



Professional Commitment Of Higher Secondary School Teachers With Respect To Gender And Length Of Experience

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Abstract

Historically the field of education appears externally an attractive one to the prospective teachers because they believe that 'teaching is a comparatively easier task that can be performed without much physical or mental exertion for an unbelievable compensation, respectable and a covetous salary package. The teachers' professional commitment, is known for impelling teachers to act promptly for executing the required activities is found to have been constituted by the following FIVE dimensions: i) Commitment to learner, ii) Commitment to society, iii) Commitment to profession, iv) Commitment to attain excellence, and v) Commitment to basic human values. In this paper the investigators wanted to know about the Professional commitment of higher secondary school teacher in Chennai district of Tamil Nadu in terms of demographic factors – Gender Length of teaching experience. The study was conducted on 500 Higher Secondary School Teachers from Chennai District of Tamil Nadu State. The result reveals that there is significant difference in teacher professional commitment with respect to gender and length of experience.

Key Words: Teacher Professional Commitment, Profession, Society, Human Values

Higher Secondary School Teachers.

“In reality, educating children and young adults requires not only extensive training, practice and skills, but also a number of personal commitments that teachers must embrace if they are to succeed in the field and ultimately leave a positive and lasting impression on their students” (Jeff Kecling, 2017). It connotes that teachers after joining as a teacher in a particular school, he / she cannot go and teach quite mechanically what all he / she knows related to the lesson to be taught. Infact, the absolute best teachers are the ones who realise that they will never reach a point at which they will feel that they have mastered everything related to the curriculum prescribed, content listed and adoption of appropriate pedagogy for topics detailed. Here comes the onerous role of educators to remain actively engaged in studying how students learn best, which of the cultural aspects prevalent among the students and the socio-economic conditions influence them individually. Since the schools are preparing students for career, which infact do not even exist now the teachers are

supposed to go ahead of what is prescribed formally for teaching. In the modern world of explosion of technology and drastic changes, teachers need to be updated in all aspects and grow with the times to bring in modernity and creativity in everything distinctively different at present in 2022 from what they did in 2001.

Apart from such “commitment to lifelong learning” next important professional growth will occur when teachers “commit to serving students academically”. The prime responsibility of every teacher is to serve academically every student of his / her class. The usual way of monotonously presenting the subject matter throughout the allotted time may not help all the students to grasp all the required information uniformly. A small percentage of students may have received more than 50% of the information passed on by the teacher, whereas a large percentage after the exit of the teacher delivering all his / her goods will be blinking over what really happened in the class. The teacher needs to be aware of individual differences in learning and accordingly engage the students by adopting suitable strategies and techniques. Frankly speaking for teaching a class of IX students for 45 minutes, irrespective of the subject, a teacher may have to spend around 2 to 3 hours in planning, collecting information, designing activities for listening, responding, recording and reporting in their own words followed by completing the class assignments and noting down the home assignments. Thus a professionally committed teacher will have to travel with the learners when they are carefully led through the learning tasks.

Another important act of committed teacher is to commit oneself involved in students’ out of class hours activities. Rushing out of school at the closing bell is not a good sign of a school oriented, and student interested teacher. Infact, only after the school hours, majority of students come to normal behaviour and feel somewhat fresh and light hearted. To get rid of the stress experienced during class hours is possible only by partaking in extracurricular activities, service oriented programmes, etc. When teachers connect themselves with students in such volunteer activities, it will foster a strong bond of relationship between the teachers and the students, rendering the teachers as professionally committed ones. The teachers’ professional commitment, thus known for impelling teachers to act promptly for executing the required activities is found to have been constituted by the following FIVE dimensions: i) Commitment to learner, ii) Commitment to society, iii) Commitment to profession, iv) Commitment to attain excellence, and v) Commitment to basic human values.

Objectives

- 1.To find the professional commitment among higher secondary school teachers with respect to gender.
- 2.To find the professional commitment among the higher secondary school teachers with respect to length of experience.

Hypothesis

- 1.There is no significant difference in Professional commitment of higher secondary school teachers in terms of Gender.

2. There is no significant difference in Professional commitment of higher secondary school teachers in terms of Length of teaching experience.

Population

All the higher secondary school teachers working in the schools recognized by Government of Tamil Nadu in Chennai City form the population of the study.

Sample

Stratified random sampling method was followed for selecting sample for the present study. 5% to 10% of the population was chosen by random. The sample of the study consists of 500 higher secondary school teachers taken.

Method

The present study would make use of **Descriptive Survey method** for realizing the objective of the study.

Tool of the study

Teacher Professional Commitment Scale prepared and validated by the Researchers M.Sujeetha and V.Girija

Analysis and Interpretation

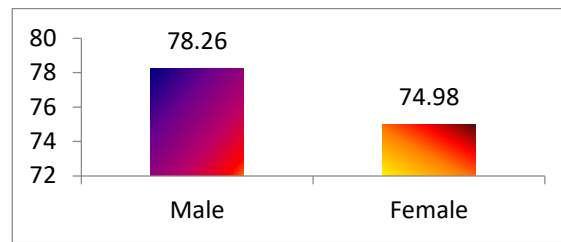
Hypothesis 1. There is no significant difference in Professional commitment of higher secondary school teachers in terms of Gender.

Table 1

Difference in Professional commitment of higher secondary school teachers in terms of Gender

Variable	Gender	N	Mean	S.D	Calculated 't' Value	'p' Value
Professional Commitment	Male	225	78.26	17.45	2.06	0.04*
	Female	275	74.98	17.84		

* significant at 0.05 level

Figure 1**Difference in Professional commitment of higher secondary school teachers in terms of Gender**

From the above table and figure the mean score obtained for male higher secondary school teachers was 78.26 and that of female higher secondary school teachers was 74.08. The obtained t value 3.06 was found to be statistically highly significant at 0.05 level, which indicates that the professional commitment was higher in male teachers than that of female higher secondary school teachers.

Hence the hypothesis 1, which states that 'There is no significant difference in Professional commitment of higher secondary school teachers in terms of Gender' is rejected.

Professional commitment of male higher secondary school teachers are reported to be significantly higher than the female higher secondary school teachers.

Hypothesis 2

There is no significant difference in Professional commitment of higher secondary school teachers in terms of Length of teaching experience.

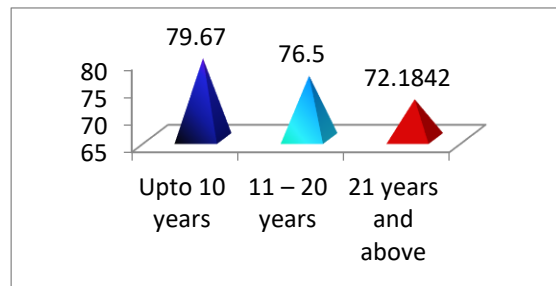
Table 2**Difference in Professional commitment of higher secondary school teachers in terms of Length of teaching experience**

Variable	Teaching Experience	Mean	Calculated 'F' Value	'p' Value
Professional commitment	Upto 10 years	79.67**	5.21	0.00**
	11 – 20 years	76.50*		
	21 years and above	72.1842		

** significant at 0.01 level

Figure 2

Difference in Professional commitment of higher secondary school teachers in terms of Length of teaching experience



The differential analysis revealed that higher secondary school teachers with **Upto 10 years** of experience are **significantly higher than 11 - 20 years**, who are **significantly leading** the category of teachers with **21 years and above** experience in their Professional commitment.

Conclusion:

The phenomenal hike in their psycho-social feature – Professional commitment – can be attributed probably to the strength of some of their psychological characteristic such as High Self Esteem, Self Efficacy, and Social-Emotional Competence. Subsequently, the differential analysis has revealed that male higher secondary school teachers are statistically higher than their female teachers conveying the fact that such a higher level Professional commitment is made possible, only because of certain influential characteristics present in them. The current research outcomes regarding gender difference in Professional commitment corroborates the findings of Gupta & Nain (2016); Maheshwari (2002), Malik & Rani (2013); but contradicts the findings of Bashir (2017), Arjunan & Balamurugan (2013), Gupta & Jain (2013), Beri & Beri (2016) and Kumar (2008). The result will certainly be a valid record for the government official to have an idea of existing reality in higher secondary schools in the capital of Tamil Nadu by means of which they can plan for launching similar studies with small variations for generating required data to delve deep into the functioning of higher secondary schools in Tamil Nadu.

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