

## Effects of gender and type of institution on professional commitment: Study of Degree College teachers' of Punjab

<sup>1</sup> Dr. Prabha Vig, <sup>\*2</sup> Ekta

<sup>1</sup> Assistant Professor, Department of Life Long Learning & Extension, Punjab University, Chandigarh, Punjab, India

<sup>2</sup> Research Scholar (SRF), Department. Of Education, Punjab University, Chandigarh, Punjab, India

### Abstract

Professional commitment pertains to psychological bonding with one's profession which can be visualized as; loyalty, attachment and attitude towards one's work. Watts and Richardson (2007) represented a personal perspective to commitment by viewing how teachers' relate themselves to work. This means professional commitment is related to self-identity and self-image. Carrying these views forward, the present study explores the effect of gender and financial perspective of institutions as; government and private degree colleges. The data was collected from 400 teachers by using a tool prepared by Kaur, Ranu and Brar (2012) for professional commitment. The result findings witnessed that females are professionally more committed towards their profession as well as more satisfied. Further, significant differences were observed in the professional commitment of government and private degree college teachers depicting that private degree college teachers' exhibit more of professional commitment when compared with government degree college teachers.

**Keywords:** professional commitment, gender, institution

### 1. Introduction

21<sup>st</sup> century poses a challenge to teachers to transform their educational outcomes by equipping themselves with latest developments and reforms in education, life skills and competencies in order to become active teachers, citizens and workers. All these challenges, have undertaken as a result of; knowledge explosion, modernization and globalization which require teachers to keep abreast with innovations in curriculum, pedagogy, development of digital resources and technology. This requires rethinking on the part of teachers, administrators and policy makers to move in a direction which leads towards improvement in performance by performing best. Teachers as nation builders are being blamed for low commitment and job satisfaction. It is many times argued that teachers' morale has gone down and teaching standards have dropped and commitment is slowly eroding away. Indian teachers are blamed for the same. This means teaching profession demands something more to undertake new challenges. To gain more insight in to professional commitment of degree college teachers, the undertaken research was planned to investigate professional commitment noticing the effect of demographic variables; which had not been previously explored. Research conducted by Easthope and Easthope (2000) <sup>[1]</sup> reported professional commitment as a desirable attitude with sense of boost professionalism; but is suffered because of bad feelings, gender and management of institutions. This diverts our attention that gender and management type effect to form different types/ levels of commitment by changing the levels of attachment to ones' organization. Supporting these views, Morrie and Steers (1979) <sup>[4]</sup> highlighted that financial dependence and participation in decision making process influence professional commitment of teachers by changing their role performance. Carrying these views forward Sekaran (1989) <sup>[5]</sup> reinforced commitment with role models and gender

because with this they empower others to undertake different roles in their respective jobs.

### 2. Conceptual framework

A teacher in degree colleges requires skills, intelligence and competence as an essential qualification to seek an entry to degree colleges. It is regarded as PhD and clearance of UGC NET along with M.A/ M.SC in the specialized area. Beside this, at the time of appointment or confirmation they accept to undergo for less salary and assumption of more responsibilities. In this process, it is observed that teachers in their efforts to seek job, lose their professional commitment as a teacher towards an institutions they are serving. This means that these days to seek jobs as teachers in degree colleges require competition to succeed. Keeping these environmental conditions in mind, the rationale of the research idea was kept in mind and also floated by Report of Standing Committee by Teacher Education North and South; (2011) who stressed teachers as not just born but who became effective by their own intentions, deliberate practice and reflections of continuous professional development. This way they build their own strengths, cultivate their qualities, and broaden their knowledge, skills and attitude by executing and translating it with the commitment they possess towards their profession. These Lots of traits are needed to meet the challenges to seek a job in government as well as private colleges. The undertaken research studied the professional commitment of teachers in a variety of ways to meet the challenges of education and classroom by studying the effects of gender and institution type on it.

### 3. Conceptual Definitions

#### 3.1 Professional Commitment

It is a stimulant to enhance the value of teacher by measuring

its learning process, his/her contribution towards society, attaining excellence and way to approach basic human values in accordance to rules, norms and code of ethics laid for teaching profession.

**4. Objectives of the study**

1. To study and compare the professional commitment of teachers’ working in Government and Private degree colleges of Punjab.
2. To compare professional commitment of teachers’ on the basis of gender.

**5. Methodology**

**5.1 Research Design**

For the undertaken study, gender and nature of institutions are considered as independent variables and professional commitment as dependent variable. The descriptive survey method was used to conduct the study. Comparison of Punjab degree college teachers was made on the basis of gender and financial nature of institutions that is; public and private.

**5.2 Population and Sample**

Four districts were identified to collect data from Punjab state viz; Muktsar, Moga, Frikkot and Ferozpur. A sample of 400 degree college teachers was withdrawn from the degree colleges situated in these districts which included 200 male and 200 female degree college teachers. Participation was voluntary. The teachers were randomly drawn from identified colleges on the basis of their financial representations as; Government and Private.

**6. Research Instrument**

Professional Commitment Scale for Teachers by Kaur, Ranu and Brar (2012) [3].

**7. Statistical Techniques Used**

Following techniques were employed to give meaning to the

collected data:

1. Descriptive statistical techniques such as; Mean, Median, Mode, Standard Deviation employed to determine the nature of the distribution of scores of variables.
2. Differential analysis by using the t-test to analyze gender and institution differences.

**8. Data Analysis, Interpretation and Discussion**

The complex existing data was breakdown in to simplest parts according to the objectives laid down understudy.

**8.1 Comparison of Professional Commitment of Teachers on the Basis of Institutions**

**Table 1.1:** Means, SD and t-ratio of government and private college teachers (N=400) on professional commitment

Group	N	M	SD	SEM	SED	t-ratio
Govt. (I)	200	162.22	21.467	1.518	2.018	5.333**
Private (II)	200	172.99	18.800	1.330		

Significant at 0.01 level

Table 1.1 gives an overview of the degree college teachers’ summary statistics for the scores on professional commitment. Group (I) government and group (II) private degree college teachers. The value of mean score for professional commitment reflects that private college teachers have scored higher on the mean score than Government College teachers. Thus, leading us to infer that private degree college teachers assumed more with professional commitment while discharging their duties when compared with government college teachers. Beside this, it is specified that significant differences exists in professional commitment between the two degree college teachers. To specify more, t-ratio for the difference between the mean of two were calculated, which is 5.333 significant at 0.01 level. This led us to conclude that the parameters of institution type (government and private) made a change or difference among degree college teachers’ professional commitment.

**8.2 Comparison of Professional Commitment of Teachers on the Basis of Gender / Males**

**Table 1.2:** Means, SD and t-ratio of Male of Government and Private Degree College Teachers (N=200) on Professional Commitment

Group	N	M	SD	SEM	SED	t-ratio
Government Male	100	154.37	19.66469	1.96647	2.71709	4.126**
Private Male	100	165.58	18.74991	1.87499		

The above said table depicts the mean scores of Male Government and Private Degree college teachers as; 154.37 and 165.38 respectively. In the light of these scores it can be interpreted that the scores of professional commitment for the group (I) government varies from the group (II); that is private degree college teachers. Further the value of mean score reflects that private male teachers have scored higher than the mean score of government male teachers.

Leading us to infer that, commitment was related at significant level with private male teachers than government college male teachers. Further the significant t ratio for the differences between the mean is; 4.126 significant at 0.01 level which represents that male private degree college teachers assume their teaching- learning responsibilities with better zeal and commitment when compared with government male teachers.

**8.3 Comparison of Professional Commitment of Teachers on the Basis of Gender / Females**

**Table 1.3:** Means, SD and t-ratio of Female of Government and Private College Teachers (N=200) on Professional Commitment

Group	N	M	SD	SEM	SED	t-ratio
Govt. (gf)	100	170.08	20.36916	2.03692	2.57488	4.004**
Private (pf)	100	180.39	15.75116	1.57512		

The observation of means for government and private female degree college teachers indicates that the mean of private degree college teachers is 180.39 which is higher than the mean of government teachers. Considering these scores, we can interpret that female's teachers from private degree colleges identify themselves with more of professional commitment when compared with government degree college teachers. Further, the significant t- ratio for the differences in the means of treatment level (gf-pf); which is significant at 0.01 level indicating that private female degree college teachers are more committed towards sense of professional commitment by assuming their teaching- learning duties more seriously at class room and community level when compared with female government degree college teachers.

## 9. Conclusion

Going by the results, it was noticed that the notion of effect of gender was recognized indicating that females recognize teaching profession as a higher professional attainment earned by them. Further, it was observed that private degree college teachers possess a strong sense of duty towards their profession or in other words they are more driven by their profession. This may be because of the fact that is limited availability alternative for seeking employment to female degree college teachers. Further the results indicate that professional commitment of private degree college teachers is comparatively more, the reason may be due to the less employment opportunities, economic recession which has transformed the scenario of employment in India. Looking at the results, we can conclude that professional commitment of private degree college teachers is comparatively higher which strengthen private institutions to cater more of students. Whereas the suffice of professional commitment held by government degree college teachers is comparatively less leading us to conclude that they lag behind in professional commitment when compared with private degree college teachers. This significant effect between the two, public and private degree college teachers cannot be denied, so efforts must be made that this does not become a constant affair of government degree college teachers. Taking this in to consideration we as a researcher suggest that professional commitment of teachers must be taken care and efforts should be made that government teachers professional commitment get intensified if they are driven towards pressure, expectations and controls incorporated in their daily teaching scheduled.

## 10. Educational Implications

1. The results of the study can be used as an orientation for teachers to become high committed teachers.
2. The results of the study can be used by government authorities, policy makers to increase teachers' professional commitment.

## 11. References

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