

# **Study of Professional Commitment with Respect to Gender, Location and Teaching Experience among Secondary School Teachers of Punjab**

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**Abstract-**The present paper aimed to explore to the Professional commitment among secondary school teachers with respect to gender, location and teaching experience. A sample of 960 secondary school teachers were selected through stratified random sampling technique. For the sake of data collection, Professional Commitment (PC – Saini&Kauts; 2016) was used for the present study. In order to find out the significant differences in Employability skills three-way analysis of variance ( $2 \times 2 \times 3$ ) factorial design involving two types of gender i.e. male and female; two types of locale i.e. rural and urban and three groups of teaching experience namely less than 10 years, 11-20 years and 21 years and above, was applied. It was found that female secondary school teachers teaching in urban areas exhibited higher professional commitment than male secondary school teachers teaching in rural areas. It was also revealed that Teachers with experience group ranging from 11-20 years and teacher with experience of less than 10 years were found to be highly committed teachers than teachers with experience 21 years & above further it was also found no difference in the Professional Commitment of male and female secondary school teachers, teaching in rural and urban areas with different ranges of teaching experience.

**Key words-**Professional Commitment, Gender, Location.

## **INTRODUCTION**

The teachers' standard is governed not only by teachers' expertise and skills, but also their passion and teaching commitment (Rikard, 1999). Teacher involvement and commitment is actually recognised as one of the most important factors in educational achievement (Huberman, 1997, Nais, 1981). Teachers are the core of every school system. They have a subtle and enduring effect on pupils. The Indian

Education Commission (1964–66) recognising the relevance of teachers and the Indian education scenario, said that 'Education needs to be established with the aim of increasing efficiency, achieving social and national integration, accelerating the modernisation process and cultivating the social, moral and spiritual value. With regard to the quality of a teacher, the Mudaliar committee stated that we believe that it is teacher, personal qualifications, educational qualifications, vocational training and the position he hold in the community that is the most important factor in the contemplated reconstruction of education

Teachers who have dedicated themselves more happily to their job (Kumar and Patnaik, 2004; Jennifer, 2006). According to Sharma (2001) in contrast with the high school teachers, teachers engaged in higher education found that their departmental engagement is more closely related to employment commitment (Parthiban, 2008). Burnout had a good relationship (Pierce and Molly, 1990), mobility habits and regular transfers had a negative correlation with professional engagement (Bisaria, 1991). Privatization and liberalisation teachers are required in the present age of globalisation to address growing and demanding uncertainties.

Teachers are the core of every school system. They have a subtle and enduring effect on pupils. For those who want to achieve the highest level of their career, total dedication is an essential attribute. All good men and women have a common denominator; complete contribution involves full participation, more than just hard work.

Commitment is a dedication to an action process, a firm commitment, a clear decision to do whatever possible to accomplish one's objectives. Dictionary of Sociology (1970) defined commitment as a sense of duty to take a certain path or pursue a specific target.

Commitment is part of an emotional or affective response to ones school experience (Ebmeier and Nicklaws, 1999). Huberman (1993) rightly point out that the professional commitment of teachers is most pivotal factors in the success of every education system. The engagement of teachers is closely related to teachers' achievement and the willingness to innovate and incorporate new concepts into their own practise and to impact student success and academia (Firestone, 1988; Graham, 1996; Nias, 1981; Tsui and Change, 1999). Personal factors such as education, educational age, married jobs, academic level, managerial attitude and practises and support for teachers' professional command are strongly correlated (Punia, 2000), Teachers' commitment to the future progress of schooling and schools has been described as a key element. The desire to work for the school system is professional engagement. It is a philosophy that stretches beyond the four walls of the school and perhaps well beyond its borders. It is generally understood as a psychological connection between individuals and the

organisation and includes a feeling of participation, commitment and conviction. Vandenberg & Scarpello (1994) advocates that professional commitment as a person belief and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation.

### **REVIEW OF THE RELATED LITERATURE**

Maheshwari (2005) observed that women were more dedicated to teaching than men further dimension wise analysis was done and it was found significant difference on two dimensions i.e 'commitment to learner' and 'commitment to society' and the results were in favour of female school teachers; teacher's rural and urban background failed to show any bearing on their professional commitment; length of teaching experience exhibited no significant bearing on the overall professional commitment of secondary teachers. However, the findings suggested that a new entrant to the teaching profession i.e. having teaching experience upto 5 years exhibited more commitment on the dimension of human values.

Sharma (2008) revealed no difference in commitment was found on the basis of age and stream but the teachers having doctoral degree were found more committed in teaching as compared to teachers having post graduate degrees. Patel (2008) revealed no significant difference was found on the professional commitment between male and female teachers, similarly teachers employed in urban schools was found to be more committed than those working in rural areas. Toor (n.d.) investigated that teachers in rural schools were considerably more dedicated than teachers in urban schools. The interaction results of the triple order (Sex x Locale x Teaching Level) revealed that disparities in commitment between elementary and secondary school teachers are jointly based on both the independent variables of gender and place. Just male teachers in rural areas demonstrate a considerably higher degree of commitment than secondary school teachers.

Yeshodhara (2008) found that female teachers had a greater organizational contribution than male teachers. It was also found a significant difference in normative commitment of teachers working in government and private secondary school. Shukla (2009) explored very low but positive correlation between professional commitment and teaching competency of primary school teachers. Magdalena (2009) explored that findings obtained were evaluated by three classes of participants: teachers with work experience of up to 5 years, teachers with work experience of between 10 and 20 years, and teachers with more than 25 years of experience. No major variations were reported between teachers with job experience of up to 5 years and teachers with more than 25 years of experience with the affective engagement of teachers. Furthermore, no significant differences have also been identified

between teachers with work experience of between 10 and 20 years and teachers with more than 25 years of experience in the field of affective professional commitment.

The degree of professional engagement of educators in secondary schools in Himachal Pradesh had been examined by Sood and Anand (2010) observed that B.Ed. teacher educators in Himachal Pradesh are moderated in their professional contribution. Significant ethnicity, matrimonial status and educational background discrepancies were observed in the professional commitment of B.Ed. teacher educators. However, the degree of loyalty to their work was comparable to those shown by registered teacher educators NET and non-NET.

Talawar and Kumar (2010) found that the degree of professional commitment of male and female professors. It was found that no significant difference between teachers at schools and universities. The research on the commitment of secondary teachers was carried out by Joshi (2011) observed that female teachers were more dedicated than male teachers, such as commitment to students, the commitment to the discipline, the commitment to excellence. Male teachers had a higher degree of dedication than female teachers. In more seasoned instructors, the degree of dedication was higher. Arya (2012) found that teacher educator's professional commitment was not significantly different for the teachers of government-aided and self-financed institutions; institutional environment was not significantly different for government-aided institutions; there was no statistically significant correlation between professional commitment and institutional climate in government-aided institutions; Except in self-financed organizations, there was no statistically meaningful association regarding professional engagement and institutional environment. Arjunan and Balamurugan (2013) revealed that there were poor levels of professional commitment in teachers employed in tribal areas. Male and female teachers exhibited similar degree of professionalism. The dedication was for the wellbeing of students, the welfare of humanity, human values and academic excellence. Kauts (2013) examined that highly experienced teachers were more successful than someone with less expertise in commitment. It was also observed that the professional and fundamental ideals of female teachers were more committed than those of male teachers. In professional activities, male teachers had dedicated themselves more to success than female teachers; Teachers with more expertise were more committed than teachers with less experience to the learner, the culture career and fundamental principles.

. Shamina (2014) established a powerful association among college teachers between professional commitment and job satisfaction, but no difference between genders was found among the teachers. Madhu and Indu (2016) found a substantial gap in professional commitment between teacher educators from government-aided and self-financing B.Ed. schools. Teachers in self-financing

organizations were found to be more dedicated to their jobs than their counterparts in government schools. Gill and Kaur (2017) found no significant interaction effect of (a) gender and teaching experience, (b) stream and teaching experience on professional commitment among college students. It was found that the female senior secondary school teachers had high professional commitment than male senior secondary school teachers, but the difference was statistically not significant as the lowest professional commitment was found among senior secondary school teachers with 31-40 years of teaching experience further the commerce stream had high professional commitment, followed by humanities stream and lowest professional commitment was found among science senior secondary school teachers, though the difference is statistically not significant. Singh and Singh (2018) indicated that Gender, locale and type of schools produce no difference in commitment among teachers. Moshahid and Ashraf (2019) observed a significant difference in professional commitment with respect to type of school teachers. The private secondary school teachers had higher level of professional commitment than the government secondary school teachers. It is also observed that no significant difference in professional commitment among secondary school teachers with more than and less than 10 years teaching experience but a significant difference was found in professional commitment among male and female secondary school teachers. Kumar (2019) revealed that the direct recruited teachers had better professional commitment as compared to promoted senior secondary school teachers. Rani (2019) revealed a high degree of professional commitment among prospective teachers. Further no significant difference was found in professional commitment with respect to gender likewise no difference was found with respect to type of secondary schools. Ashraf and Kumar (2020) revealed that male and female Physical Education Lecturers (Government Physical Education Lecturers) differ significantly on total scores of professional commitment. Further it was found that male Physical Education Lecturers (MPEL) were reported more achievers on all the dimension of professional commitment. Ahammad (2021) conducted study on professional commitment of teacher educators in relation to locality, gender and streams of study in the state of West Bengal. It was found that the location, the gender and stream had a major impact on teachers' professional commitment. It was found the major difference in professional commitment of male and female, urban and rural teachers, science and arts teachers.

### **OBJECTIVES OF THE STUDY**

1. To study the interaction effect of gender, location and experience on Professional Commitment among secondary school teachers.

## **HYPOTHESES OF THE STUDY**

1. (a) There exists no significant difference in the Professional Commitment of male and female secondary school teachers.
- (b) There exists no significant difference in the Professional Commitment of teachers teaching in rural and urban secondary school.
- (c) There exists no significant difference in the Professional Commitment of three groups of teaching experiences (teaching experience group less than 10 years, teaching experience group ranging from 11-20 and experience group 21 & above years) of secondary school teachers.
- (d) There exists no significant interaction effect of gender and locality on the scores of Professional Commitment among secondary school teachers.
- (e) There exists no significant interaction effect of gender and Professional Commitment on the scores of Professional Commitment among secondary school teachers.
- (f) There exists no significant interaction effect of locality and teaching experience on the scores of Professional Commitment among secondary school teachers.
- (g) There exists no significant interaction among gender, locality and teaching experience on the scores of Professional Commitment among secondary school teachers.

## **RESEARCH DESIGN**

In the present study Descriptive Survey method was used and 2\*2\*3 factorial design was used

## **TOOL USED**

**For the present study the following tool has been used**

Professional Commitment (PC – Saini&Kauts; 2016)

## **TECHNIQUES OF DATA ANALYSIS**

The present investigators have used Mean, S.D., F-ratio, ANOVA were calculated for analyzing the data.

## **ANALYSIS OF VARIANCE (ANOVA) ON THE SCORES OF PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO GENDER, LOCATION AND TEACHING EXPERIENCE**

In order to find out the significant differences in Employability skills three-way analysis of variance (2×2×3) factorial design involving two types of gender namely male and female; two types of

locale namely rural and urban and three groups of teaching experience namely teaching experience less than 10 years, teaching experience ranging from 11-20 years and teaching experience 21 years & above, was applied. The data related to Professional Commitment has been analysed using analysis of variance and comprehensive details are presented in the table 1.1 below:

**TABLE 1.1**

**SUMMARY OF 2 X 2 X 3 ANALYSIS OF VARIANCE (ANOVA) ON THE SCORES OF PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO GENDER, LOCATION AND TEACHING EXPERIENCE**

<b>Gender</b>	<b>Location</b>	<b>Teachers with Teaching Experience Less than 10 Years</b>	<b>Teachers with Teaching Experience 11-20 years</b>	<b>Teachers with Teaching Experience 21 years &amp; above</b>
Male teachers	Teachers in rural school	N=112 M=355.73 SD=31.55	N=53 M=370.86 SD= 30.23	N=50 M=356.75 SD= 33.79
	Teachers in urban school	N=80 M=370.31 SD=20.55	N=51 M=379.27 SD=21.55	N=36 M=365.08 SD=25.07
Female teachers	Teachers in rural school	N=183 M=369.28 SD=21.66	N=57 M=385.19 SD=28.50	N=55 M=371.93 SD=19.59
	Teachers in urban school	N=201 M=376.57 SD=26.76	N=83 M=391.85 SD=25.30	N=39 M=381.55 SD=27.93
Total	Teachers in rural school	N=295 M=363.76 SD=35.83	N=100 M=378.56 SD=93.39	N=85 M=360.08 SD=32.35
	Teachers in urban school	N=281 M=375.72 SD=25.25	N=125 M=387.69 SD=25.76	N=75 M=373.11 SD=27.82

The means of different sub groups, sum of squares, degree of freedom, mean sum of squares and F-ratios with respect to two types of gender namely male and female; two types of locale namely rural and urban and three groups of teaching experience namely teaching experience than 10 years, experience ranging from 11-20 years and teaching experience group 21 years & above among secondary school teachers, have been presented in the table 1.2 below:

**TABLE 1.2****SUMMARY OF ANALYSIS OF VARIANCE (2\*2\*3) FACTORIAL DESIGN**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	113653.505 <sup>a</sup>	11	10331.228	15.320	.000
Intercept	95886256.631	1	95886256.631	150705.720	.000
Gender	37906.932	1	37906.932	56.211	.000
Location	20563.822	1	20563.822	30.595	.000
Teaching Experience	32315.899	2	16157.559	23.960	.000
Gender X location	1372.671	1	1372.671	2.036	.155
Gender X Teaching Experience Group	3595.303	2	1797.152	2.665	.070
Location X Teaching Experience group	705.767	2	352.885	.523	.593
Gender X Location X Teaching Experience	558.588	2	279.295	.515	.661
Error	639297.569	958	675.365		
Total	133597861.000	960			
Corrected Total	752950.975	959			
a. R Squared = .151 (Adjusted R Squared = .151)					

**MAIN EFFECTS****GENDER (A)**

Table 1.2 revealed that F-ratio (56.21) for the difference between means scores of professional commitment between two types of the gender namely, male and female was found to be significant at the 0.01 level of confidence. This indicates that the male and female secondary school teachers differ significantly on the mean scores of professional commitment. The data provides sufficient evidence to reject the hypothesis ( $H_a$ ), "There exists no significant difference in the Professional Commitment of male and female secondary school teachers".

The review of the means from the Table 1.1 suggests that the mean scores of female secondary school teachers ( $M=377.11$ ) is significantly higher than the male secondary school teachers ( $M=363.15$ ) on the Professional Commitment. Meaning thereby, female secondary school teachers



exhibited significantly better professional commitment than their counterpart male secondary school teachers. This means female secondary school teachers infuses significantly higher professional commitment then male secondary school teachers.

The possible reason for this result may be that female teachers perceive teaching profession as the most suitable and comfortable wherein they work hard for their own professional growth and handle the professional responsibilities in effective manner. Their pro-active behavior, humility and modesty endear them to their profession which gives them satisfaction and mental peace (Alam , 2018).The studies which coincide with the present study are Wera, 1982; Tapodhan, 1991; Coladarci, 1992; Pedro, 1992; Maheshwari, 2005; Kohli, 2005; Jamal et.al., 2007; Sharma, 2008; Joolideh&Yeshodhara, 2008; Joshi ,2011; Arjunan, 2013; Kauts , 2013; Bala, 2017;Kaur, 2018). Studies which do not coincide the present studies are Wadhawan, 1980; Al-Amri, 1985; Kaur, 2005; Kohli, 2005; Patel, 2008; Sharma, 2008; Kaur, 2009; Patel, 2008; Sharma, 2008; Kaur, 2009; Talawar& Kumar, 2010; Malik & Sharma, 2013; Beri&Beri, 2016; Sujata&sasikimar, 2017; Bashir, 2017; Singh & Singh, 2018)

## LOCATION (B)

It may be observed from the Table 1.1.that F-ratio (30.59) for the difference between means of professional commitment scores of two types of the locality namely, rural and urban secondary school teachers was found to be significant at the 0.01 level of confidence. This indicates that the teachers teaching in rural and urban areas differ significantly on the mean scores of professional commitment. Thus, the data provides sufficient evidence to reject the hypothesis ( $H_b$ ), “There exists no significant difference in the Professional Commitment of teachers teaching in rural and urban secondary school”.

The examination of the corresponding group means from the Table1.2.suggests that the mean scores of professional commitment among teachers teaching in urban secondary school ( $M=377.82$ ) is significantly higher than the teachers teaching in rural secondary school teachers ( $M=366.17$ ). Meaning thereby, teachers teaching in urban secondary schools exhibited significantly higher Professional Commitment than their counterparts’ teaching in rural secondary schools. This means teachers teaching in urban secondary school teachers infuse significantly higher professional commitment then teachers teaching in rural secondary school.

The results are in tune with the findings of Gupta and Rani (1988) who found teachers teaching in rural areas were less committed as compared to urban teachers; Again commitment of rural

teachers is found lower than urban teachers in the findings of Wera, 1982; Garg, 1983; Tapodhan, 1991; Raman, 2017.

### TEACHING EXPERIENCE (C)

It may be observed from the Table 1.1 that the F-ratio (23.96) for the difference in sub groups of teaching experience namely teaching experience group less than 10 years, teaching experience group ranging from 11-20 and experience group 21 & above years was found to be significant at the 0.01 level of confidence. The result indicated that three sub groups of teaching experiences differ significantly on the scores of Professional Commitment. The data provides sufficient evidence to reject the hypothesis ( $H_c$ ), "There exists no significant difference in the Professional Commitment of three groups of teaching experiences (teaching experience group less than 10 years, teaching experience group ranging from 11-20 and experience group 21 & above years) of secondary school teachers". Meaning thereby, three groups of secondary school teachers on the basis of their teaching experience differ significantly in their Professional Commitment.

In order to probe deeper, F-ratio was followed by t-test. The values of t-ratio for difference in mean scores of teaching experience group less than 10 years, teaching experience group ranging 11-20 and teaching experience group 21 & above years have been computed and are presented below in the table 5.17.3.

**TABLE 5.17.3**

**t- RATIOS FOR DIFFERENCE BETWEEN VARIOUS SUB GROUPS OF TEACHING EXPERIENCE ON THE SCORES OF PROFESSIONAL COMMITMENT**

Teaching Experience group less than 10 years	Teaching Experience group ranging from 11-20 years	t-value	Teaching Experience group less than 10 years	Teaching Experience group 21 & above years	t-value	Teaching Experience group ranging from 11-20 years	Teaching Experience group 21 & above years	t-value
M=369.11 SD=26.56 N=576	M=383.57 SD=27.58 N= 225	6.85**	M=369.11 SD=26.56 N=576	M=366.19 SD=29.53 N=160	1.19	M=383.57 SD=27.58 N= 225	M=366.19 SD=29.53 N=160	5.92**

**\*\*significant at 0.01 level of confidence**

Table 5.16.4 indicated that the t-values testing the significance of mean difference in Professional Commitment between teachers between two sub-groups for the difference in Professional Commitment namely 'teaching experience group less than 10 years & teaching experience group ranging from 11-20 years, and teaching experience group less than 10 years & teaching experience group 21years & above, were found to be significant at the 0.01 level of the confidence.

It may be observed from the Table 5.17.2 that the t-value (6.85), testing the significance of mean difference on Professional Commitment between teachers with teachingexperience group less than 10 years and teachers with experience group ranging from 11-20 years was found to be significant at the 0.01 level of confidence. Mean analysis, from table 5.17.5, it may be observed that the mean scores (383.57) for the teachers with teaching experience group ranging from 11-20 years is higher than the mean scores (369.11) of teachers with teaching experience less than 10 years, on Professional Commitment. Meaning thereby teachers with experience ranging from 11-20 years exhibited better Professional Commitment than teachers less than 10 years experience.

Similarly It may be observed from the Table 5.17.2 that the t-value (5.92), testing the significance of mean difference on Professional Commitment between 'teachers with teaching experience group ranging from 11-20 years and teachers with teaching experience 21 years & above years' was found to be significant at the 0.01 level of confidence. Mean analysis, from table 5.17.2 it may be observed that the mean scores (383.57) of the teachers with teaching experience ranging from 11-20 is higher than the correspondence mean scores (366.19) of teacher with teaching experience of 21 years & above on Professional Commitment. Meaning thereby teachers with teaching experience Professional Commitment ranging from 11-20 years exhibited better than the teachers with 21years & above experience. It may be concluded that teachers with teaching experience group ranging from 11-20 years and teachers with experience group less than 10 years are professional highly committed than teacher with 21 years & above experience.

The studies which coincide with the present study are Wera, 1982; Gupta & Rani, 1988; Tapodhan, 1991; John, 1995; Joseph, 2003; Maheshwari, 2005; Sharma, 2008; Joshi, 2011). Studies which do not coincide with the present study are Kohli, 2005; Jamal et. al., 2007; Henkin& Holliman, 2009; Kaur, 2009; Magdalena, 2009; Moshahid& Ashraf, 2019

## **TWO ORDER INTERACTION**

### **Gender X Location (A X B)**

It is obvious from the table 5.17.2 that the F-ratio (2.03) for the interaction between gender and locality of secondary school teachers on the scores of Professional Commitment was found not to be significant even at the 0.05 level of the confidence. This indicates that the two groups of secondary school teachers as a result of interaction among gender and locality do not differ significantly in their total scores of Professional Commitment. The data provide does not sufficient evidence to reject the hypothesis, ( $H_d$ ) “There exists no significant interaction effect of gender and locality on the scores of Professional Commitment among secondary school teachers”. Meaning thereby male and female secondary school teachers teaching in rural and urban location are same on their Professional Commitment. There is no significant interaction effect of gender and area on the Professional Commitment among secondary school teachers.

The studies which do not coincide with the present study are Gupta and Rani (1988) who found that the male teachers from rural and urban localities were more committed than female teachers.

### **Gender X Teaching Experience (A X C)**

It is clear from the F- ratio (2.66) for the interaction between gender and teaching experience of secondary school teachers on the scores of Professional Commitment has not been found to be significant even at the 0.05 level of the confidence. This indicates that the two groups of secondary school teachers as a result of interaction of gender and teaching experience do not differ significantly in their total scores of Professional Commitment. Thus, the data does not provide sufficient evidence to reject the hypothesis, ( $H_e$ ) “There exists no significant interaction effect of gender and Professional Commitment on the scores of Professional Commitment among secondary school teachers”. Meaning thereby male and female secondary school teachers on various teaching experience groups are same on their professional commitment. There is no significant interaction effect of gender and teaching experience on the Professional Commitment among secondary school teachers. The study is not in tune with the study of Gill and Kaur (2017) revealed that there was no significant interaction effect of gender and teaching experience.

### **Location X Teaching Experience (B X C)**

Table 5.17.2 revealed that the F ratio (0.52) for the interaction between location and teaching experience of secondary school teachers on the total scores of Professional Commitment has not been found significant even at the 0.05 level of the confidence. This indicates that the two groups of secondary school teachers as a result of interaction of location and teaching experience do not differ significantly in their total scores of Professional Commitment. The data does not provide sufficient evidence to reject the hypothesis ( $H_f$ ), “There exists no significant interaction effect of locality and teaching experience on the scores of Professional Commitment among secondary school teachers”. Meaning thereby teachers teaching in rural and urban secondary school on various groups of teaching experiences are same on their Professional Commitment. There is no significant interaction effect of location and teaching experience on the Professional Commitment among secondary school teachers

### **THREE ORDER INTERACTION**

#### **GENDER X LOCATION X TEACHING EXPERIENCE (A X B X C)**

It is obvious from the table 5.17.2 that the F-ratio (0.51) for the interaction between gender, location and experience of secondary school teachers on the scores of Professional Commitment has not been found to be significant even at the 0.05 level of the confidence. This indicates that the three groups (teaching experience group less than 10 years, teaching experience group ranging from 11-20 and experience group 21 & above years) of secondary school teachers as a result of interaction of gender, location and teaching experience do not differ significantly in their total scores of professional commitment. The data does not provide sufficient evidence to reject the hypothesis ( $H_g$ ), “There exists no significant interaction among gender, locality and teaching experience on the scores of Professional Commitment among secondary school teachers”. Hence, it can be concluded that no difference was found in the mean scores of the Professional Commitment among secondary school teachers

Meaning thereby, male and female secondary school teachers teaching in rural and urban location with three different ranges of teaching experiences groups namely teachers with teaching experience less than 10 years, teaching experience ranging from 11- 20 years and teaching experience 21 years & above are same on their Professional Commitment.

## DISCUSSION ON RESULTS

The present study revealed a significant difference between gender, location and experience but not significant interaction effect was observed on these variables of professional commitment among secondary school teachers. However, a substantial gap in overall professional commitment was discovered between male and female secondary school teachers. The results suggest that female secondary school teachers exhibit more professional commitment as compare to their counterparts. Findings of the study are in tune with earlier work of Wera (1982) who discovered that female teachers had a more favourable outlook about teaching than male teachers; Tapodhan (1991) found female teachers having more favourable professional attitudes as compare to male teachers. Coladarci (1992) revealed that professional commitment of female teachers greater than male teachers; Pedro (1992) found that females tend to have higher commitment than males; Maheshwari (2005) found female teachers exhibiting higher commitment than their male co-professionals; Kohli (2005) observed that most educators were relatively dedicated and that the professional dedication was not significantly differentiated between male and female teachers.; Jamal et.al. (2007) and Sharma (2008) found that female teachers were more committed towards profession and basic human values than male teachers; Joolideh and Yeshodhara (2008) found that female teachers had better organizational commitment than male teachers. Joshi (2011) found that female teachers were more committed than male teachers in various areas like commitment to learner, commitment of the profession, commitment to achieve excellence; whereas male teachers had more commitment in areas like commitment to basic human values. Arjunan (2013) found male teachers and female teachers had same level of professional commitment; Kauts (2013) found that female teachers were more committed towards profession and possess more basic values than male teachers. Gill and Kaur (2017) revealed that the female senior secondary school teachers had high professional commitment than male senior secondary school teachers. Bala (2017) analyzed male and female school teachers differ significantly on professional commitment as female teachers have higher level of professional commitment than male teachers. Kaur (2018) revealed a major gap in commitment among male and female teachers; Singh and Singh (2018) also discovered gender disparity in favour of females.

Studies which are contrary to present results; Wadhawan (1980) found men were found to be more professional than women teachers; Al-Amri (1985) found no relationship was found between sex and commitment to the teaching profession. Kaur (2005) found no major gap between male and female teachers' degree of professional commitment. Kohli (2005) explored no significant difference between

male and female teacher educators with respect to professional commitment as a whole; Patel (2008) found no significant difference in the commitment of male and female teachers. Sharma (2008) found female and male teachers equally committed; and Kaur (2009) found that male and female teachers differed significantly in professionalism as exhibited in their professional satisfaction, professional commitment and professional attitude. Talawar and Kumar (2010) revealed no substantial change in teachers' degree of professional commitment. The professional commitment shown by Malik and Sharma (2013) was not based on gender; Beri and Beri (2016) did not find any substantial change in teachers' professional commitment; Sujata and Sasikimar (2017) revealed that there is no substantial gap in teacher educators' professional commitment based on their gender; Bashir (2017) found no noticeable gap in professional commitment between male and female secondary school teachers; and Singh and Singh (2018) also demonstrated the gender having little impact on teacher commitment.

In the present study significant difference between rural and urban secondary school teachers was found on the scores of professional commitment. The results suggest that urban secondary school teachers exhibit more professional commitment as compare to their counterparts. Findings of the study are in accordance with Wera (1982) found significant difference in the professional commitment and results were in favour of teachers teaching in urban locality similarly Garg (1983) explored that teachers teaching in urban localities were more committed. Tapodhan (1991) and Patel (2008) revealed urban teachers were more committed than rural teachers. Malik and Sharma (2013) revealed that locality of the school influence the professional commitment. On the contrary Gupta and Jain (2013) found that teachers teaching in rural areas were more committed than the urban teacher. Sawhney(2015) explored no difference in professional commitment of rural and urban secondary school teachers.

In the present study significant difference was found in professional commitment of three groups of teaching experience of secondary school teachers. The results were in favour of experience group ranging from 11-20 years .The studies which do not coincide with Wera (1982) who explored more experienced teachers had more favourable attitude than less experienced teachers. Gupta and Rani (1988) revealed that teachers who were more than forty years in age were more committed than the younger teachers. On the other hand Tapodhan (1991) found experience had no effect on professional attitudes similarly John (1995) explored that experience in teaching had no significant relation with teachers' professional values; Joseph (2003) explored that teaching experience did not contribute significantly in the prediction of professional commitment. Likewise Kohli (2005) found no consistent

significant relationship between professional commitment and length of teaching experience of teacher educators.

Maheshwari (2005) investigated that length of teaching experience exhibited no significant bearing on the overall professional commitment of secondary teachers it was also found that teachers having teaching experience upto 5 years exhibited more commitment on the dimension of human values. Also the teachers with more than 16 years of experience showed high “commitment to human values.” Jamal et al (2007) and Sharma (2008) also found that teachers with higher experience were more committed towards learner, society and teaching profession; Henkin and Holliman (2009) explored that increasing experience in the profession was negatively associated with organizational commitment; Kaur (2009) found no significant difference was found in professionalism amongst teachers with experience above and below 5 years; Magdalena (2009) found no significant differences between teachers with work experience upto 5 years and teachers over 25 years of experience regarding teachers’ affective commitment. Further no significant differences were also found between teachers with work experience between 10 to 20 years and teachers over 25 years of experience regarding affective professional commitment; Joshi (2011) found that the level of commitment was higher in more experienced teachers; Moshahid and Ashraf (2019) found no discernible distinction in professional dedication between secondary school teachers with more than ten years of teaching experience and those of fewer than ten years.

The results of the present study indicates that the two groups of secondary school teachers as a result of interaction of gender and experience do not differ significantly in their total scores of professional commitment. The findings are in accordance with the work of According to Gupta and Jain (2013), there was no variation in the professional engagement of teacher educators based on location or gender, yet there is a substantial difference based on academic qualification. According to Sasikimar (2017), there was no discernible gap in teacher educators' professional commitment based on their gender or institution's place. Singh and Singh (2018) discovered that there are gender gaps.

The present study indicates that the two groups of secondary school teachers as a result of interaction of gender and experience do not differ significantly in their professional commitment. The findings are in tune with Kohli (2005) who found teacher educators as moderately committed; Similarly no significant difference was found between male and female teacher educators with respect to their professional commitment with no consistent significant relationship was found between



professional commitment and length of teaching experience of teacher educators; Gill and Kaur (2017) revealed that there was no significant interaction effect of gender & teaching experience.

Again the two groups of secondary school teachers as a result of interaction of locality and experience do not differ significantly in their total scores of Professional Commitment. The study corresponds with the work of Gill and Kaur (2017) found that senior secondary school teachers in the range of 1-10 years of teaching experience had high professional commitment, followed by teachers in the range of 21-30 years then in the range of 11-20 years and lowest professional commitment was found among senior secondary school teachers in the range of 31-50 years of teaching experience, but the difference is not significant. Butucha (2013) found that age, gender and school types have significant but small effects on professional commitment of secondary school teacher. Maheshwari (2002) also recommended that the professional development programmes like seminars and refresher courses could help teachers to become professionally more committed.

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