

PROFESSIONAL COMMITMENT OF COLLEGE TEACHERS

Research
Paper

ABSTRACT

The main objective of the study was to find out the level of professional commitment of college teachers. The survey method was adopted for the present study. A sample of 711 college teachers was selected using the stratified random sampling technique. A self-prepared professional commitment scale was used as the tool. Percentage analysis, 't' test, ANOVA were the statistical techniques used. The major finding was the level of professional commitment of college teachers is average. Significant difference exists between rural and urban college teachers in their professional commitment.

INTRODUCTION

From the emergence of human beings and consequent evolution of human society in the world, the teacher has always been a constructive upbringer of the young. Man has ever been educating his young to lead a good socio-economic life and create culture and civilization. It is the teacher who has been doing this role. He has always been respected in the society by all. The teacher has ever been doing noble work in the society by upbringing the young, educating them in all aspects of life, that is, in social moralization, enculturation, in gaining skills for earning a livelihood. So the teaching profession was considered a noble profession.

A teacher should be strong in professional knowledge. Successful professional performance is possible only to a teacher who is committed to his profession. Hence commitment to the profession plays a vital role in every teacher.

SIGNIFICANCE OF THE STUDY

The teacher is the backbone of the educational process and his/her role in building the nation is well-recognized. It is a fact that the quality of a teacher is decided by his/her commitment to their profession. An educational institution having excellent material resources and infrastructure facilities, but not committed teachers is likely to be ineffective and an unsuccessful enterprise.

“A committed teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students” (Ryan, 1969).

College education plays a vital role in shaping the student's life. After college studies, the student may enter new stage, namely from learner to employer/worker. Hence the college teachers, who cater to the needs of the college students, play a significant role in the field of education.

At present the students are in need of a dedicated teachers who love and care for them. In fact, college students expect more dedication from their teachers.

The investigator wants to find out the level of professional commitment of college teachers. Hence the investigator launched the topic, “**Professional Commitment of College Teachers**”.

OBJECTIVES

1. To find out the level of professional commitment and its dimensions of college teachers with respect to

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- the background variables such as a) sex b) locality of the institution.
- To find out the significant difference in the professional commitment and its dimensions of the college teachers with respect to a) sex b) locality of the institution.
 - To find out the significant difference among college teachers of different age in their professional commitment and its dimensions.

HYPOTHESES

- The level of professional commitment and its dimensions of college teachers with respect to the background variables such as a) sex b) locality of the institution is average.
- There is no significant difference in the professional commitment and its dimensions of college teachers with respect to a) sex b) locality of the institution.
- There is no significant difference among college teachers of different age in their professional commitment and its dimensions.

METHOD USED FOR THE STUDY

The investigator has adopted the Survey method of research to find out the professional commitment of the teachers working in Arts & Science colleges and colleges of Education.

TOOL USED FOR THE STUDY

Professional Commitment scale prepared and validated by the investigator and Dr.A.Amalraj.

POPULATION FOR THE STUDY

The population of the present study consists of college teachers working in Arts and Science Colleges and Colleges of Education affiliated to Manonmaniam Sundaranar University, Tirunelveli - 12.

SAMPLE FOR THE STUDY

The investigator has selected 711 college teachers working in Arts & Science Colleges and Colleges of Education affiliated to Manonmaniam Sundaranar University using the stratified random sampling technique.

DATA ANALYSIS

Hypothesis 1 a

The level of professional commitment and its dimensions of college teachers with respect to their sex is average.

Table 1

LEVEL OF PROFESSIONAL COMMITMENT AND ITS DIMENSIONS OF COLLEGE TEACHERS WITH RESPECT TO SEX

S. No.	Dimensions	Category	Low		Average		High	
			Count	%	Count	%	Count	%
1	Commitment to learner	Male	44	15.5	208	73.2	32	11.3
		Female	49	11.5	305	71.4	73	17.1
2	Commitment to society	Male	63	22.2	196	69	25	8.8
		Female	84	19.7	269	63	74	17.3
3	Commitment to profession	Male	46	16.2	203	71.5	35	12.3
		Female	77	18	302	70.7	48	11.2
4	Commitment to achieve excellence	Male	59	20.8	195	68.7	30	10.6
		Female	84	19.7	294	68.9	49	11.5
5	Commitment to basic human values	Male	63	22.2	188	66.2	33	11.6
		Female	76	17.8	287	67.2	64	15
6	Professional commitment	Male	59	20.8	198	69.7	27	9.5
		Female	72	16.9	283	66.3	72	16.8

It is inferred from the table that the level of professional commitment and its dimensions of college teachers with respect to their sex is average.

Hypothesis 1 b

The level of professional commitment and its dimensions of college teachers with respect to the locality of the institution is average.

Table 2

LEVEL OF PROFESSIONAL COMMITMENT AND ITS DIMENSIONS OF COLLEGE TEACHERS WITH RESPECT TO THE LOCALITY OF THE INSTITUTION

S. No.	Dimensions	Category	Low		Average		High	
1	Commitment to learner	Rural	61	13	339	72.1	70	14.9
		Urban	32	13.3	174	72.2	35	14.5
2	Commitment to society	Rural	99	21.1	313	66.6	58	12.3
		Urban	48	19.9	152	63.1	41	17
3	Commitment to profession	Rural	93	19.8	332	70.6	45	9.6
		Urban	30	12.4	173	71.8	38	15.8
4	Commitment to achieve excellence	Rural	102	21.7	316	67.2	52	11.1
		Urban	41	17	173	71.8	27	11.2
5	Commitment to basic human values	Rural	97	20.6	310	66	63	13.4
		Urban	42	17.4	165	68.5	34	14.1
		Rural	99	21.1	302	64.3	69	14.7
6	Professional Commitment	Urban	32	13.3	179	74.3	30	12.4

It is inferred from the above table that the level of professional commitment and its dimensions of college teachers with respect to the locality of the institution is average.

Hypothesis 2 a

There is no significant difference in professional commitment and its dimensions of college teachers with respect to sex.

Table 3

DIFFERENCE IN PROFESSIONAL COMMITMENT AND ITS DIMENSIONS OF COLLEGE TEACHERS WITH RESPECT TO SEX

Dimensions	Category	N	Mean	S.D.	Calculated 't' value	Remark at 5% level
Commitment to learner	Male	284	30.72	3.59	1.91	NS
	Female	427	31.24	3.44		
Commitment to society	Male	284	29	4.84	2.28	S
	Female	427	29.84	4.76		
Commitment to profession	Male	284	45.75	6	0.1	NS
	Female	427	45.8	6.13		
Commitment to achieve excellence	Male	284	31.72	4.89	0.64	NS
	Female	427	31.96	4.9		
Commitment to basic human values	Male	284	25.5	3.94	1.04	NS
	Female	427	25.81	3.76		
Professional Commitment	Male	284	162.69	17.37	1.23	NS
	Female	427	164.32	17.75		

(At 5% level of significance, the 't' value is 1.96)

Hypothesis 2 b

There is no significant difference in professional commitment and its dimensions of college teachers with respect to the locality of the institution.

Table 4

DIFFERENCE IN PROFESSIONAL COMMITMENT AND ITS DIMENSIONS OF COLLEGE TEACHERS WITH RESPECT TO THE LOCALITY OF THE INSTITUTION

Dimensions	Category	N	Mean	S.D.	Calculated 't' value	Remark at 5% level
Commitment to learner	Rural	470	31.06	3.52	0.28	NS
	Urban	241	30.98	3.48		
Commitment to society	Rural	470	29.34	4.86	1.27	NS
	Urban	241	29.82	4.68		
Commitment to profession	Rural	470	45.27	6.36	3.3	S
	Urban	241	46.77	5.34		
Commitment to achieve excellence	Rural	470	31.72	5.05	1.12	NS
	Urban	241	32.15	4.59		
Commitment to basic human values	Rural	470	25.59	3.82	0.96	NS
	Urban	241	25.88	3.87		
Professional Commitment	Rural	470	162.8	18.16	1.99	S
	Urban	241	165.37	15.21		

NS - Not significant (Null hypothesis accepted)
S - Significant (Null hypothesis rejected)

Hypothesis 3

There is no significant difference in professional commitment and its dimensions of college teachers with respect to their age.

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Table 6
DIFFERENCE AMONG COLLEGE
TEACHERS OF DIFFERENT AGE IN THEIR
PROFESSIONAL COMMITMENT AND ITS
DIMENSIONS

Dimensions	Source of variation	Sum of squares	Mean square variance	Degrees of freedom	Calculated 'F' value	Remark at 5% level
Commitment to learner	Between	2.63	1.31	2	0.11	NS
	Within	8740.69	12.33	708		
Commitment to society	Between	91.83	45.69	2	1.98	NS
	Within	16146.08	22.09	708		
Commitment to profession	Between	13.88	6.94	2	0.19	NS
	Within	36.23	37.08	708		
Commitment to achieve excellence	Between	61.06	30.53	2	1.27	NS
	Within	17009.73	24.02	708		
Commitment to basic human values	Between	33.41	16.66	2	1.81	NS
	Within	6674.97	14.72	708		
Professional Commitment	Between	146	73	2	0.24	NS
	Within	3116.34	298.93	708		

(At 5% level of significance, the table value is 3.01)

NS: Not significant (Null hypothesis accepted) S- significant (Null hypothesis rejected)

FINDINGS

1. The level of professional commitment and its dimensions of college teachers with respect to the background variables such as sex, locality of the institution is average.
2. No significant difference exists between male and female college teachers in their commitment to learner, profession, to achieve excellence, basic human values and professional commitment but significant difference exists between them in their commitment to society. That is female college teachers (29.84) are better than male college teachers (29.00) in their commitment to society.
3. No significant difference exists between rural and urban college teachers in their commitment to learner, society, to achieve excellence and basic human values,

whereas significant difference exists between them in their commitment to profession and professional commitment. That is urban college teachers (46.77, 165.37) are better than rural college teachers (45.27, 162.80) in their commitment to profession and professional commitment.

4. No significant difference is found among college teachers of age below 30 yrs, 30 yrs – 45 yrs, & above 45 years in their professional commitment and its dimensions.

INTERPRETATION

The percentage analysis reveals that the level of professional commitment and its dimensions of college teachers is average. This shows that most of the college teachers enjoy and love their profession very much. They are dedicated to their students and society. Since they have high status in the society, they love their profession very much.

The 't' test reveals that there is significant difference between male and female college teachers in their commitment to society. Female college teachers are better than male college teachers in their commitment to society. Usually women are very soft in nature and they are sincere in their duties and so they understand that the teaching profession is a service to society and hence they are better than male college teachers.

There is significant difference between rural and urban college teachers in their commitment to profession and professional commitment. Urban college teachers know the importance and responsibility of the teaching profession in this competitive world, and so they dedicate themselves to the welfare of the students and hence they are better than rural college teachers in their commitment to profession and professional commitment.

RECOMMENDATIONS

The research reveals that the level of professional commitment of college teachers is average. As we know, the teachers are nation builders and they must be

dedicated. They should sacrifice themselves for their profession. The investigator feels that the professional commitment of college teachers should improve to the high level. For that the following suggestions are given by the investigator.

1. The college teachers must have time and patience to listen to students whenever the latter want to talk to them so that there is mutual understanding between them.
2. The college teachers should give some responsibilities to the students, so that the latter may get the feeling that their teachers have confidence in them and consequently their love for studies will increase.
3. The college teachers should consider the creative ideas, feelings, thought and emotions of the students so that they can be committed teachers.
4. The college teachers must study and understand the social structure, historical and geographical backgrounds, basic types of occupations, professional opportunities, political organizations, resources available, public health conditions and facilities available, which will help in establishing a better relationship with the community.
5. Best college teacher award may be given by the Government so that they will be interested in their profession.
6. College teachers must be a role model for the students.

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RELATIONSHIP BETWEEN CONCLUSION

Internet is the largest, most powerful Information and Communication Technology (ICT) tool in the world. Actually it is a network of networks all freely exchanging information. An excessive and unnecessary use of Internet causes Internet addiction. Mostly college students are severely addicted by the Internet and facing problems. Depression is a problematic behaviour of Internet addicted. Infact, the present study concluded that greater use of the Internet leads to higher levels of depression among college students. Hence Internet addiction and depression are closely related. This study suggests that 'Internet addiction' awareness programmes should be conducted in colleges to create awareness among the students. It can also be stated that colleges need to play a significant role in providing Counselling for Internet addicted students.

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