Professional Commitment of Effective and less Effective Secondary School Teachers in Kashmir

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Abstract

This study examined the professional commitment of effective and less effective secondary school teachers in Kashmir. The sample for the study consists of 800 secondary school teachers which were collected by random sampling. Professional commitment scale developed by Ravinder Kaur and Sarbjit Kaur was used. The results of the study showed that the effective secondary school teachers have more professional commitment towards their teaching profession as compared to less effective teachers. The results also revealed that effective teachers are more committed to their jobs and also show positive commitment both towards students as well as progressive betterment of society.

Introduction

A professionally committed teacher educator should possess all the attributes of a professional teacher. As a profession, teaching has been considered as the noblest profession from times immemorial. In this regard the National Policy on Education (1986) has also observed that the status of the teacher reflects the socio cultural ethos of a society. Besides, Kothari Commission (1964-1966) has put forth that of all the different factors which influences the quality, competence and character of teacher are undoubtly, the most significant. It is necessary that teachers should be given full support to develop their potential and creative skills so that their teaching be more effective. Teacher acts as a pivot for the transmission of intellectual and technical skills and the cultural traditions from one generation to other. The responsibility of the teacher is very great. Therefore, it is right to say that the nations well depend on the teachers well-being. A teacher needs much more than he needs to have the vision of the kind of the society for which he is preparing the students. Every trade or occupation requires certain necessary qualities and qualifications which an individual member of it required to possess. It is an admitted fact that the effective and fruitful teaching depends on the personality of the teacher which influences the developments of the taught. It cannot be denied that certain typically divergent characteristics make a person an ideal teacher. Kneller (1968) is of the opinion that of all the person the teacher is the best placed to promote the growth of free and creative mind; in those who came before him aspiring with a passionate concern. His function is to assist each student personally in his journey. Towards self-realization, the teacher has the task of stimulating and guiding his child learning so as to assure his attainment of socially approved goals in most efficient way possible. The job of teacher is more than teaching, it also involves the job of improving the profession and education and there is a third role that he has to play the role educational leader. This third role for teachers are, perhaps unique among the professions, because the members of no other profession is so

intimately involved in lives in almost all the people of the community so involved in the task of economic, political, social, and cultural life as the teacher.

Objectives:

1. To study and compare effective and less effective secondary school teachers on various factor of the Professional commitment.
2. To study and compare effective and less effective secondary school teachers on Composite score of Professional commitment.

Hypotheses:

1 Effective and less effective secondary school teachers differ significantly on various factor of Professional commitment.
2 Effective and less effective secondary school teachers differ significantly on composite score of professional commitment.

Sample:

The present study was conducted on 800 secondary school teachers from Kashmir valley (400 male and 400 female). The sample was taken randomly from various higher secondary schools in Kashmir division. After that the investigator employed the Teacher Effectiveness Scale by Umme Kulsum for identifying the effective and less effective secondary school teachers. The upper 27% of sample as effective and lower 27% of the sample as fewer effective teachers.

Tool Used: The data was collected with the help of professional commitment scale developed by Ravinder Kaur and Sarbjit Kaur (2011). The inventory was admistered to the sample subjects in the respective institutions in order to collect the data.

Statistical Treatment:

The data was analyzed by applying Mean. S.D and 't' test of significance.

Statistical Analysis

Table 1: Showing The Mean and SD Comparison Between Effective and Less Effective Secondary School Teachers on Their Various Dimensions of Professional Commitment

Area/Dimensions	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to learner	ESST	216	33.22	3.502	4.367	Significant at 0.01 level
	LESST	216	31.41	5.004		
Commitment to society	ESST	216	32.89	3.542	6.154	Significant at 0.01 level
	LESST	216	30.48	4.529		
Commitment to profession	ESST	216	34.28	4.805	6.774	Significant at 0.01 level
	LESST	216	31.13	4.855		
Commitment to attain excellence	ESST	216	32.76	5.140	2.687	Significant at 0.01 level
	LESST	216	31.29	6.198		
Commitment to basic human values	ESST	216	32.34	4.952	2.208	Significant at 0.01 level
	LESST	216	31.26	4.260		
Overall professional commitment	**ESST**	**216**	**165.49**	**10.881**	7.792	Significant at 0.01 level
	LESST	**216**	**155.67**	**14.998**		

LESST = Less Effective Secondary School Teachers, ETSST = Effective Secondary School Teachers

Discussion and Interpretation of Results

While analyzing the mean difference between effective and less effective secondary school teachers on factor (Commitment to Learner) dimension of professional commitment, the results show a clear distinction between the two groups. Effective secondary school teachers are higher on commitment to learner factor of professional commitment. Effective secondary school teachers are reported to have a good level of encouraging power to students, favor the discussions among the learners. The effective teachers are reported to develop the confidence among the students. The effective secondary school teachers develop the psychological insights among the students. The effective teachers remain duty bound for all round development for their students, and are reported to give full attention to the students. The less effective secondary school teachers have low professional commitment to learner and are less encouraging to the students, don't create a proper confidence among the students. The less effective teachers don't give equal attention to the students, give least attention to the bright students and ignore the students asking questions.

It is evident from the results that effective and less effective secondary school teachers differ significantly from each other on factor (Commitment to Society) of professional commitment. The results depict that effective secondary school teachers have high professional commitment to society and contribute to the welfare of the society. The effective teachers contribute to the development and progressive betterment for the society. The effective teachers are professionally committed to their profession and always focus on the individual's growth so that in future they will contribute to the society. Effective teachers are active and always take part in social progress, seminars and workshop. The effective teachers make the students good citizens of the society. The effective teachers remain sensitive to what people think of teachers in the society, don't discriminate the students on the grounds of caste and religion. They are watchful to the happening in their neighborhood and believe that teachers are the agents of social change. The less effective secondary school teachers have low professional commitment to society not take too much interest in the betterment and progress of the society. Less effective teachers are lazy not taking participation in social activities. Less effective secondary school teachers don't focus on the individual growth, low contributors to the social change and believe that the upliftment of the society is concern of social workers only.

On the comparison between the two groups on factor (Commitment to Profession) dimension of professional commitment, the results justify that effective and less effective secondary school teachers differ significantly. This envisages that effective secondary school teachers have high professional commitment to profession and always give priority to the student's needs and interests. They fulfill the needs of each individual learner by providing a variety of unique teaching methods and techniques. The effective teachers always strive to motivate and engage students in learning. They advocate to their students to ensure that they are getting everything that they need in order to be a successful educated student. The effective teachers are reported to be an active contributor to the process. They give full priority to their teaching profession. The effective teachers feel upset if any one speaks ills of teaching profession. They remain fully committed to their profession and are always ready to work on holidays. The less effective secondary school teachers have low professional commitment to profession don't give priority to their students needs and interests. The less effective secondary teachers are not professionally sound, are reported to have low power of motivation. The less effective teachers find the teaching profession as tiresome due to heavy work load. They find more disadvantages in teaching than advantages and don't remain fully committed to their profession. The effective and less effective secondary school teachers differ significantly on factor (Commitment to Attain Excellence) dimension of professional commitment. The results depict

that effective secondary school teachers are high on the mean score than less effective secondary school teachers. The effective secondary teachers attending the seminars and conferences in order to improve the art of teaching and acquire new dimensions of knowledge and experience. They believe that achieving excellence is a journey that never ends. Effective teachers treat teaching as a profession which requires continuous learning. Effective teachers always go through educational journals and magazines to update their knowledge. Effective teachers are in search of new techniques and pedagogical skills to be utilized in teaching learning process. They are always active in their approach and feel that scope of excellence in the field of teaching is vast. The less effective teachers are lacking these above mentioned qualities. While comparing effective and less effective secondary school teachers on factor (Commitment to Basic Human Values) dimension of professional commitment, the results show that there is a significant difference between the two groups. The effective secondary school teachers focus on the truthiness, honesty and goodness of the students. They always try to develop the above qualities in their students. They play role model for their students. They develop the sense of truthfulness and honesty among the students. The effective secondary school teachers develop love, sympathy among the students. The less effective secondary school teachers are lacking these characteristics.

Discussion and Interpretation of Results on Composite Score

The overall comparison of mean difference between effective and less effective secondary school teachers on various dimensions of professional commitment, the results reveals that there is a significant difference between the two groups. The effective secondary school teachers have high professional commitment to teaching profession always give priority to their student's needs and interests. The effective teachers fulfill the needs of each individual learner by providing a variety of unique teaching methods and techniques. The effective teachers always strive to motivate and engage students in learning. They advocate to their students to ensure that they are getting everything that they need in order to be a successful educated students. The effective teachers are reported to be active contributors to the educational process. They give full priority to their teaching profession. The effective teachers feel upset if any one speaks ills of teaching profession. They remain fully committed to their profession and are always ready to work on holidays. The less effective secondary school teachers have low professional commitment to profession don't put their students wants and needs in interest in mind while teaching. The less effective teachers are not professionally sound. They are reported to have low power of motivation. The less effective teachers find the teaching profession as tiresome due to heavy work load find more disadvantages in teaching than advantages and don't remain fully committed to their profession.

Conclusion

It has been found that there is a significant difference between the effective and less effective secondary school teachers on commitment to learner dimension of professional commitment. Significant difference has been found between the effective and less effective secondary school teachers commitment to society dimension of professional commitment. There is a significant difference between the effective and less effective secondary school teachers on commitment to profession dimension of professional commitment. It has been revealed that there is a significant difference between the effective and less effective secondary school commitment to attain excellence dimension of professional commitment.

Significant difference has been found between effective and less effective secondary school teachers on commitment to basic human values dimension of professional commitment. A significant difference has been established between the effective and less effective secondary school teachers on overall or composite score of professional commitment.

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