
Impact of Gender on Professional Commitment of Secondary School Teachers

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ABSTRACT:

The aim of this study was to study the Professional Commitment of Secondary School Teachers in relation to gender. The sample of this study consisted of all the teachers numbering 713 teachers from the selected 70 Secondary Schools of Lucknow. The data were collected by using the tool 'Professional Commitment Scale by Ravinder Kaur, Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar (2011). Data were analyzed using statistical techniques such as Mean, S.D. and t-test. An attempt was made to find out the significance of difference between mean scores of Professional Commitment of Secondary School Teachers with respect to gender. In all the areas of Commitment and also in Overall Commitment female teachers scored higher mean value in comparison to male teachers and the difference is significant as the 't' value is more than the standard value.

Key Words: *Professional Commitment, Teacher, Secondary School, Gender.*

INTRODUCTION:

Global interrelatedness leads to expansion of responsibility which in turn requires knowledge, skills and above all, revaluation of earlier perspectives, attitudes and paradigm. Teachers should not only be knowledgeable and innovative, but also highly disciplined, strongly motivated and committed. A committed teacher can be transformed in to a devoted teacher and further into a dedicated teacher, when his/her pledge becomes intrinsic and self-propelled or self-initiated. Then the teacher will do his best not because it was promised but because he/she likes to do so as it gives immense him/her joy and satisfaction. Committed teachers are an asset to the institution. Such teachers are able to help in bringing about the desirable change in their students, to accomplish more in life, to be citizens of good moral character which indirectly brings laurel to the institution. These students in turn make their institution proud by doing well in whatever fields/ professions they are. Teachers who are committed to their profession make every effort to make teaching learning a joyful experience for the learners. This creates an interest in the learners towards their studies and a will to perform well. This reduces absenteeism and the dropout rate which is a major concern for today's educational scenario.

OBJECTIVES:

1. To study the different areas of Professional Commitment of Secondary School Teachers with regard to Gender.

2. To study the Overall Professional Commitment of Secondary School Teachers with regard to Gender.

HYPOTHESES:

1. There is no significant difference in the different areas of Professional Commitment of Secondary School Teachers with regard to Gender.
2. There is no significant difference in the overall Professional Commitment of Secondary School Teachers with regard to Gender.

METHOD:

Statistical techniques such as Mean, Standard Deviation and t - test were employed to find out the significance of difference between the mean score of Professional Commitment of Male and Female secondary school teachers. The sample of this study consisted of all the teachers numbering 713 teachers from the selected 70 Secondary Schools of Lucknow. 262 Male and 451 Female teachers were selected for the study. Professional Commitment Scale by Ravinder Kaur, Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar (2011) was administered to collect the data.

ANALYSIS:

Discussion and Result:

Objective 1: To study the different areas of Professional Commitment of Secondary School Teachers with regard to Gender.

Hypothesis 1: There is no significant difference in the different areas of Professional Commitment of Secondary School Teachers with regard to Gender.

Table 1.1: Professional Commitment’s area ‘Commitment to Learner’ with regard to male and female teachers.

Areas of Commitment	Gender	No.	Mean	SD	SE _M	t	df	p
Commitment to Learner	Male	262	36.19	5.50	0.34	4.430	711	0.000*
	Female	451	37.91	4.68	0.22			

* Significance level .05 = 1.96

A careful glance at the above table 1.1 indicates that in the first area of Commitment, that is ‘Commitment to Learner’ female teachers scored higher mean value (37.91) than male teachers (36.19) and the difference is significant at .05 significance level as the calculated ‘t’ value 4.430 is more than the standard value (1.96) at .05 significance level.

Table 1.2: Professional Commitment’s area ‘Commitment to Society’ with regard to male and female teachers.

Areas of Commitment	Gender	No.	Mean	SD	SE _M	t	df	p
Commitment to Society	Male	262	35.92	4.99	0.31	4.526	711	0.000*
	Female	451	37.41	3.71	0.17			

Perusal of the above table 1.2 indicates that in the second area of Commitment, that is ‘**Commitment to Society**’ female teachers scored higher mean value (37.41) than male teachers (35.92) and the difference is significant at .05 significance level as the calculated ‘t’ value 4.526 is more than the standard value (1.96) at .05 significance level.

Table 1.3: Professional Commitment’s area ‘Commitment to Profession’ with regard to male and female teachers.

Areas of Commitment	Gender	No.	Mean	SD	SE _M	t	df	p
Commitment to Profession	Male	262	32.19	5.15	0.32	4.388	711	0.000*
	Female	451	33.84	4.66	0.22			

Observation of the above table 1.3 indicates that in the third area of Commitment, that is ‘**Commitment to Profession**’ female teachers scored higher mean value (33.84) than male teachers (32.19) and the difference is significant at .05 significance level as the calculated ‘t’ value 4.388 is more than the standard value (1.96) at .05 significance level.

Table 1.4: Professional Commitment’s area ‘Commitment to Attain Excellence’ with regard to male and female teachers.

Areas of Commitment	Gender	No.	Mean	SD	SE _M	t	df	p
Commitment to Attain Excellence	Male	262	33.76	4.94	0.31	5.769	711	0.000*
	Female	451	35.71	3.95	0.19			

A quick glance at the above table 1.4 indicates that in the fourth area of Commitment, that is ‘**Commitment to Attain Excellence**’ female teachers scored higher mean value (35.71) than male teachers (33.76) and the difference is significant at .05 significance level as the calculated ‘t’ value 5.769 is more than the standard value (1.96) at .05 significance level.

Table 1.5: Professional Commitment’s area ‘Commitment to Basic Human Values’ with regard to male and female teachers.

Areas of Commitment	Gender	No.	Mean	SD	SE _M	t	df	p
Commitment to Basic Human Values	Male	262	35.51	3.71	0.23	4.569	711	0.000*
	Female	451	36.83	3.73	0.18			

Observation of the above table 1.5 indicates that in the fifth area of Commitment, that is ‘**Commitment to Basic Human Values**’ female teachers scored higher mean value (36.83) than male teachers (35.51) and the difference is significant at .05 significance level as the calculated ‘t’ value 4.569 is more than the standard value (1.96) at .05 significance level.

Objective 2: To study the Overall Professional Commitment of Secondary School Teachers with regard to Gender.

Hypothesis 2: There is no significant difference in the overall Professional Commitment of Secondary School Teachers with regard to Gender.

Table 2: Overall Commitment in relation to male and female teachers.

Areas of Commitment	Gender	No.	Mean	SD	SE _M	t	df	p
Overall Commitment	Male	262	173.57	18.67	1.15	6.208	711	0.000*
	Female	451	181.70	15.69	0.74			

* Significance level .05 = 1.96

Careful observation of the above table shows that in the Overall Commitment female teachers scored higher mean value (181.70) than male teachers (173.57) and the difference is significant at .05 significance level as the calculated 't' value 6.208 is more than the standard value (1.96) at .05 significance level.

CONCLUSION:

In all the areas of Professional Commitment and in the Overall Commitment female teachers scored higher mean value in comparison to male teachers and the difference is significant as the t value is more than the standard value.

So, we can say that gender contributes significantly in the prediction of Professional Commitment.

This result is supported by the research studies of Smart (2002) and Shukla & Waris (2016). In their studies on professional commitment of primary and secondary school teachers in relation to working conditions, area and selected personal factors reported gender as a predictor of professional commitment and that female teachers are more committed than their male counterparts. Habib (2019) also revealed that female secondary school teachers have higher professional commitment as compared to male teachers.

Joolideh and Yashodhara (2008) regarding Organizational Commitment of high school teachers in India and Iran, Muchhal & Chand (2010) regarding accountability of primary school teachers. They all observed that female teachers are more committed than their male counterparts. Zilli and Zahoor (2012) in a study on organizational commitment among male and female teachers reported that female teachers possessed significantly higher level of organizational commitment than their male counterparts.

On the contrary Malik and Sharma (2013) revealed that gender of teachers does not bear any relationship with their Professional Commitment. Lal (2020) mentioned that male and female government senior secondary school teachers do not differ from each other on the level of professional commitment. Hatim & Shakir (2021) also reported that there is no significant difference in the professional commitment of male and female secondary school teachers.

Sharma (2008) made a comparative analysis of the commitment among teachers with regard to some of their personal and academic variables (such as age, gender, faculty, qualifications) and the study revealed that female and male teachers were equally committed.

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