



Professional Commitment of Direct Recruited and Promoted Senior Secondary School Teachers of District Pulwama – A Comparative Study

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ABSTRACT:

The present study was conducted to compare professional commitment of direct recruited and promoted senior secondary school teachers of District Pulwama. The total sample for the present study was 100 comprised of direct recruited (50) and promoted (50) senior secondary school teachers who were selected randomly from different senior secondary schools of District Pulwama (J&k). The investigator used standardized scale of professional commitment developed by Ravinder Kaur, Sarbjit Kaur, and Sarvjeet Kaur (2011) to collect the data from the field. The investigator used various statistical techniques Percentage statistics, Mean, S.D, & T-test to analyze the data. The researcher revealed that the direct recruited teachers have better professional commitment as compared to promoted senior secondary school teachers.

Keywords: Professional commitment, Direct Recruited, Promoted and Senior Secondary School Teachers

1. INTRODUCTION:

Professional commitment of teachers is reported to have a pre- established significance in which employees establish bond of agreement related to professional behavior. It ensures that a teacher should be out rightly committed to his work to acquire necessary knowledge and skills without any effective background. Professional commitment of teaching personal means a feeling of dedication towards their profession. Commitments of teachers not only seek all round development of children but work for their own personal growth. Commitment of teachers has been recognized as one of the most significant factor for the future success of education and schools. Professional commitment is the enthusiasm to connect with the school community. It is a conviction that reaches out beyond the four walls of the classroom and maybe even extends ahead of the boundary of the school. It is typically conceived as individual's psychological attachment of the organization with a sense of job involvement, loyalty and belief. Vandenberg. R.J. & Scarpello, V. (1994) studied, "professional commitment as a person's conviction in and reception of the values of his or her chosen occupation or line of work, and a willingness to sustain relationship in that occupation." professional commitment acts a bridge between the acceptance of the goals and values of profession and a willingness to exert considerable effort on behalf of the profession. According to Lodhal, T.M. & Keiner, M. (1965) studied, "Professional commitment is the degree to which a person's work performance affects his self esteem." Salancik, G.R. (1977) studied, "the insight of commitment is attitudinal in nature. It reflects how much proximity an individual feels with his

organization and relationships.” According to Morrow and Madhu and Indu (2015) reported a significant difference in professional commitment among teacher educators working in government aided and self financing B.Ed. college teachers associating to self-financing institutions were found more committed towards their job as compared to government teachers. Mary and Annaraja (2015) reported found no significant difference between arts and science stream male and female teachers in professional commitment. Khan (2015) revealed significant mean difference between organizational commitment of public and private school teachers. Private school teachers were observed to experience more commitment as compared to the public school teachers. Shukla (2014) reported no significant difference between teaching competencies of teachers on high and low levels of job satisfaction. Arjunan , M. & Balamurugan, M. (2013) reported found no any variation between male and female teachers on professional commitment . Professional commitment of school teachers was found positively inclined towards the welfare of students, society, human values and academic excellence. Sharma (2013) reported no influence of locality on teaching effectiveness of secondary school teachers. Significant relationship between teaching effectiveness and professional commitment of secondary school teachers has also been confirmed. Guven, O. (2012) revealed significant difference between private school teachers and government school teachers on level of organizational commitment.

2. SIGNIFICANCE OF THE STUDY:

A professionally committed teacher gives equal opportunity and significance to all students at the right time to ensure best level of achievement. A committed teacher acts as an vigorous school-classroom manager, leader and planner of the group activities designer of pupil's character and is often expected to undertake and promote learning activities. It is the support of a teacher to update, reinforce and sharpen his professional abilities and to develop thought and insight in different aspects of a profession, punctuality, positive attitudes towards co-workers, enthusiasm, co-operation, and honesty etc, which can be viewed as the examples of commitment to basic human values. By keeping the above said facts; the investigator took this study entitled “Professional Commitment of Direct Recruited and Promoted Senior Secondary School Teachers of District Pulwama – A Comparative Study”.

3. STATEMENT OF THE PROBLEM:

Professional commitment of Direct Recruited and promoted senior secondary school teachers of Distict Pulwama – A comparative study

4. OBJECTIVES OF THE STUDY:

The following objectives have been formulated for the present investigation:

To study and compare professional commitment of direct recruited and promoted senior secondary school teachers.

5. HYPOTHESIS OF THE STUDY:

Based upon the above mentioned objectives, the following hypotheses were formulated:

There is no significant mean difference between direct recruited and promoted senior secondary school teachers on professional commitment.

6. OPERATIONAL DEFINITIONS OF THE TERMS AND VARIABLE:

6.1. Professional commitment: Professional commitment in the present study refers the dominant set of scores obtained by the respondents on professional commitment scale developed by Ravinder Kaur et al (2011).

6.2. Direct recruited teachers: Direct recruited teachers are those teachers who have been recruited directly as lectures by state recruiting agency, Jammu and Kashmir public service commission.

6.3. Promoted teachers: Promoted teachers are those teachers who have been promoted as lecturers by Directorate of school education Kashmir (DSEK) on the basis of experience and educational qualification.

6.4. Senior secondary school teachers: senior secondary school teachers in the present investigation refer to those teachers who are working at + 2 level in higher secondary schools run by the Government.

7. DELIMITATIONS OF THE STUDY:

Keeping in view the availability of time, budget schedule and limited resources, the present study has been delimited to:

The direct recruited and promoted teachers working in Government higher secondary schools of District Pulwama.

8. METHODOLOGY:

Keeping in view the research evidences, objectives and hypotheses, the researcher found it suitable to go through Descriptive Survey Method through which data was collected.

8.1. POPULATION OF THE STUDY:

Population of the present study consisted of 300 senior secondary school teachers teaching in 30 Government senior secondary schools of District Pulwama (J&KState).

8.2. SAMPLE OF THE STUDY:

The present investigation was carried out on a sample of 100 teachers working in Government Secondary Schools of District Pulwama. A random sampling technique was adopted to carry out the investigation. The age of the subjects was between 30 to 55 years.

The breakup of the sample is as under:

Total sample	Direct recruited teachers	Promoted teachers
100	50	50

8.3. TOOLS USED:

The investigator, after screening a number of available tools, selected the following research tools to collect the required information.

Professional commitment scale developed by Ravinder kaur ,Sarbjit kaur and Sarvjeet kaur (2011).

8.4. STATISTICAL TECHNIQUES EMPLOYED:

Information gathered was put to suitable statistical analysis by computing Percentage, Mean, S.D and test of significance (t-test).

9. ANALYSIS AND INTERPRETATION OF DATA:

Table9.1. Showing the levels of Professional Commitment among direct recruited and promoted senior secondary school teachers of District Pulwama.

DESCRIPTIVE ANALYSIS:

Levels of Professional Commitment	Direct Recruited Teachers		Promoted Teachers	
	N	%age	N	%age
High commitment	5	10.0	3	6.0
Above average commitment	41	82.0	5	10.0
Average commitment	2	4.0	39	78.0
Below average commitment	1	2.0	2	4.0
Low commitment	1	2.0	1	2.0
Total	50	100.0	50	100.0

The perusal of the above table shows the levels of professional commitment among direct recruited and promoted senior secondary school teachers of Kashmir. The statistical data reveals that 10% , 82% ,4% ,2% and 2% of the direct recruited senior secondary school teachers fall in the high commitment , above average commitment ,average commitment , below average commitment and low commitment levels of professional commitment scale respectively . The statistical data further reveals that 6% , 10% ,78% ,4% and 2% of the promoted senior secondary school teachers fall in the high commitment , above average commitment ,average commitment , below average commitment and low commitment levels of professional commitment scale respectively.

COMPARATIVE ANALYSIS:

Table9.2. Showing the mean comparison between direct recruited and promoted senior secondary school teachers on commitment to learner dimension of professional commitment.

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to Learner	DRT	50	35.40	4.978	2.952	Significant at 0.01 level
	PT	50	32.02	6.387		

DRT= Direct Recruited Teachers; PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited and promoted senior secondary school teachers on commitment to learner dimension of professional commitment. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.01 level which confirms that direct recruited were found to be professionally more committed to the learners than the promoted senior secondary school teachers.

Table9.3. Showing the mean comparison between direct recruited and promoted senior secondary school teachers on commitment to society dimension of professional commitment.

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to Society	DRT	50	36.96	4.440	5.684	Significant at 0.01 level
	PT	50	31.34	5.401		

DRT= Direct Recruited Teachers; PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited and promoted senior secondary school teachers on commitment to society dimension of professional commitment. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.01 level which confirms that direct recruited were found to be professionally more committed to the society than the promoted senior secondary school teachers.

Table9.4. Showing the mean comparison between direct recruited and promoted senior secondary school teachers on commitment to Profession dimension of professional commitment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to Profession	DRT	50	35.94	4.766	2.127	Significant at 0.05 level
	PT	50	33.88	4.918		

DRT= Direct Recruited Teachers; PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited and promoted senior secondary school teachers on commitment to profession dimension of professional commitment. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.05 level which confirms that direct recruited were found to be professionally more committed to the profession than the promoted senior secondary school teachers.

Table9.5. Showing the mean comparison between direct recruited and promoted senior secondary school teachers on commitment to Attain Excellence dimension of professional commitment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to Attain Excellence	DRT	50	36.62	4.174	3.132	Significant at 0.01 level
	PT	50	33.68	5.160		

DRT= Direct Recruited Teachers; PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited and promoted senior secondary school teachers on commitment to attain excellence dimension of professional commitment. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.01 level which confirms that direct recruited were found to be professionally more committed to the attainment of excellence than the promoted senior secondary school teachers.

Table9.6. Showing the mean comparison between direct recruited and promoted senior secondary school teachers on commitment to Human Values dimension of professional commitment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to Human Values	DRT	50	36.10	4.718	2.149	Significant at 0.05 level
	PT	50	33.88	5.579		

DRT= Direct Recruited Teachers; PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited and promoted senior secondary school teachers on commitment to basic human values

dimension of professional commitment. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.05 level which confirms that direct recruited were found to be professionally more committed to the basic human values than the promoted senior secondary school teachers.

Table9.7. Showing the mean comparison between direct recruited and promoted senior secondary school teachers on overall professional commitment

	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Overall Prof Commitment	DRT	50	181.02	4.058	16.590	Significant at 0.01 level
	PT	50	166.16	4.863		

DRT= Direct Recruited Teachers;

PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited and promoted senior secondary school teachers on overall professional commitment. The statistical d reveals that there is significant difference between the groups and the difference was found to be significant at 0.01 level which confirms that direct recruited were found to be professionally more committed to the overall professional commitment than the promoted senior secondary school teachers.

Hence the hypothesis which states there is no significant mean difference between direct recruited and promoted senior secondary school teachers on professional commitment stands rejected.

10. FINDINGS OF THE STUDY:

On the basis of statistical analysis various meaningful conclusions have been drawn which are reported as under:

1. The results presented in table(1.1) reveals that in case of direct recruited senior secondary school teachers ,10% were found highly committed ,82% direct recruited senior secondary school teachers in above average level , 4% in the category of average , 2% in below average level of commitment and 2% in low level category on professional commitment. However in case of promoted senior secondary school teachers , 6% are reported to be highly committed and 10% in the above average level of professional commitment , 78% promoted senior secondary school teachers are observed in the level of average commitment , 4% in the level of below average commitment . In the same table, 2% of the promoted senior secondary school teachers are seen in the low level category of commitment towards their teaching profession.
2. There was a significant difference between the direct recruited and promoted senior secondary school on commitment to learner dimension of professional commitment scale. The results may be attributed to the fact that direct recruited teachers make their teaching as a joyful experience and remain duty bound for creating all round development of their learners as compared to promoted senior secondary school teachers.
3. Significant difference was found between the direct recruited and promoted senior secondary school teachers on commitment to society dimension of professional commitment scale. The direct recruited teachers were found to

have better commitment to society than promoted senior secondary school teachers.

4. Significant difference was found between the direct recruited and promoted senior secondary school teachers on commitment to profession dimension of professional commitment scale. The direct recruited teachers were found to be more committed towards their profession as compared to promoted senior secondary school teachers.
5. There was a significant difference between the direct recruited and promoted senior secondary school on commitment to attain excellence dimension of professional commitment scale. It was revealed that the direct recruited teachers consider teaching a profession which requires continuous learning environment as compared to promoted teachers.
6. It was found that direct recruited and promoted senior secondary school teachers differ significantly on their commitment to basic human values dimension of professional commitment scale. The direct recruited teachers were found to have better commitment to basic human values as compared to promoted senior secondary school teachers.
7. There was a significant difference between the direct recruited and promoted senior secondary school on composite score of professional commitment scale. It was revealed that the direct recruited teachers were seen to have a higher mean score in comparison to promoted senior secondary school teachers.

11. DISCUSSION AND CONCLUSION:

1. On the basis of the above mentioned findings of the present study revealed that direct recruited and promoted senior secondary school teachers differ significantly on overall score as well as dimensional scores of professional commitment. The direct recruited teachers have better optimistic outlook ; pay equal attention to all students ; the ability to answer while asking questions by the students; remain sensitive what people think of teachers of their society ;do not discriminate the students on the grounds of caste and religion .
2. The findings of the present study also indicated that direct recruited teachers are the real agents of social change; like working even on holidays when circumstances demands; they think that teaching is a profession which requires continuous learning; and are of the view that teaching methods of the present day are better than the past.
3. However, in comparison to direct recruited teachers, promoted teachers lag behind in all these abilities. They are less optimistic; less energetic; less enthusiastic and have less knowledge of modern teaching methodology.

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