

PROFESSIONAL COMMITMENT AMONG COLLEGE TEACHERS IN RELATION TO THEIR EXPERIENCE AND RESIDENCE

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ABSTRACT

Commitment is vital for all level of teachers, because it reflects interpretation of work experience as absorbing and meaningful. The commitment of the teacher is considered to be associated with his satisfaction with the job & attitude towards the profession. The present paper aims to find out the professional commitment of college teachers in relation to their experience and residence. In this study, professional commitment was treated as dependent variable, while experience and residence were treated as independent variables. The sample of the study consisted of 100 college teachers, that was collected by random sampling with the help of professional commitment scale for teachers by Kaur et al. (2008). The obtained data was analyzed by using Mean, SD and the 't'-test. The result of the current study found that the level of experience and residence does not have any significant role in professional commitment of college teachers.

KEYWORDS : Commitment, Teachers, Job, Professional, Skill, Teaching....

INTRODUCTION

The teacher is regarded as the foundation on which the stability of the educational system as well the nation rests. It is true that the attitude of a teacher towards his profession plays central role in achieving desirable success. Teachers' dedication towards their profession brings high commitment to their work place. A committed teacher is asset to the society and there is a great need of quality teachers to society. They improve the society, inculcates the values and attitudes of the students by their commitment.

CONCEPT OF PROFESSIONAL COMMITMENT

Professional commitment has been widely discussed in NEP 2020. Professional commitment is a commitment for a particular institution and implies the teacher's perspective towards their profession and the motivation that they have to stay in their

job with willingness to strive. This present investigation aimed to examine the professional commitment of college teachers. Teacher of all levels has some responsibility and capability about their profession.

REVIEW OF LITERATURE

Sood & Anand (2010) conducted a study and found that the professional commitment of B.Ed. teacher educators was moderate and teaching experience had an impact on the professional commitment.

Ahmad (2012) has studied professional commitment among secondary school teachers in relation to the gender, marital status and experience and found that teachers with more than two years" experience have got more professional commitment than that of the less experienced teachers.

Jain (2013) has examined perspective and work commitment of upper education academics towards their teaching profession. The objectives of the study were to find out the difference in the work commitment of teachers with respect to their gender, type of institution and years of experience. The teachers experience less than 10 years have got more work commitment than that of the teachers with more than 10 years? experience.

Ibrahim & Iqbal (2015) investigated teachers? perception of professional commitment (affective, continuance and normative commitment) to teaching profession. The study concluded that affective commitment comes with teaching experience.

Basu (2016) conducted a study and found that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts and less experienced teachers exhibit higher levels of professional commitment as compared to their more experienced counterparts.

Pan (2016) in his study found female teachers highly committed as compare to their male counterparts. Also found that teachers having less teaching experience are more committed than those of highly experienced teachers.

Gill & Kaur (2017) examined professional commitment among senior secondary school teachers. Result revealed that there is no significant difference in teaching experience and residence towards professional commitments of senior secondary school teachers.

Kumar (2017) attempted to study the Professional Commitment of Teacher Educators serving in B.Ed. colleges of education. The results of the study revealed that more than 50% of the teacher educators have a moderate level of Professional Commitment and

there is no significant difference in the Professional Commitment of Teacher Educators with respect to their Location of the Institution.

Jain (2018) conducted a study “Teaching aptitude of pupil teachers in relation to their intelligence, gender and locality.” The study discovered teaching aptitude of pupil teachers in relation to their intelligence, gender and locality. The study revealed significant difference in teaching aptitude of high intelligent and low intelligent pupil teachers. High intelligent group have high teaching aptitude than low intelligent group. Further, it was also found that teaching aptitude has no relevance with the gender of the individual but on the other hand teaching aptitude of an individual is affected by their family background or place of living.

Ali (2020) conducted a study on Professional Commitment of Teacher Educators in Colleges of Education in Jammu District (J&K) and revealed that the Female teacher educators teaching are better than the Male teacher educators. The high qualified (M.Phil., Ph.D.) teacher educators’ teaching is better as compared to teacher educators who have only post-graduation degree. The Urban teacher educators teaching, the Unmarried teacher educators teaching and the Net Qualified teacher educators teaching are better as compared to teacher educators of rural area.

Kumar & Shakila (2022) conducted research and found no significant difference between teaching with below 10 years and above 10 years of teachers on their professional commitment. Furthermore, significant difference was found between rural and urban teachers based on their professional commitment. Urban teachers are significantly better than rural teachers.

Kumar & Shobha (2023) found no significant difference in college teachers based on their gender and age.

OBJECTIVE OF THE STUDY

1. To investigate the difference in Professional Commitment of College Teachers based on their Experience.
2. To investigate the difference in Professional Commitment of College Teachers based on their Residence.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference in the Professional Commitment of College Teachers with regard to Experience.
2. There will be no significant difference in the Professional Commitment of College Teachers based on Residence.

METHOD

The study was conducted through descriptive survey method of research.

RESEARCH TOOL USED

In the present study Professional Commitment Scale for Teachers of Kaur et al. (2013) was used to collect the data from College Teachers.

POPULATION AND SAMPLING

All the College Teachers teaching in District Hamirpur of Himachal Pradesh constitute the population of current study. In the present study simple random sampling technique of probability sampling (lottery method) was used.

ANALYSIS AND INTERPRETATION OF THE DATA

The Table-1 presents the calculated statistics of Professional commitment of Low Experience and High Experience College Teachers Groups.

Table-1
Significance of Mean Difference in the Professional Commitment of College Teachers Based on their Teaching Experience

Professional Commitment	N		M		SD		Df	't'-Value	Significance
	High Experience Teachers	Low Experience Teachers	High Experience Teachers	Low Experience Teachers	High Experience Teachers	Low Experience Teachers			
Commitment to Learner	69	31	35.94	37.04	5.96	4.62	98	0.34	NS
Commitment to Society	69	31	34.86	35.76	5.72	4.23	98	0.41	NS
Commitment to Profession	69	31	32.30	32.96	5.25	4.51	98	0.52	NS
Commitment to Attain Excellence	69	31	31.88	34.76	5.53	5.31	98	0.01	NS
Commitment to Basic Human Values	69	31	33.91	34.60	3.723	3.61	98	0.37	NS
Overall	69	31	168.91	175.15	20.03	16.33	98	0.11	NS

NS : Not Significant

The Table - 1 shows that the 't'- values for Low and High Experience College Teachers' group were found to be 0.34, 0.41, 0.52, 0.01, 0.37 and 0.11 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment, which are not significant at 0.05 level of significance. It means that Low and High Experience College Teachers' group do not differ significantly with regard to their Professional Commitment. In other words, we can say that more or less experience College Teachers were found to have almost similar/equal level of professional commitment with regard to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment. Hence, the null hypothesis that, 'There will be no significant difference in the Professional commitment of College Teachers with regard to Experience,' was retained.

The Table-2 presents the calculated statistics of Professional Commitment of Rural and Urban College Teachers.

Table-2
Significance of Mean Difference in the Professional Commitment of College Teachers Based on their Residence

Professional Commitment	N		M		SD		Df	't'-Value	Significance
	Rural Teachers	Urban Teachers	Rural Teachers	Urban Teachers	Rural Teachers	Urban Teachers			
Commitment to Learner	49	51	36.53	36.76	5.06	5.27	98	0.82	NS
Commitment to Society	49	51	35.53	35.35	4.12	5.43	98	0.85	NS
Commitment to Profession	49	51	32.55	32.90	4.97	4.63	98	0.71	NS
Commitment to Attain Excellence	49	51	33.77	33.68	5.06	6.01	98	0.93	NS
Commitment to Basic Human Values	49	51	34.14	34.56	3.24	4.02	98	0.56	NS
Overall	49	51	172.53	173.27	15.77	20.09	98	0.83	NS

NS : Not Significant

The Table-2 indicates that the obtained 't'-values for Rural and Urban College Teachers' group were found to be 0.82, 0.85, 0.71, 0.93, 0.56 and 0.83 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment, which are not significant at 0.05 level of significance. It means that College Teachers do not differ significantly with regard to their Professional Commitment based on their Residence. So, it can be said that Urban and Rural College Teachers had almost equal or similar levels of Professional Commitment with regard to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment. Hence, the null hypothesis that "There will be no significant difference in the Professional Commitment of College Teachers based on Residence" was accepted.

FINDINGS OF THE STUDY

- 1 No significant difference was found in Professional Commitment of Low and High Experienced College Teachers.
- 2 No significant difference was found in Professional Commitment of Rural and Urban College Teachers.

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