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PROFESSIONAL COMMITMENT IN RELATION TO GENDER AND CHANGE PRONENESS AMONG SECONDARY SCHOOL TEACHERS

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Abstract

The present research study was undertaken to investigate professional commitment of secondary school teachers and how it is influenced by gender and change proneness. Descriptive survey method was employed for the present investigation. Incidental sampling technique was used to select the sample of 1048 teachers from eight districts of Himachal Pradesh. Change proneness inventory by M. Mukhopadhyay (2012) and professional commitment scale for teachers by Kaur, Ranu and Brar (2012) were used to gather the data. The data were analyzed by descriptive statistics and two way analysis of variance. It was revealed that there existed no significant gender-wise difference in all five dimensions of professional commitment. The level of change proneness among secondary school teachers was found to be a positive and significant variable in influencing all five dimensions of professional commitment. Gender and level of change proneness interacted significantly with respect to professional commitment towards the learner as well as the society. However, there is no significant interaction with regard to commitment towards profession, to achieve excellence and commitment to basic human values. The educational implications have been discussed in the end of research paper.

Keywords: Professional commitment, Change proneness.

INTRODUCTION

Professional commitment has been linked to important outcomes such as improved work performance; reduced turnover intentions and greater satisfaction at both organizational and professional levels (Elias, 2006). Higher level of professional commitment is associated with positive behaviours that are beneficial to the organization. Individuals with high levels of professional commitment are less likely to engage in activities that are detrimental to an institution (Greenfield et. al. 2008). Professional commitment is the effective linkage of teacher competence and commitment with the accomplishment of teacher goals. NCTE (1998) conceptualized that, “Well-trained and effective teachers are those who are both competent as well as committed professional practitioners.” It elaborated the following five commitment areas of a teacher; (i) Commitment to the learner, (ii) Commitment to the society, (iii) Commitment to the profession. (iv) Commitment to achieve excellence and, (v) Commitment to basic human values.

Change proneness is state of acceptance of new and creative ideas, which might at times create criticism and failure or result at appreciation and success. It is a sense of satisfaction, commitment and success in the quest for new techniques, ideas and methods. The present scenario, if seen from any angle witnesses changes due to developments in the field of science and technology which also affects the society in general and the education in particular. It may further lead to improved commitment among teachers towards their profession. For improving the performance output of the teachers, they should be highly professionally committed. However, in the current fast changing socio-economic scenario where a large number of changes are taking place at a greater pace,

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every individual has to make adjustments to new changes in his personal and professional life. As a result of frequent changes and while making adjustments to the same, there is greater probability of arising conflicts among the teachers. Hence, it is of vital importance that teacher must have the tendency to accept the changes and imbibe them in their works. This tendency or inclination to accept new changes is referred to as change proneness. The teachers should be prone to changes and accept new and novel changes in their functioning with a strong sense of efficacy which will ultimately lead to higher professional commitment and performance output. A glance over the theoretical and research literature revealed that not much academic efforts have been made to study the impact of change proneness among teachers on their professional commitment.

REVIEW OF RESEARCH STUDIES

Smart (2003) showed that working conditions, gender, salary and qualification were the significant predictors of the professional commitment. Working conditions emerged as the most important predictor of professional commitment followed by gender, salary and qualification. Sharma (2008) revealed that the teachers of different age groups were equally committed. Toor (2016) concluded that elementary school teachers have significantly higher level of teacher commitment as compared to secondary school teachers. From triple order interaction (gender x locale x teaching level) effects, it was found that differences in commitment of elementary and secondary school teachers are conjoint dependent upon both independent variables of gender and location. Caliskan (2011) investigated the relationships between cognitive, emotional, and intentional readiness of teachers towards organizational change and their resilience traits. Kaur (2013) showed that principals did not differ in their change proneness whether the school is less effective or more effective. When mean scores of change proneness were compared, it was found that change proneness of more effective schools is more (mean = 46.24) as compared to the less effective school (mean = 43.79). Shukla (2013) revealed that there was a significant relationship between change proneness and teacher effectiveness of secondary school teachers. Padala (2014) found significant difference between the lecturers in their morale and change proneness in respect of variables i.e. marital status, dwelling background, qualification, experience, science and arts and qualification.

OBJECTIVES OF THE STUDY

1. To study gender-wise difference among secondary school teachers with regard to their professional commitment.
2. To study difference in professional commitment of secondary school teachers with respect to their level of change proneness.
3. To study the interaction between gender and level of change proneness with respect to professional commitment of secondary school teachers.

HYPOTHESES OF THE STUDY

1. Male and female secondary school teachers will not differ significantly in their professional commitment.
2. There will be significant difference in professional commitment of secondary school teachers with different level of change proneness.
3. Gender and level of change proneness will not interact significantly with respect to professional commitment of secondary school teachers.

METHODOLOGY

“Descriptive Method of Research” was used for carrying out present study.

Sampling

In the present investigation, a representative sample of 1048 teachers (514 Males and 534 Females) of secondary school teachers from Hamirpur, Shimla, Kullu, Una, Bilaspur, Mandi, Kangra and Lahaul-Spiti districts of Himachal Pradesh was selected by applying incidental sampling technique.

Research Tools Used

- Change Proneness Inventory M. Mukhopadhyay (2012).
- Professional Commitment Scale for Teachers by Kaur, Ranu and Brar (2012).

Analysis of Data

The data were analyzed with the help of descriptive statistics and two way analysis of variance.

MAIN FINDINGS

In order to study the main effects of gender and level of change proneness on professional commitment (dimension-wise) of secondary school teachers along with their interactional effect, analysis of variance (2x3 factor design involving two types of gender i.e. male and female and three levels of change proneness i.e. high, moderate and low) was applied on weighted mean professional commitment scores (separately for each dimension). The weighted mean professional commitment scores (dimension-wise) of male and female secondary school teachers with respect to their level of change proneness are given in table 1.

Table 1. Dimension-Wise Weighted Mean Professional Commitment Scores of Male and Female Secondary School Teachers with Different Level of Change Proneness

Dimension of Professional Commitment	Gender (A)	Level of Change Proneness (B)	Weighted Mean Scores for Dimensions of Professional Commitment			
			High Level	Moderate Level	Low Level	Total
Commitment to the Learner	Male (514)	Mean	37.19	37.63	35.18	36.92
		S.D.	6.582	4.516	6.192	5.752
	Female (534)	Mean	38.60	37.08	36.10	37.20
		S.D.	4.818	4.422	4.955	4.785
Commitment to the Society	Male (514)	Mean	36.18	36.68	34.95	36.11
		S.D.	5.374	4.307	4.703	4.821
	Female	Mean	36.50	35.81	35.73	35.98
		S.D.				

	(534)	S.D.	4.400	4.154	4.214	4.245
Commitment to the Profession	Male	Mean	33.31	32.86	30.70	32.53
	(514)	S.D.	5.632	4.386	5.231	5.124
	Female	Mean	33.68	33.22	31.15	32.72
	(534)	S.D.	4.725	3.779	4.157	4.294
Commitment to Achieve Excellence	Male	Mean	34.18	34.46	32.75	33.98
	(514)	S.D.	5.904	3.860	4.287	4.781
	Female	Mean	35.12	33.98	32.90	33.97
	(534)	S.D.	4.654	4.197	4.306	4.432
Commitment to Basic Human Values	Male	Mean	36.48	36.70	34.48	36.12
	(514)	S.D.	4.534	3.963	3.993	4.260
	Female	Mean	36.83	36.30	34.79	35.99
	(534)	S.D.	5.152	4.423	4.447	4.705

Afterwards, the statistical technique of two way analysis of variance was applied on scores obtained by male and female secondary school teachers (with respect to different level of change proneness) on all five dimensions of professional commitment. The results so obtained are given in table 2.

Table 2. Summary Table of Computed F-values (Two Way ANOVA) for Different Dimensions of Professional Commitment with respect to Gender and Change Proneness

Independent Variables	Computed F-Values for Five Dimensions of Professional Commitment				
	I	II	III	IV	V
Gender (A) (Main Effect)	3.261 ^{NS}	0.074 ^{NS}	1.778 ^{NS}	0.498 ^{NS}	0.091 ^{NS}
d_f for Gender & Table values of F	$d_f = 1,1042$				
	F- value at 0.05 level = 3.85				
	F- value at 0.01 level = 6.65				
Change Proneness (B) (Main Effect)	14.919**	4.402*	25.946**	12.822**	19.239**
d_f for Change	$d_f = 2,1042$				

Proneness & Table Values of F		F- value at 0.05 level = 3.00 F- value at 0.01 level= 4.61			
Interaction (AXB)	3.671*	3.270*	0.009 ^{NS}	2.261 ^{NS}	0.890 ^{NS}
d _f for Interaction & Table Values of F		d _f = 2,1042 F- value at 0.05 level = 3.00 F- value at 0.01 level = 4.61			

NS - Not Significant. * - Significant at 0.05 level. ** - Significant at 0.01 level.

It may be seen from Table 2 that all the F-values showing the main effect of gender with respect to each of the five dimensions of professional commitment were found to be less than the table value of F (3.85) even at 0.05 level of significance, for d_f 1/1042. Hence, it was inferred that male and female secondary school teachers did not differ significantly from each other on any of the five dimensions of professional commitment. In other words, male and female secondary school teachers were almost similar in terms of their commitment to learner, society, profession, achieve excellence for professional actions and basic human values.

Further, Table 2 depicts that all the F-values showing the main effect of change proneness with respect to each of the five dimensions of professional commitment were found to be significantly higher than the table value of F (4.61) at 0.01 level of significance (0.05 level in case of second dimension), for d_f 2/1042. Thus, it may be interpreted that change proneness significantly influenced commitment of secondary school teachers to learner, society, profession, attain excellence and basic human values. In order to find out significance of difference in weighted mean scores obtained on each of five dimensions of professional commitment by three groups of secondary school teachers with high, moderate and low level of change proneness in different combinations (considering two groups at a time), post-hoc analyses were employed. On applying these post-hoc analyses (Games-Howell Test for first four dimensions and Tukey-Kramer Test for fifth dimension of professional commitment), it was revealed that secondary school teachers with high and moderate level of change proneness were significantly more committed to learners, society, profession and to attain excellence in comparison to secondary school teachers with low change proneness level because the computed 'q'-values (studentized range statistic) were respectively higher than the critical values of 'q' (table value). However, there existed no significant difference among secondary school teachers possessing high and moderate level of change proneness in terms of their commitment to learner, society, profession and attain excellence. This may also be verified from the mean values for respective dimensions of professional commitment as given in Table 1. In case of fifth dimension of professional commitment i.e. commitment to basic human values, the results of Tukey-Kramer Test revealed that secondary school teachers with high and moderate level of change proneness were significantly more committed than teachers with low change proneness level. However, no significant difference in commitment towards basic human values was found between teachers possessing high and moderate level of change proneness.

With regard to interactional effect of gender and change proneness on different dimensions of professional commitment, it is evident from Table 3 that the two F-values showing combined influence of gender and change proneness on first and second dimensions viz. commitment to learner and society were significantly higher than the table value of F (3.00) at 0.05 level of significance, for

$d_f 2 / 1042$. Thus, it may be averred that gender and change proneness significantly influenced commitment of secondary school teachers towards learner and society in a combined manner. However, the interactional effect of gender and change proneness with respect to remaining three dimensions of professional commitment i.e. commitment to profession, attain excellence and basic human values was not significant as the respective computed F-values i.e. 0.009, 2.261 and 0.890 were less than the table value of F (3.00) even at 0.05 level of significance, for $d_f 2 / 1042$.

DISCUSSION OF FINDINGS AND IMPLICATIONS

The results of the present investigation showed that there existed no significant gender difference in all five dimensions of professional commitment viz. commitment to learner, society, profession, achieve excellence and commitment to basic human values. Secondary school teachers possessing different level of change proneness differed significantly from each other in terms of their commitment on its five dimensions. The secondary school teachers with high and moderate level of change proneness were found to be significantly more committed to learner, society, profession, attain excellence and basic human values as compared to teachers with low change proneness level. However, no significant difference was observed among secondary school teachers possessing high and moderate level of change proneness on all five dimensions of professional commitment. Gender and change proneness interacted significantly with respect to their commitment to learner and society. However, there existed no significant interaction between gender and change proneness with respect to commitment of secondary school teachers towards profession, attain excellence and basic human values. To enhance the professional commitment among secondary school teachers, various kinds of teacher training programmes, workshops, seminars, refresher courses and orientation programmes should be organized for teachers so that they can update their knowledge and teaching skills. The teachers should know about the new teaching techniques which can help them in teaching and making them more committed and confident. Professional competence and commitment both affects the performance level of the teachers. Hence, it is utmost essential to pay greater attention for providing the necessary resources for teachers. Enhancement of professional commitment mainly depends on the teacher' characteristics such as; knowledge base, sense of responsibility, the student' characteristics such as; opportunity to learn, time devoted to learning, the teaching factors such as; lesson structure and communication, the learning aspects such as; involvement and success and the classroom phenomena such as; class environment / climate and its organization/ management.

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