

# Asian Resonance

## A Study of the Professional Commitment of Female Teachers from Primary Schools

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### Abstract

The researcher has studied the professional commitment of primary school female teachers. With this aim, the researcher has formulated a hypothesis based on the objective, The objective of the present study was to study the difference between female teachers from Government and Private primary school of Lucknow district with regard to their professional commitment. 'Teacher's Professional Commitment scale' developed and standardized by Dr. Amrita Maheswari, was administered on a selected simple random sample of 40 female teachers from government primary schools and 40 female teachers from the private primary school of Lucknow district. The data was analyzed with the help of the statistical technique of the 't' test. The findings revealed that there was a significant difference in mean values of professional commitment scores of private and government primary school female teachers. This paper discusses certain suggestions for enhancing the professional commitment of primary school female teachers.

**Keywords:** Professional Commitment, Primary Schools and Female Teachers.

### Introduction

High spirits schools are passionately good, academically can be productive, which makes schools to be vastly different from one another. The appreciation of schools with full features and requirements for both teacher commitment and student learning comes in all styles and ideologies. This is comparatively important to the constituency the school serves, to the school's age and history, and to the school's professed goals. Schools' function as dedicated communities where unique values are important; schools where caring for each other is the norm; schools where academic matters count; and schools where social covenants are established to bring parents, teachers, students, and others together in a shared commitment to the common goal and good are able to use the values of the life in their effort or work, consequently, do surprisingly well in enhancing student achievement (McGrath & Nobel, 2010; Smith, 2010).

### Need and Importance of The Study

Teaching is considered one of the oldest profession as well as a noble profession. Every teacher is expected to be an ideal man with a high moral character. Professionally teacher is supposed to have a rapport with all concerned with their profession. In the teaching profession, commitment we meant the feeling of dedication among the individual of the group or a profession, they belong to. NCTE (1998) gives emphasis to the need for quality teacher education in terms of commitment-oriented and competency-based teacher education. It is expected that if teachers enhancement professional competencies and commitment, it will result in entire teacher performance. Therefore the teacher is expected to be committed to the learner, to the society, to the profession, and to the high human values. Quality in education, cannot be achieved without the sincere efforts of dedicated and committed teachers. It is the committed teacher, who can inculcate values, nurture values, and help students to internalize values. Thus, it is the committed teachers that can make the Indian education system survive (Maheshwari, 2003). Clark & Peterson (1986) opined that good teaching is a complex undertaking that requires careful planning as well as the capacity to adjust one's performance according to student responses. Hoy, Tarter, & Kottkamp (1991) revealed that effective teacher's need high organization commitment and that

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students' high academic achievements need devoted teachers. On the other hand, Abdul (2009) stated that students' excellent performance is related to high teachers' commitment towards the organization. Sylvester (2010) revealed that the factors like gender, location of the institute, educational qualification, and years of teaching experience of teacher educators have no impact on their attitude towards the teaching profession as well as a level of job satisfaction. Bibiso A., Olango M. and Bibiso M. (2017), found in their study that teacher's commitment and female students academic achievement was a positive relationship. Thus far, teachers' commitment was not satisfactory to the educational goals of female students in selected secondary school in wolaita zone. Liyaqat Bashir (2019) opined that professional commitment is significant predictor of teaching effectiveness of the secondary school teachers. This study revealed that teaching effectiveness and professional commitment are significantly related to each other. Kumar, Puneet (2019) revealed in their study that there was significant difference in professional commitment between male and female government secondary school teachers. From the abovementioned discussion, it is clear that there is an acute shortage of studies related to the professional commitment of teacher, while studies on attitude towards teaching, job satisfaction level, and other socio-psychological characteristics are many in number both in India and abroad but most of such studies have been carried out either on secondary school teachers or college teachers. None of the studies have been carried out on the professional commitment of 'female teachers from primary schools'. In this context, the researcher selected the present problem to study "A Study of the Professional Commitment of Female Teachers from Primary Schools". The purpose of this study to find out those factors which emphasize the teachers to enhance their professional commitment.

**Objective of the Study**

1. To study the difference between female teachers from Government and Private primary

**Table-1 Professional commitment to the learner in the mean scores between Government and Private primary school female teachers.**

S.N.	Dimension of Professional Commitment	Female teachers	N	Mean	S.D.	D	σD	t – value
1.	Learner	Government primary school	40	21.40	1.64	1.35	0.37	3.65
2.		Private primary teachers	40	22.75	1.65			

\*significant at 0.05 level, \*\* not significant at 0.05 level

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school of Lucknow district with regard to their professional commitment.

**Hypotheses**

1. There exists no significant difference between the professional commitment of female teachers from Government and Private primary school of Lucknow district.

**Methodology**

The present study is a descriptive type of study. In which survey method was used.

**Sample**

The present study was conducted on a simple random sample of 80 female teachers (40 government primary school teachers and 40 private primary school teachers) from the primary school of Lucknow district.

**Tool**

The data were collected from the primary school teachers by administering 'Teacher's Professional Commitment scale' developed and standardized by Dr. Amrita Maheswari (2002). This scale is having 30 items on six dimensions such as learner, society, institution, profession, achieving excellence, and human value, which are to be rated on five points Likert type scale.

**Data Collection**

Before administering the tool, subjects were told regarding the purpose of the study. Then follow the instructions given in the scale, the tool was administered. On completion, scoring was done according to the scoring key formulated by the authors of the tool.

**Statistical Technique**

The 't' test was used to analyze the data pertaining to professional commitment.

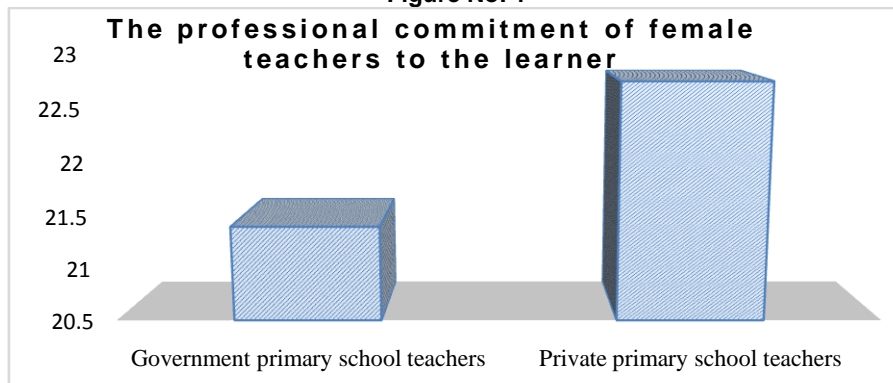
**Result and Interpretation**

Data with statistical measures have been shown in tables 1 to 6.

**Ho<sub>1</sub>**

There exists no significant difference between the professional commitment of female teachers from Government and Private primary school of Lucknow district.

Figure No: 1



The data has further been analyzed by way of computing t' values between the professional commitment of female teachers from government and private primary schools with regard to the Learner. By studying Table-1 researcher fined that at-value of

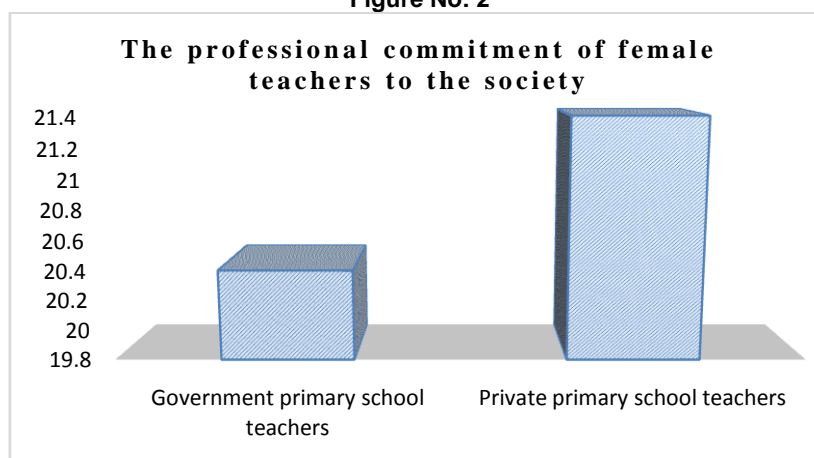
3.65 is significant at the 0.05 level of significance. This indicates that private primary school female teachers have more commitment to the learner than government primary school female teachers.

**Table-2 Professional commitment to the Society in the mean scores between Government and Private primary school female teachers.**

S.N.	Dimension of Professional Commitment	Female teachers	N	Mean	S.D.	D	σD	t-value
1.	Society	Government primary school	40	20.4	1.72	01	0.41	2.44
2.		Private primary teachers	40	21.4	2.01			

\*significant at 0.05 level, \*\* not significant at 0.05 level

Figure No: 2



The data has further been analyzed by way of computing t' values between the professional commitment of female teachers from government and private primary schools with regard to the Society. Table-2 indicates that a t-value of 2.44 is significant

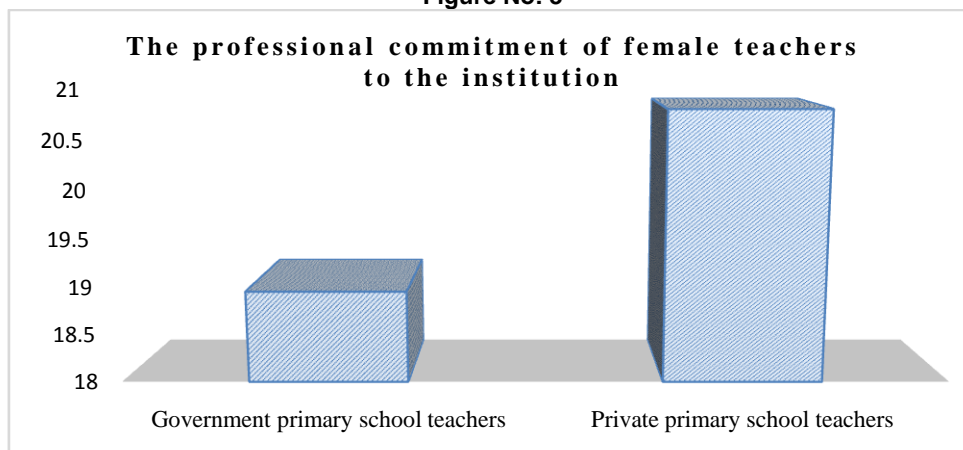
at the 0.05 level of significance. Thus this can be said that private primary school female teachers have more commitment to society than government primary school female teachers.

**Table-3 Professional commitment to the Institution in the mean scores between Government and Private primary school female teachers.**

S.N.	Dimension of Professional Commitment	Female teachers	N	Mean	S.D.	D	σD	t-value
1.	Institution	Government primary school	40	18.95	2.89	1.85	0.6	3.08
2.		Private primary teachers	40	20.80	2.46			

\*significant at 0.05 level, \*\* not significant at 0.05 level

Figure No: 3



The data has further been analyzed by way of computing t' values between the professional commitment of female teachers from government and private primary schools with regard to the Institution. Table-3 shows that a t-value of 3.08 is significant at

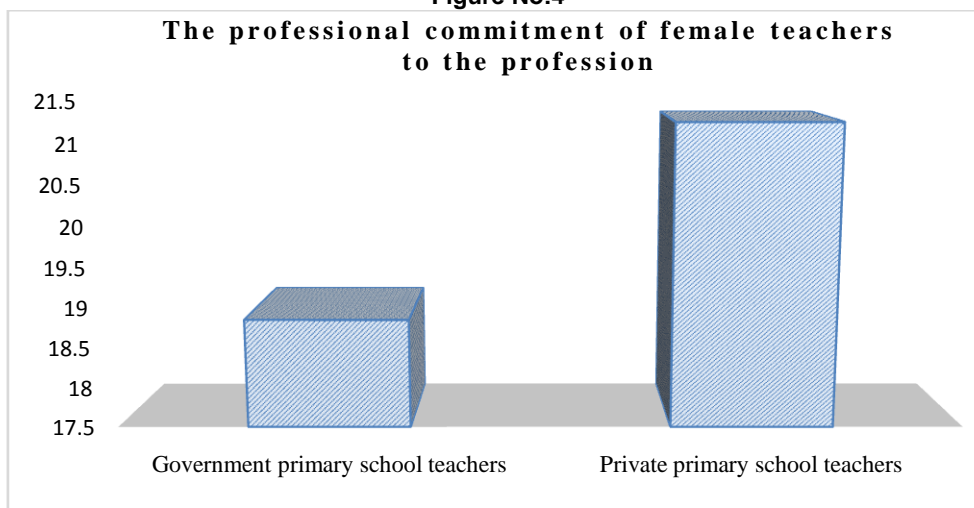
the 0.05 level of significance. The finding reveals that private primary school female teachers have more commitment to the institution than government primary school female teachers.

**Table-4 Professional commitment to the Profession in the mean scores between Government and Private primary school female teachers.**

S.N.	Dimension of Professional Commitment	Female teachers	N	Mean	S.D.	D	σD	t-value
1.	Profession	Government primary school	40	18.85	2.99	2.4	0.57	4.21
2.		Private primary teachers	40	21.25	2.07			

\*significant at 0.05 level, \*\* not significant at 0.05 level

Figure No:4



The data has further been analyzed by way of computing t' values between the professional commitment of female teachers from government and private primary schools with regard to the profession. Table-4 indicates that a t-value of 4.21 is significant

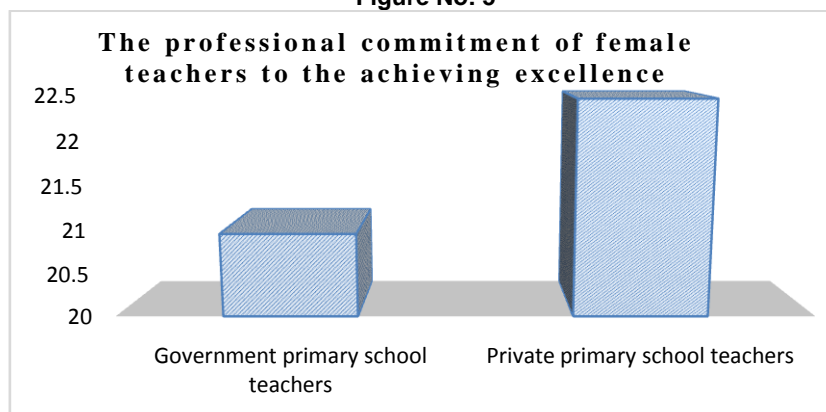
at the 0.05 level of significance. Thus this can be said that private primary school female teachers have more commitment to the profession than government primary school female teachers.

**Table-5 Professional commitment to the Achieving Excellence in the mean scores between Government and Private primary school female teachers.**

S.N.	Dimension of Professional Commitment	Female teachers	N	Mean	S.D.	D	$\sigma D$	t-value
1.	Achieving Excellence	Government primary school	40	20.95	2.45	1.5	0.5	3.0
2.		Private primary teachers	40	22.45	2.06			

\*significant at 0.05 level, \*\* not significant at 0.05 level

**Figure No: 5**



The data has further been analyzed by way of computing t' values between the professional commitment of female teachers from government and private primary schools with regard to achieving excellence. Table-5 indicates that t-value of 3.0 is

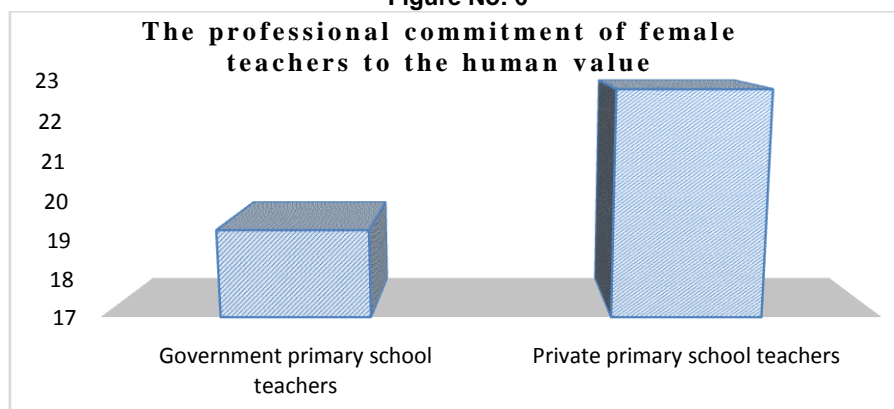
significant at the 0.05 level of significance. Thus this can be said that private primary school female teachers have more commitment to achieving excellence than government primary school female teachers.

**Table-6 Professional commitment to the Human value in the mean scores between Government and Private primary school female teachers.**

S.N.	Dimension of Professional Commitment	Group of Female teachers	N	Mean	S.D.	D	$\sigma D$	t-value
1.	Human value	Government primary school	40	19.25	3.48	3.5	0.66	5.38
2.		Private primary teachers	40	22.75	2.24			

\*significant at 0.05 level, \*\* not significant at 0.05 level

**Figure No: 6**



The data has further been analyzed by way of computing t' values between the professional commitment of female teachers from government and private primary schools with regard to the human

value. Table-6 indicates that t-value of 5.38 is significant at the 0.05 level of significance. Therefore this can be said that private primary school female

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teachers have more commitment to the human value than government primary school female teachers.

The results discussed above indicate that the female teachers from private primary schools were more committed at all dimensions of professional commitment than female teachers from government primary schools. Hence, the above-mentioned hypothesis is rejected at level 0.05 of significance. This finding of this study also supported the result finding by Madhu Gupta and Priya Kulshreshta (2008), their findings revealed that there was significant difference in mean values of professional commitment scores of government and public school teachers.

#### Implication & Suggestion

Professional development programs like seminars and refresher courses could help teachers to become professionally more committed (Maheshwari, 2003). Thus it can be said that:

1. A code of behavior and professional ethics may guide teachers by which they carry out their duties. It includes good citizenship, dress code and the teacher's ability to interact with others and society at large.
2. The teachers should always try to identify themselves with their profession and it should be considered as an inseparable.
3. They should put their attitude always positive towards teaching profession and they should try to update themselves with the latest techniques and get motivated for their contribution in the field of education.
4. The present study will be the guideline to every teacher of primary school, that they try to enhance the quality of school organization and education by knowing all aspects of professional commitment such as the achieve excellence, the institution, the society, to inculcate value.
5. The present study will help to throw light that teachers should put their attitude always positive towards the teaching profession and they should try to update themselves with the latest techniques, and get motivated for their contribution to the field of education.
6. Teachers should be committed to human values, committed to inculcate values and provide them widen the scope of dialogue, debate and exchange of information and ideas, and participatory principles to promote their teamwork.
7. They should put their attitude always positive towards the teaching profession and they should try to update themselves with the latest techniques and get motivated for their contributions in the field of education.

It may conclude that develop a code of professional ethics and professional skills would improve professionalism in teachers, as well as professionalism, would develop commitment in the teachers and it will be possible with an effective and supportive organizational climate.

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