

# Asian Resonance

## Influence of Professional Commitment of Teachers of Coaching Centres on Achievement of Students Who Appeared in Competitive Examinations

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### Abstract

In the present study an attempt has been made to find the Influence of professional commitment of teachers of coaching centres on achievement of students who appeared in competitive examinations. Data was collected with the help of simple random sampling technique from five coaching centres teachers of Jammu by using Professional commitment scale by Dr. Ravinder Kaur, Dr. Sarabjit Kaur Ranu and Dr Sarvjit Kaur Brar (2011). Also, for the achievement of students the marks awarded was used for present study. The data obtained were analyzed using suitable statistical technique such as Mean, z-score, percentage, standard deviation, t-test and correlation. The study showed that there was no significant difference between professional commitment of male and female teachers of coaching centres of Jammu. It was also found that female teachers of coaching centres have better professional commitment than male teachers. The findings of the study revealed that professional commitment of teachers of coaching centres has a positive influence on achievement of students who appeared in competitive examinations.

**Keywords:** Professional Commitment, Teachers of Coaching Centres Achievement of Students, And Competitive Examinations.

### Introduction

Teaching is a dignified profession definitely noble one conceptually and ideally. Teachers constitute one of the chief groups are that are entrusted with the duty of shaping the young minds, careers of its citizens and building of the nation as a whole. There is a daily need for the teacher to fully engage in their profession with not only their heads but also with their hearts. Indeed, beauty, joy, and fulfillment in the teaching profession. Those who look to the profession as a career would need to nourish these perceptions in order to prevail over the negative aspect that surrounded the profession. Teaching is more than the presentation of the fact; it includes the dedication of both heart and time.

A teacher's role is very important in nation building. A teacher plays an important role in making the all-round development of a student. Teachers act as the key role for the broadcast of knowledge, skill, and competence from one generation to another generation and assist to keep the lamp of civilization burning. The teachers place in the society is of extremely important. The advancement of the nation depends on the quality of its teachers, a teaching is the greatest among all profession and the teacher is called as the builders of nation. So the advancement of country directly goes to the teacher.

### Professional Commitment of Teachers

Professional commitment is defined as the extent of commitment of the teachers i.e. dedicated efforts on the part of a teacher to fulfill his primary obligations towards learners and knowledge, cordial relations and positive attitude towards students. Professional commitment of teacher means a feeling of dedication towards their profession. Commitment of teachers has been identified as one of the most critical factor for the future success of education and schools. Professional commitment is the fervor to employ with the schools society. It is a faith that reaches outside the four wall of the classroom. Teachers who are in depression, anxiety, under pressure cannot have high commitment level toward teaching and teach

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their students efficiently. Thus, their commitment level may affect the students' level of academic achievement.

Teacher commitment is the emotional bond teachers demonstrate towards their work. Teacher commitment has been identified as one of the most important factors in effective teaching. Through Teachers with high level of commitment can make a difference to the learning and achievement of their students. Committed teachers are affiliated with the school work and they invest their time and energy in promoting their school. Teacher commitment is associated with creating an effective learning environment in which students enhance their abilities for greater achievement.

Professional Commitment of teacher is accepted as a natural constituent of teaching profession. It is directly linked to teacher's work performance, burnout, absenteeism, and turnover as well as having an important influence on student's achievement in and attitude towards school (Louis, (1998). The qualities of teacher are not only governed by the skill, ability and knowledge but also their interest and commitment in teaching (Rikard (1999). The rapid changes in education system have generally sculptured the roles and scopes of works for lecturers in the academic environment. Teachers need to be innovative and creative in order to develop the commitment towards any given tasks and to improve the students' academic achievement. According to O'Malley (2000) at the organizational level, committed employees normally put on a greater effort at their workplace. Furthermore, teachers' commitment is closely associated to teachers work performance and their capability to innovate new thoughts and ideas. Teacher commitment, loyalty, and dedication have been recognized as significant factors for the success of education and schools.

#### **Achievement of Students**

Student achievement measures the total of academic content a student learns in a particular amount of time. Student achievement is the extent to which a student has achieved their short or long term educational goals. Achievement represents performance outcome that indicates the extent to which a student has accomplished a specific goal, especially by superior ability, especially effort or courage. It is related to knowledge attained or skill developed in the school subjects, usually depicted by scores in the exams or by marks assigned by teachers. The achievement of students will definitely improve when there is improvement in the quality of teaching provided to our students. The final objective of any instructional approach, curriculum, or education reforming initiative is to lift up student achievement, to make better individual's knowledge and boost children's preparedness for future endeavors.

Academic achievement refers to the level of schooling the student has completed and the capability to achieve success in their studies. It is the achievement that we can do, or we can achieve at school, college, or it may include co-curricular activities also.

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## **Review of Literature**

Park (2005) conducted a study on Commitment of teachers and its effects on student achievement. Present investigation two type of analytical method was used. Teacher commitment and student achievement were analyzed by hierarchical linear model. The findings of the study were shown in three parts, teacher commitment measurement model, the antecedent of teacher commitment, and teacher commitment effects on the achievement of the student. The study reveals that there was no evidence to support the effects of teacher commitment on student achievement.

Sood, V, & Anand, A. (2010) conducted a study on professional commitment among B. Ed teacher educators of H.P. This paper studied the level of professional commitment of teacher serving in secondary teacher training institutions of H.P. The finding of the study revealed that the levels of professional commitment of B. Ed. teacher's educator in H.P are moderate. They found that there exist significant differences in the professional commitment of B. Ed. teacher's educator with respect to teaching experience, gender, and marital status. However, NET qualified teacher and without NET teachers educator found same level of commitment in their profession.

Kumar, A. (2012) Studied on professional commitment relation to thinking style and teacher effectiveness of teacher working in teacher training institution of Haryana. The finding of the study reveals that significant positive correlation between the professional commitment and thinking style of the teacher working in teacher training institution and non-significant correlation between job value and professional commitment of teacher working in teacher training institution.

Arjunan, M., & Balamurugan, M. (2013) Conducted a study on the professional commitment of teacher working in a tribal area school. The finding of the study revealed that there is no fluctuation between male and female teacher, both have the same level of professional commitment. Professional commitment of teacher was found positive toward the welfare of the student, welfare of society and academic excellence.

Badhwar, M. (2014) Conducted a study on professional commitment and accountability of teachers. The finding of the study revealed that the professional commitment level of B. Ed. Teacher educators in Haryana state were moderate and factors like gender, marital status, and teaching experience seem to have an impact on their commitment level. There was a need to increase the professional commitment level of B. Ed. Teacher educators so that they can give their best possible professional commitment to the teacher educators.

Sawhney, N. (2015) studied the professional commitment of among secondary school teacher in relation to a location of their school. The objective of this study was to find out the difference between professional commitment among rural and urban secondary school teacher. The data collected from 113 TGT and PGT teachers of Mohali Punjab. The result of the study revealed that no significant

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difference in professional commitment among urban and rural secondary school.

Gupta, M., & Nain, I. (2015) Conducted an exploratory study of professional commitment among teacher educators working in B.ed College. In present study descriptive survey method was used by investigator. the sample for this study is taken 300 teacher educator working in B. Ed college of Haryana through multistage stratified random sampling technique. The study shows that there exist significant difference in professional commitment among teacher educator working in govt. aided and self-financing B. Ed College.

Bala, R. (2016) conducted a study on the professional commitment of school teachers in the state of Punjab. The findings of this study showed that male & female school teachers differ significantly on professional commitment.

Rathee, R., Rajain, P. (2016) designed a study to assess the student attitude, a reflection of teacher's commitment. The study was descriptive research method. The study found that numbers of students have a positive attitude towards teachers and also found attitude between of undergraduate and postgraduate students do not differ significantly. Investigation Indicate that teacher is committed to their profession.

Altun, M. (2017) Studied the effects of teachers commitment on student achievements. He stated that teacher commitment is an essential component for promoting quality education. For better achievement of student require the attention of teacher and commitment of teacher impact the student accomplishment. Teacher commitment is an essential factor that draws the attention of teacher to need of the student.

Ahmad, A. T. (2017) conducted a study on the professional commitment of government and private school teachers with special reference to their rural-urban dichotomy. The present investigation investigator used random and stratified sampling technique. Investigator found that private school teacher highly committed as compared to government teacher towards their profession.

#### **Statement of The Problem**

Influence of professional commitment of teachers of coaching centres on the achievement of the students who appeared in competitive examinations.

#### **Objectives of the Study**

1. To determine the level of professional commitment of teachers of coaching centres of Jammu.
2. To compare the professional commitment of male and female teachers of coaching centres of Jammu.
3. To compare the achievement of boys and girls who appeared in competitive examinations

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4. To examine the influence of professional commitment of teachers of coaching centres of Jammu on the achievement of students who appeared in the competitive examinations.

#### **Hypotheses**

##### **H<sub>01</sub>**

Majority of teachers of coaching centres of Jammu will show the moderate level of professional commitment.

##### **H<sub>02</sub>**

There is no significant difference between the professional commitment of male and female teachers of coaching centres of Jammu.

##### **H<sub>03</sub>**

There is no significant difference between the achievement of boys and girls who appeared in competitive examinations.

##### **H<sub>04</sub>**

There is no significant influence of professional commitment of teachers of coaching centres of Jammu on the achievement of students who appeared in the competitive examinations.

#### **Methodology**

The present study comes under the descriptive type of research where the survey method was adopted for the collection of data. The population of the present investigation consists of all the teachers of coaching centres of Jammu district of Jammu and Kashmir and the students of coaching centres who appeared in competitive examinations of Jammu district also come under the population of the study.

The main purpose was to find out the commitment of the teachers of coaching centres on student's achievement. In this context, the investigator of the study took a sample of 50 teachers of coaching centres (25 male & 25 female), and 50 students (25 boys and 25 girls) who appeared in competitive examinations. For the collection of data from teachers of 5 coaching centres of Jammu district of Jammu Kashmir were selected out of 30 coaching centres using simple random sampling technique by employing lottery method.

#### **Tools used**

The following tool were used to collect data for the present study. Professional commitment scale (PCST) developed by Ravinder, K., Sarbjit K., R. & Sarvjeet, K. B. (2011) and Achievements of students were collected from the respective coaching centres to know the commitment of teachers.

#### **Statistical Technique used**

In order to analyze and interpret the data of the study percentage, t-test and Pearson product moment correlation were used.

#### **Analysis and interpretation of Data**

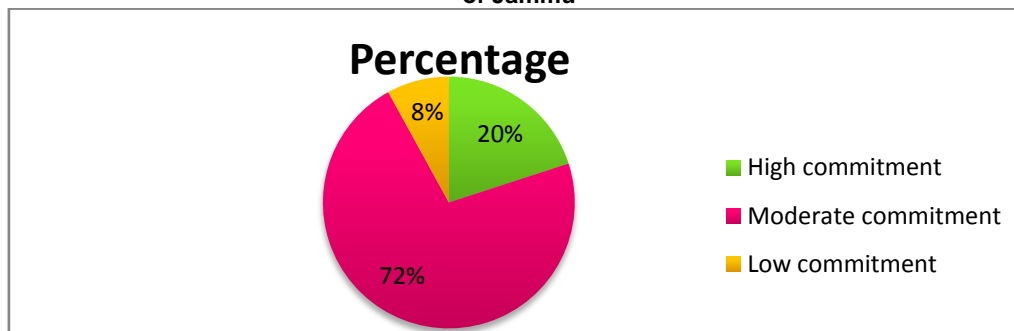
##### **H<sub>01</sub>**

Majority of teachers of coaching centres of Jammu will show the moderate level of professional commitment.

**Table No.1 Showing the level of professional commitment of teachers of coaching centres of Jammu**

| Score         | No. of Teachers | Percentage % | Levels of Professional Commitment |
|---------------|-----------------|--------------|-----------------------------------|
| 190 and above | 10              | 20%          | High commitment                   |
| 173-189       | 36              | 72%          | Moderate commitment               |
| Below 173     | 04              | 8%           | Low commitment                    |

Total= 50

**Pie Chart Showing Percentage % of the Level of Professional Commitment of Teachers of Coaching Centres of Jammu**


### Interpretation

The scores of professional commitment of teachers of coaching centres were categorized into three categories as high moderate and low professional commitment. Those who have scored 190 and above score range comes under high level of professional commitment and those who have scored between 173 to 189 range comes under the moderate level of professional commitment and lastly, those who have scored below 173 score range come under the low level of professional commitment.

Table No.1 and Pie chart-1 depicts the percentage of the level of professional commitment of teachers of coaching centres of Jammu. From the table it was found that 20% of coaching centres teachers of Jammu shows the high level of professional commitment i.e. 10. 72% of the teachers

of coaching centres of Jammu show the Moderate level of professional commitment i.e.36. 8% coaching centres teachers of Jammu shows Low level of professional commitment i.e. 04.Hence,it is concluded that majority of the teachers of coaching centres of Jammu come under the moderate level of professional commitment.

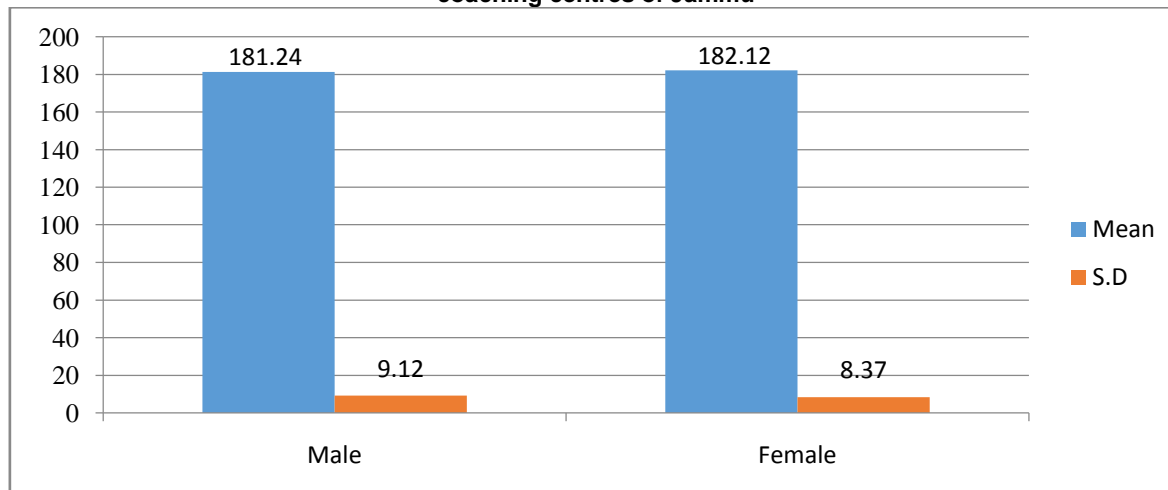
### H<sub>02</sub>.

There is no significant difference between the professional commitment of male and female teachers of coaching centres of Jammu.

In order to test the null hypothesis, t-test was used for analysis to know the difference between the professional commitment of male and female teachers of coaching centres of Jammu. The analysis of data is presented in the table no. 2.

**Table No.2.Comparison of the Professional Commitment of Male and Female Teachers of Coaching Centres of Jammu**

| Variable | Number | Mean   | S.D  | t-test | Level of significant (0.05 level) |
|----------|--------|--------|------|--------|-----------------------------------|
| Male     | 25     | 181.24 | 9.12 | 0.36   | Not significant                   |
| Female   | 25     | 182.12 | 8.37 |        |                                   |

**Graph - 2 showing mean, S.D of professional commitment of male and female teachers of coaching centres of Jammu**


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**Interpretation**

Table No.2 and graph 2 shows the mean, S.D, t-value and level of significance of professional commitment of male and female teachers of coaching centres of Jammu. From the table 3.2, it was found that the mean score of male and female professional commitment of teachers of coaching centres Jammu are 181.24 and 182.12 respectively. The standard deviation of professional commitment of male and female teachers of coaching centres of Jammu is 9.12 and 8.37. Also, the calculated t-value is 0.36 which is less than the table value at 0.05 level of significance.

Hence, it was concluded that t-value was not significant at 0.05 levels. Therefore the null

**Table No. 3. Comparison of the Achievement of Boys and Girls Who Appeared in Competitive Examinations****Tables 3.3 Compare the Achievement of Boys and Girls Who Appeared In Competitive**

| Category | No. of students | Mean   | S.D   | t-test | Level of significance At (0.05 level) |
|----------|-----------------|--------|-------|--------|---------------------------------------|
| Boys     | 25              | 160.4  | 12.83 | 1.53   | Not significant                       |
| Girls    | 25              | 165.52 | 12.48 |        |                                       |

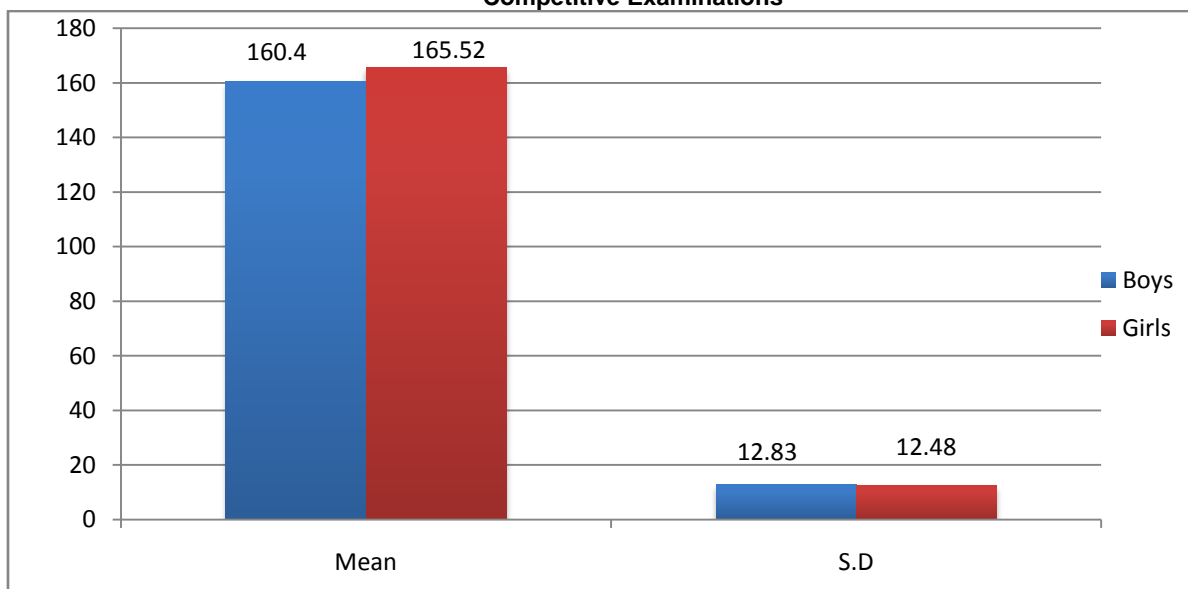
**Graph 3 showing Mean, S.D Value of Achievement of Boys and Girls Who Appeared in Competitive Examinations****Interpretation**

Table No.3 and graph- 3 shows the mean, standard deviation, t-value, and level of significance of the achievement of boys and girls who appeared in competitive examinations. From the table 3.3, it was found that mean value of boys and girls who appeared in competitive examination 160.4 and 165.52 respectively. The standard deviation of boys' and girls' students who appeared in the competitive examination is 12.83 and 12.48. The calculated t-value is 1.53 which is less than the table value at 0.05 level of significance. Hence, it is concluded that t-value was not significant at 0.05 levels. Therefore the null hypothesis was accepted i.e. there was no significant difference between the achievement of boys and girl who appeared in the competitive examination.

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hypothesis was accepted i.e. there is no significant difference between the professional commitment of male and female teachers of coaching centres of Jammu.

**H<sub>03</sub>.**

There is a no significant difference between the achievement of boys and girls who appeared in competitive examinations.

In order to test the null hypothesis, t-test was used for analysis to know the difference between the achievement of boys and girls who appeared in competitive examinations. The analysis of data is presented in the table no. 3

**H<sub>04</sub>.**

There is no significant influence of professional commitment of teachers of coaching centres of Jammu on the achievement of students who appeared in the competitive examinations.

To examine the influence of professional commitment of teachers of coaching centres of Jammu on the achievement of students who appeared in the competitive examination. The score obtained by administering the professional commitment scale for teachers (PCST) was analyzed using product moment correlation. The result of the analyzed data is given in the table No.4 showing 'r' value and level of significance with respect to the commitment of coaching centres teachers of Jammu and achievement of the student who appeared in competitive examinations.

**Table No 4 Influence of Professional Commitment of Teachers of Coaching Centres of Jammu and The Achievement of Students Who Appeared In The Competitive Examinations**

| Variable                | No. of student | 'r' value | Remarks              |
|-------------------------|----------------|-----------|----------------------|
| Commitment of Teachers  | 50             | 0.04      | Positive correlation |
| Achievement of Students | 50             |           |                      |

**Interpretation**

Table No.4 shows the coefficient of correlation on the professional commitment of coaching centres teacher of Jammu and achievement of students who appeared in competitive examinations. It was found from table that the 'r' value of the commitment of teachers of coaching centres of Jammu and the achievement of the student who appeared in competitive examinations is 0.04.

So it can be interpreted that there was a significant positive influence of professional commitment of teachers of coaching centres of Jammu on the achievement of students who appeared in competitive examinations.

**Findings of the Study**

1. The findings of the study revealed that 20% of teachers of coaching centres of Jammu showed the high level of professional commitment, 72% of the teachers of coaching centres of Jammu show the Moderate level of professional commitment and 18% coaching centres teachers of Jammu show average level of commitment. Those teachers of coaching centres of Jammu who have a high level of professional commitment, it is because they are committed to their profession and devote personal time and dedication towards his/her profession. They are showing great adherence to their professional ethics and have an honesty, and loyalty to their works. On the other side, teachers having above average level of professional commitment need to be committed toward their work or profession, and those teachers who have an average level of professional commitment, they are less emotionally connected toward their profession.
2. There was found no significant difference between the professional commitment of male and female teachers of coaching centres. It was also found that male teachers of coaching centres of Jammu have low mean score than the female teachers of coaching centres of Jammu. Hence, female teachers of coaching centres have better professional commitment than male teachers.
3. There was found no significant difference between the achievement of boys and girls who appeared in competitive examinations. It was also found that boys have low mean score than girls who appeared in competitive examinations. Hence, girl students who appeared in competitive examinations have better achievement than boy's students.
4. The results also found that there was a significant positive influence of professional commitment of teachers of coaching centres of Jammu on the achievement of students who appeared in competitive examinations.

**Conclusion**

Professional commitment is an essential component of quality education. It is the most imperative trait of teachers. Professional commitment of teacher is an internal force that drives teachers to invest more time and energy in keeping up involvement in the school or coaching centers. Committed teachers love the job they are performing. They are aware of things around them and reflect on them skillfully in their job. Committed teachers care about the development of their students and constantly seek new ideas to better their learning. Professional committed teachers take their job seriously and are very sensitive about habits their students should develop. They work cooperatively with their colleagues and students and engage their students in the learning process.

A competent and professional committed teacher is one of the most crucial factors in the success of any education system. A teacher who is truly committed to students is one that puts students' learning and interests above everything else.

**Educational implications**

In the light of results of the study the following educational implications are recommended:

1. There is need to enhance the professional commitment level of teachers of coaching centres so that they can give their optimum to the students.
2. The teachers of coaching centres must be very committed towards their profession and should provide a conducive environment to their students. They should encourage the students so that they can get the goal of his study.
3. The teacher training institute should give the opportunity to the teachers of coaching centres to attend the workshop, orientation programme and refresher course etc.
4. Healthy academic environment, more salaries, and other facilities might increase the level of commitment of teachers of coaching centres.
5. The study recommends that in order to increase the commitment of teachers of coaching centres teachers authorities should regularly visit the coaching centers.
6. Teachers of coaching centres should be cooperative to create a wholesome environment for the student, further they should be committed to develop the wholesome personality of the students.
7. The authority of the coaching centers should be aware of the fact that professional commitment of the coaching centers teachers is necessary for the optimal development of the students.

**Suggestions for Further Research**

1. The similar study can be conducted on government schools to know the professional commitment of teachers towards school and society.

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2. Further studies can be conducted on urban and rural secondary and senior secondary school teachers.
3. The similar study can be undertaken for comparing the professional commitment of private and government school teachers.

#### Limitations

1. The net examination scores of the student have been taken as their achievement score in competitive examinations.
2. The investigator could not study the dimensions of the professional commitment of teachers.
3. The sample of the study was confined to the coaching centres teachers of Jammu and students of coaching centres who appeared in competitive examinations.
4. The study was limited to the sample of 50 teachers and 50 students of coaching centres of Jammu.
5. The study was confined to only one district of Jammu and Kashmir.
6. Only coaching centres teachers and students of Jammu district of Jammu Kashmir were considered for collecting data.

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