

PROFESSIONAL COMMITMENT OF GOVERNMENT SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER IN HIMACHAL PRADESH

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ABSTRACT

The present study aims to study the level of professional commitment of male and female senior school teachers on the basis of sex. 100 Sample male and female School teachers were selected by randomly by the draw of lots. 50 male and 50 female teachers were selected from the each selected school through systematic random sampling technique. Professional Commitment Scale for Teachers (PCST) developed by Ravinder Kaur, Sabjit Kaur Ranu and Sarvjeet Kaur Brar (2011) was used for data collection. To study the significant difference between professional commitment of male and female senior secondary schools teachers, significant difference between commitment to the learner, commitment to the society, commitment to the profession,, commitment to achieve excellence, commitment to basic human values of male and female senior secondary schools teachers, In these cases, t-test was used. Major findings of the study were: The male and female government senior secondary school teachers do not differ from each other on the level of professional commitment. The male and female government senior secondary school teachers do not differ from each other on the level of commitment to the learner. The male and female government senior secondary school teachers do not differ from each other on level of commitment to the society. The male and female government senior secondary school teachers do not differ from each other on the level of commitment to the profession. The male and female government senior secondary school teachers differ from each other on the level of commitment to achieve excellence and the male and female government senior secondary school teachers do not differ from each other on the level of commitment to basic values.

KEYWORDS: *Professional Commitment, Government Senior Secondary school teachers, Gender and Himachal Pradesh*

INTRODUCTION

Education moulds the behavioural and personality attributes of children and prepares them to become well adjusted, productive and meaningful members of their social orders. "Profession is a special type of occupation, one whose members exhibit high levels of such characteristics as expertise, autonomy, a belief in the regulation of the profession by its members" (Kerr, 2005) Commitment is part of a teacher's affective or emotional reaction to their experience in a school setting. It is a part of a learned behaviour of a teacher. Teachers make conscious and subconscious decisions about their level of willingness from these affective reactions. Basu (2016) studied the professional commitment and job satisfaction of secondary school teachers and the relationship between them. The study was conducted on 98 secondary school teachers from Bareilly district. The findings of the investigation reveal that while gender and length of teaching experience influenced the professional commitment of secondary school teachers, the type of school did not have any significant effect. Also gender, type of school and length of teaching experience were found to be significant factors which influence the job satisfaction of the secondary school teachers. Gill &

Kour (2017) have conducted studies on the professional commitment among senior secondary school teachers. Found out that there was no significant interaction effect of (a) gender & teaching experience, (b) stream and teaching experience on professional commitment among college students. **Habib (2019)** have conducted a study on the professional commitment of secondary school teachers working in government schools of district Ganderbal, Jammu & Kashmir. The findings of the investigation revealed that female secondary school teachers have higher professional commitment as compare as to male secondary school teachers and no significant difference found in the Self-efficacy of secondary school teachers and significant positive correlation was found between Professional Commitment and Self-efficacy of secondary school teachers **Malik (2020)** studied the professional commitment among secondary school teachers of Gurugram district in relation to personal stress in covid-19 pandemic. The main aim of the study was to assess both direct and indirect relationship between Professional Commitment and Personal Stress in secondary school teachers of Gurugram district. The findings of the investigation revealed that Professional Commitment is influenced by the Personal Stress of a teacher. Secondary school teachers with Low Personal Stress were having less Professional Commitment as compared to Secondary school teachers with High Personal Stress and Professional commitment is influenced by personality, teaching attitude, sense of humour, occupational stress, self-efficacy, teacher freezing and in return influences the teaching effectiveness of teachers.

OBJECTIVES

- To compare the overall level of professional commitment of male and female government senior secondary school teachers.
- To compare the level of commitment to the learner of male and female government senior secondary school teachers.
- To compare the level of commitment to the society of male and female government senior secondary school teachers.
- To compare the level of commitment to the profession of male and female government senior secondary school teachers.
- To compare the level of commitment to Achieve Excellence by male and female government senior secondary school teachers.
- To compare the level of commitment to Basic Human Values of male and female government senior secondary school teachers.

HYPOTHESES

H₀₁: There is no significant difference between professional commitment of male and female government senior secondary schools teachers.

H₀₂: There is no significant difference between commitment to the learner of male and female government senior secondary schools teachers.

H₀₃: There is no significant difference between commitment to the society of male and female government senior secondary schools teachers.

H₀₄: There is no significant difference between commitment to the profession of male and female government senior secondary schools teachers.

H₀₅: There is no significant difference between commitment to achieve excellence of male and female government senior secondary schools teachers.

H₀₆: There is no significant difference between commitment to Basic Human Values of male and female government senior secondary schools teachers.

TOOLS

“Professional Commitment Scale for Teachers (PCST-KRB)” Hindi/English developed by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011) was used to assess the professional commitment.

METHODOLOGY

To achieve the objectives effectively the descriptive survey research method was followed.

SAMPLING

In the present study, only two districts namely Shimla and Solan out of the twelve districts of Himachal Pradesh were selected randomly by the draw of lots. From the selected Districts, only 08 government senior secondary schools were taken on the basis of convenience. From the government senior secondary schools ‘Shimla and Solan’, a sample of 50 male and 50 female teachers were selected from the each selected school through systematic random sampling technique. In this way, 100 secondary school teachers were selected by constituted the final sample for the present study.

STATISTICAL TECHNIQUE

The scores obtained were subject to statistical treatment using proper statistical techniques. For this purpose Mean, Standard Deviation, t- test, was used.

Variables

- Independent Variables: Gender (Male and Female)
- Dependent Variable: Professional Commitment.

RESULTS AND DISCUSSIONS

H₀₁: There is no significant difference between professional commitment of male and female government senior secondary schools teachers.

The mean scores of professional commitment of male and female government senior secondary school teachers along with number, S.D., SE $_{DM}$, df and t-value are given in Table 1 below:

Table 1 shows that t-value for comparison of professional commitment scores at two levels of gender, male and female teachers came out to be 1.14, which is non-significant at 0.05 level of significance for 98 df.

This indicates that there is no significant difference in the professional commitment scores of government senior secondary school teachers at two levels of gender i.e., male and female.

Hence the H_{01} as stated above: “There is no significant difference between professional commitment of male and female government senior secondary schools teachers” was accepted.

From Table 1, it can be seen that the means on professional commitment scores for government senior secondary school male and female teachers are 170.08 and 174.0 respectively.

Figure 1 is also indicating of the fact that the mean scores mean scores of professional commitment of government senior secondary school male and female teachers do not differ significantly.

Table 1: Gender Wise Difference in Professional Commitment of Government Senior Secondary School Teachers

Variable	Gender		SE _{DM}	df	t-value
	Male (N=50)	Female (N=50)			
Professional Commitment	Mean=170.08	Mean=174.00	3.414	98	1.14
	S.D.=17.00	S.D.=17.14			

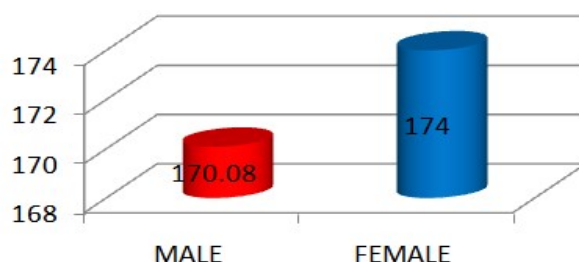


Figure 1: Mean Scores for Government Senior Secondary School Male and Female Teachers on Professional Commitment.

From the above Analysis, it may be Interpreted that:

The male and female government senior secondary school teachers do not differ from each other on the level of professional commitment.

H_{02} : There is no significant difference between commitment to the learner of male and female government senior secondary schools teachers.

The mean scores of commitment to the learner of male and female government senior secondary school teachers along with number, S.D., SE_{DM}, df and t-value are given in Table 2 below:

Table 2 shows that t-value for comparison of commitment to learner scores at two levels of gender, male and female teachers came out to be 0.86, which is non-significant at 0.05 level of significance for 98 df. This indicates that there is no significant difference in the commitment to learner scores of government senior secondary school teachers at two levels of gender i.e., male and female.

Hence the H_{02} as Stated Above: “There is no significant difference between commitment to the learner of male and female government senior secondary schools teachers” was accepted.

From Table 2, it can be seen that the means on commitment to learner scores for government senior secondary school teachers are 36.08 and 35.32 respectively.

Figure 2 is also indicating of the fact that the mean scores of commitment to the learner of government senior secondary school teachers do not differ significantly.

Table 2

Variable	Gender		SE _{DM}	df	t-value
	Male (N=50)	Female (N=50)			
Commitment to the Learner	Mean=36.08	Mean=35.32	0.874	98	0.86
	S.D.=4.503	S.D.=4.235			

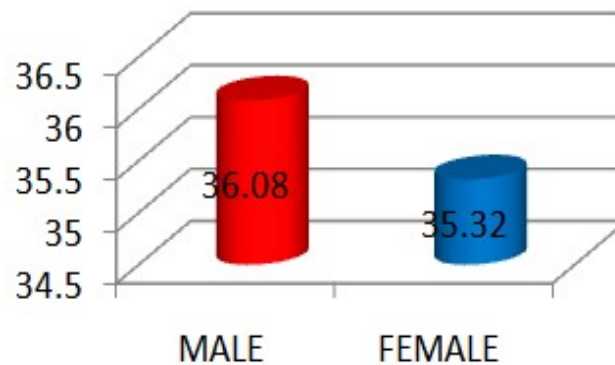


Figure 2: Mean Scores for Government Senior Secondary School Male and Female Teachers on Commitment To The Learner.

From the above Analysis, it may be Interpreted that:

The male and female government senior secondary school teachers do not differ from each other on the level of commitment to the learner.

H₀₃: There is no significant difference between commitment to the society of male and female government senior secondary schools teachers.

The mean scores of commitment to the society of male and female government senior secondary school teachers along with number, S.D., SE_{DM}, df and t-value are given in Table 3 below:

Table 3 shows that t-value for comparison of commitment to the society scores at two levels of gender, male and female teachers came out to be 0.13, which is non-significant at 0.05 level of significance for 98 df. This indicates that there is no significant difference in the commitment to the society scores of government senior secondary school teachers at two levels of gender i.e., male and female.

Hence the H₀₃as Stated Above: “There is no significant difference between commitment to the society of male and female government senior secondary schools teachers” was accepted.

From Table 3, it can be seen that the means on commitment to the society scores for male and female government senior secondary school teachers are 34.48 and 34.34 respectively.

Figure 3 is also indicating of the fact that the mean scores of commitment to the society of male and female government senior secondary school teachers do not differ significantly.

Table 3

Variable	Gender		SE _{DM}	df	t-value
	Male (N=50)	Female (N=50)			
Commitment to the Society	Mean=34.48	Mean=34.34	1.037	98	0.13
	S.D.=5.38	S.D.=4.98			

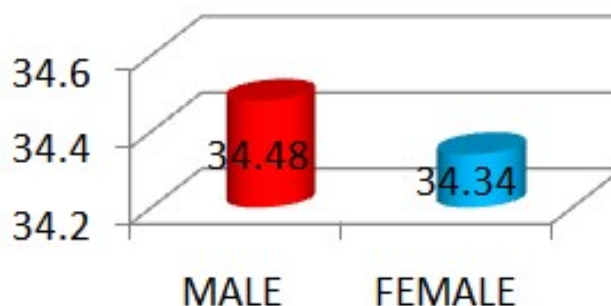


Figure 3: Mean Scores for Government Senior Secondary School Male and Female Teachers on Commitment to the Society

From the above Analysis, it may be Interpreted that:

The male and female government senior secondary school teachers do not differ from each other on level of commitment to the society.

H₀₄: There is no significant difference between commitment to the profession of male and female government senior secondary schools teachers.

The mean scores of commitment to the profession of male and female government senior secondary school teachers along with number, S.D., SE_{DM}, df and t-value are given in Table 4 below:

Table 4 shows that t-value for comparison of commitment to the profession scores at two levels of gender, male and female teachers came out to be 1.52, which is non-significant at 0.05 level of significance for 98 df. This indicates that there is no significant difference in the commitment to the profession scores of government senior secondary school teachers at two levels of gender i.e., male and female.

Hence the H₀₄ as stated above: “There is no significant difference between commitment to the profession of male and female government senior secondary schools teachers” was accepted.

From Table 4, it can be seen that the means on commitment to the profession scores for male and female government senior secondary school teachers are 33.26 and 34.66 respectively. Figure 4 is also indicating of the fact that the mean scores of commitment to the profession of male and female government senior secondary school teachers do not differ significantly.

Table 4

Variable	Gender		SE _{DM}	df	t-value
	Male (N=50)	Female (N=50)			
Commitment to the Profession	Mean=33.26	Mean=34.66	0.919	98	1.52
	S.D.=4.26	S.D.=4.90			

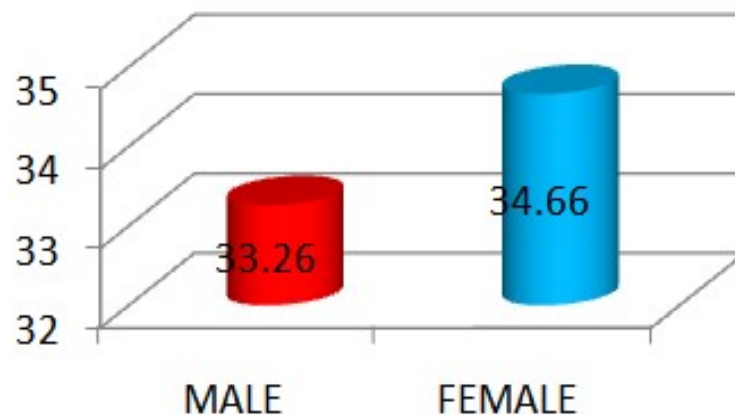


Figure 4: Mean Scores for Government Senior Secondary School Male and Female Teachers on Commitment to the Profession

From the above Analysis, it may be Interpreted that:

The male and female government senior secondary school teachers do not differ from each other on the level of commitment to the profession.

H₀₅: There is no significant difference between commitment to achieve excellence of male and female government senior secondary schools teachers.

The mean commitment to achieve excellence of male and female government senior secondary school teachers along with number, S.D., SE_{DM}, df and t-value are given in Table 5 below:

Table 5 shows that t-value for comparison of commitment to achieve excellence scores at two levels of gender, male and female teachers came out to be 3.65, which is significant at 0.05 level of significance for 98 df. This indicates that there is significant difference in the commitment to achieve excellence scores of government senior secondary school teachers at two levels of gender i.e., male and female.

Hence the H₀₅as stated above: “There is no significant difference between commitment to achieve excellence of male and female government senior secondary schools teachers” was not accepted.

From Table 5, it can be seen that the means on commitment to achieve excellence scores for male and female government senior secondary school teachers are 31.46 and 34.58 respectively.

Figure 5 is also indicating of the fact that the mean scores of commitment to achieve excellence of male and female government senior secondary school teachers differ significantly.

Table 5

Variable	Gender		SE _{DM}	df	t-value
	Male (N=50)	Female (N=50)			
Commitment to Achieve Excellence	Mean=31.46	Mean=34.58	0.853	98	*3.65
	S.D.=4.44	S.D.=4.08			

* Significant at 0.05 level of significance for 98 df.

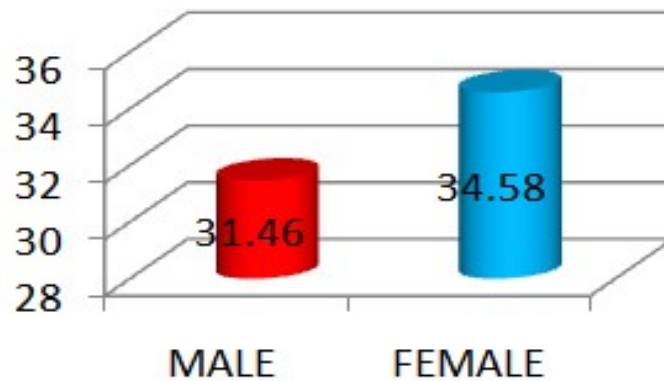


Figure 5: Mean Scores for Government Senior Secondary School Male and Female Teachers on Commitment to Achieve Excellence

From the above Analysis, it may be Interpreted that:

The male and female government senior secondary school teachers differ from each other on the level of commitment to achieve excellence.

H₀₆: There is no significant difference between commitment to Basic Human Values of male and female government senior secondary schools teachers.

The mean scores of commitment to basic human values of male and female government senior secondary school teachers along with number, S.D., SE_{DM}, df and t-value are given in Table 6 below:

Table 6

Variable	Gender		SE _{DM}	df	t-value
	Male (N=50)	Female (N=50)			
Commitment to Basic Values	Mean=34.80	Mean=35.16	0.840	98	0.35
	S.D.=4.495	S.D.=3.887			

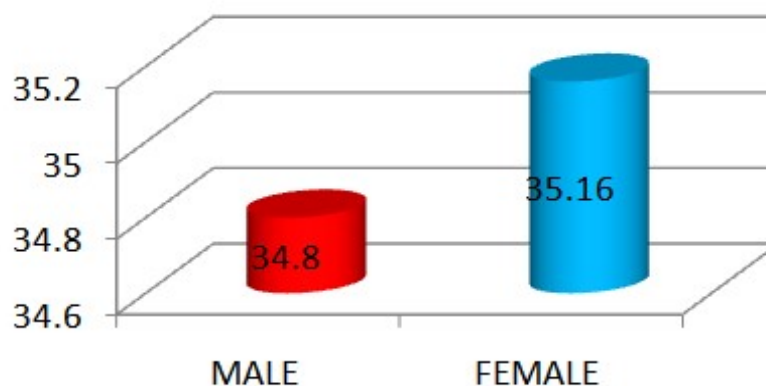


Figure 6: Mean Scores for Government Senior Secondary School Male and Female Teachers on Commitment to Basic Human Values

CONCLUSIONS

On the Bases of the Results of the Study, Following Conclusions have been Drawn.

- There is no significant difference in the professional commitment scores of government senior secondary school teachers at two levels of gender i.e., male and female. The male and female government senior secondary school teachers do not differ from each other on the level of professional commitment.
- There is no significant difference in the commitment to learner scores of government senior secondary school teachers at two levels of gender i.e., male and female. The male and female government senior secondary school teachers do not differ from each other on the level of commitment to the learner.
- There is no significant difference in the commitment to the society scores of government senior secondary school teachers at two levels of gender i.e., male and female. The male and female government senior secondary school teachers do not differ from each other on level of commitment to the society.
- There is no significant difference in the commitment to the profession scores of government senior secondary school teachers at two levels of gender i.e., male and female. The male and female government senior secondary school teachers do not differ from each other on the level of commitment to the profession.
- There is significant difference in the commitment to achieve excellence scores of government senior secondary school teachers at two levels of gender i.e., male and female. The male and female government senior secondary school teachers do differ from each other on the level of commitment to achieve excellence.
- There is no significant difference in the commitment to basic human values scores of government senior secondary school teachers at two levels of gender i.e., male and female. The male and female government senior secondary school teachers do not differ from each other on the level of commitment to basic values.

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