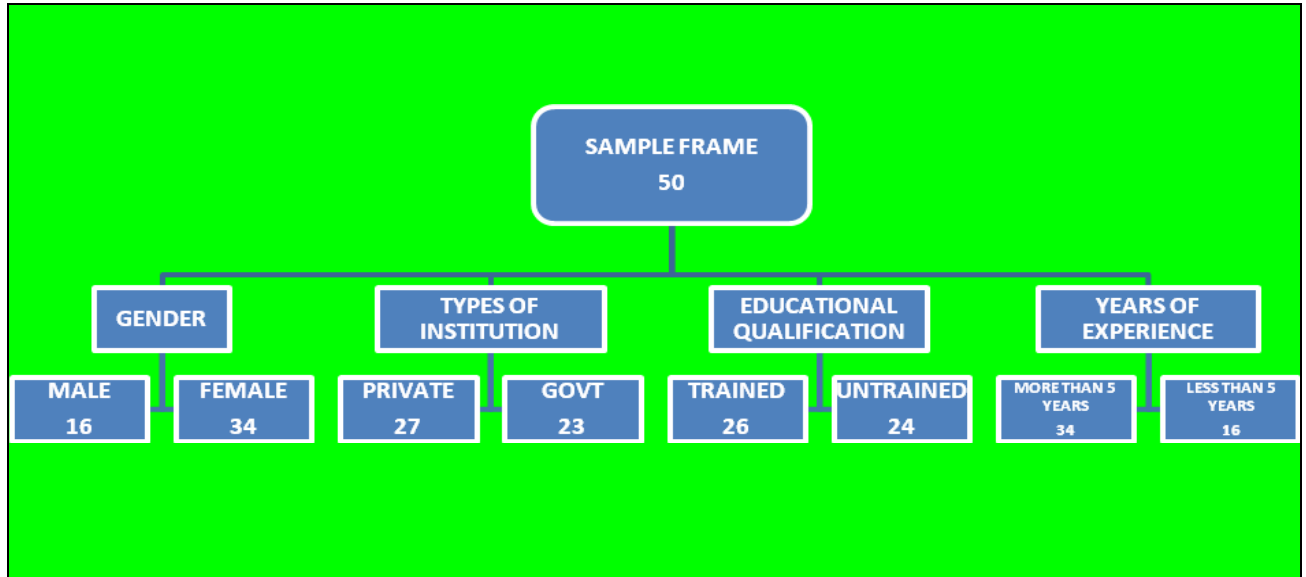
- I. There is no significant difference between Male and Female secondary school teachers with special reference to their professional commitment .
- II. There is no significant difference between Private and Government secondary school teachers with special reference to their professional commitment.
- III. There is no significant difference between secondary school teachers having more than 5 years of experience and having less than 5 years of experience with special reference to their professional commitment.
- IV. There is no significant difference between Trained and Untrained secondary school teachers with special reference to their professional commitment

8. Delimitation of the study: The present study is confined only to the teachers working at secondary schools of both private and government in Dimapur District.

9. Methodology of the study

- I. **Population of the study:** The study was conducted on secondary school teachers working in private and government schools of Nagaland in the jurisdiction of Dimapur District.
- II. **Research Method / Design:** Descriptive survey method was adopted for the study.
- III. **Sample and Sampling Technique:** The study was conducted on 50 secondary school teachers of Dimapur District where 10 schools from Dimapur were taken as sample for the study. The sample of the study comprised of 50 private and

government secondary school teachers of Kohima and Dimapur districts. Stratified random sampling technique was adopted.



10. Tool used for the Study: The investigator used standardised tool ‘Professional Commitment Scale for Teachers’ developed by Ravinder Kaur, Sarbjit Kaur and Sarvjeet Kaur Brar. It has 45 items, based on five points Likert Scale presented on five point scale.

11. Statistical Technique: For the present study, the responses were studied by using Mean, Standard Deviation and t value.

12. Analysis and Interpretation of Data

- I. There is no significant difference between Male and Female secondary school teachers with special reference to their professional commitment.

Table 1

Gender	Number	Mean	SD	d/f	t-value
Male	16	175.0	14.4	48	2.02
Female	34	172.0	12.4		

As observed in table 1, the mean and standard deviation of secondary male teachers are 175 and 14.4 and 172 and 12.4 for female teachers. The calculated t value is 2.02 which is greater than the tabulated t value 1.96 at 0.05 level of significance for 48 degree of freedom. Therefore, the null hypothesis “there is no significance difference between male and female

secondary school teachers of Nagaland in regards to their professional commitment” is not accepted. Hence, we can conclude that there is significance difference between male and female secondary school teachers of Nagaland in regards to their professional commitment.

2. There is no significant difference between private and government secondary school teachers of Nagaland with respect to type of institution.

Table No 2

Type of Institution	Number	Mean	SD	d/f	t value
Private	27	177.0	14.0	48	2.08
Government	23	169	11.0		

As observed in table 2, the mean and standard deviation of secondary private teachers are 27 and 14 and 23 and 11 for government teachers. The calculated t value is 2.08 which is greater than the tabulated t value 1.96 at 0.05 level of significance for 48 degree of freedom. Therefore, the null hypothesis “there is no significance difference between private and government secondary school teachers of Nagaland in regards to Professional Commitment” is not accepted. Hence, we can conclude that there is significance difference between private and government secondary school teachers of Nagaland in regards to their professional commitment.

3. There is no significant difference between trained and untrained secondary school teachers of Nagaland with regards to their professional commitment.

Table No-3

Professional Qualification.	Number	Mean	SD	d/f	t-value
Trained	26	172.0	13.0	48	0.394
Untrained	24	174.0	13.7		

As observed in table 3, the mean and standard deviation of secondary trained teachers are 172 and 13 and 174 and 13.7 for untrained teachers. The calculated t value is .394 which is greater than the tabulated t value 1.96 at 0.05 level of significance for 48 degree of freedom.

Therefore, the null hypothesis “there is no significance difference between trained and untrained secondary school teachers of Nagaland with regard to professional commitment” is accepted. Hence, we can conclude that there is significance difference between trained and untrained secondary school teachers of Nagaland in regards to their professional commitment

4. There is no significant difference between more than 5 years and less years of experience of secondary school teachers of Nagaland with regards to their professional commitment.

Table No 4

Years of Experience	Number	Mean	SD	d/f	t-value
More than 5 years	34	172.0	13.4	48	0.896
Less than 5 years	16	176.0	13.0		

As observed in table 4, the mean and standard deviation of secondary school teachers with more than 5 years are 172 and 13.4 and 176 and 13 for less than 5 years. The calculated t value is 0.896 which is greater than the tabulated t value 1.96 at 0.05 level of significance for 48 degree of freedom. Therefore, the null hypothesis “there is no significance difference between more than 5 years and less than 5 years of experience of secondary school teachers of Nagaland in regards to their professional commitment” is accepted. Hence, we can conclude that there is no significance difference with more than 5 years and less than 5 years of experience of secondary school teachers of Nagaland in regards to their professional commitment.

13. Findings of Study

The findings of the study are as follow

1. In the 1st hypothesis, since the t-value (2.02) is more than 1.96, the null hypothesis is not accepted, meaning that there is significance difference between male and female secondary school teachers of Nagaland in regards to professional commitment. Male school teachers have more professional committed with the compare than Female school teachers in Nagaland

2. In the 2nd hypothesis, since the t-value (2.08) is more than 1.96, the null hypothesis is not accepted, meaning that there is significant difference between private and government

secondary school teachers of Nagaland in regards to professional commitment. It means teachers working in Private school were more professionally committed than teachers working in Government school in Nagaland

3. In the 3rd hypothesis, since the t-value (0.394) is less than 1.96, the null hypothesis is accepted, meaning that there is no significant difference between trained and untrained secondary school teachers of Nagaland in regards to their professional commitment. Its means can say that both trained and untrained secondary school teachers have more less same value in their professional commitment.

4. In the 4th hypothesis, since the t-value (0.896) is less than 1.96, the null hypothesis is accepted, meaning that there is no significant difference between more than 5 years and less than 5 years of secondary school teachers of Nagaland in regards to their professional commitment. Its means can say that both more than 5 years and less than 5 years of secondary school teachers have more less same value in their professional commitment

According to the statistical review and findings, the professional commitment of secondary school teachers of Nagaland is directly related to gender and type of institution. However, although the mathematical computing shows gender and type of institution to be the only factors owing to the professional commitment, logically analysing, I could further add that professional qualification and the years of experience are not extensively affecting the professional commitment of secondary school teachers.

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