

**PROFESSIONAL COMMITMENT OF UNIVERSITY TEACHERS WITH  
REFERENCE TO GENDER**

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**Abstract**

The study aims to find and compare the professional commitment of university teachers working in Kashmir Valley. Professional Commitment Scale by Ravinder Kaur, Sarbjit, Kaur Ranu & Sarvjeet Kaur Brar (2011) was used for data collection which was subjected to statistical treatment by using mean, SD and t- test. The findings revealed that Professional Commitment between male and female university teachers reported to be higher as compared to female university teachers.

**Key Word:** Professional Commitment; University Teachers; Rural Urban; Gender.

## Introduction

Ever since the dawn of civilization, teachers have been considered as the architect's viz.-a-viz. the backbone of a nation. They are believed to play a vital role in the process of education. Competence and commitment of these personnel are deemed as essential postulates which influence the quality of Education (Panigrahi and Biswas, 2012). They are the largest professional groups engaged in human development activities. Their empowerment will enable them to perform multiple roles in society. Radha Krishnan has rightly said, he acts as a pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. The phenomenon of teachers' professional commitment has attracted research attention in different parts of the world because of its implications for teacher retention (Ingersoll et al., 1997; Yu & Leithwood, 2002; Kelchtermans, 2005; Mayer, 2006; Smethem, 2007; Troman, 2008). Some researchers suggest that novice teachers in the 21st century show less commitment in teaching (Mayer, 2006; Ha, et al., 2008) and in the West there is evidence that the attraction rate among the beginning

teachers is around 40% to 50% (Ingersoll & Smith, 2003). Research has also established that a host of studies has been carried out by a number of investigators. Attempts have been made to study the various aspects of teachers in relation to cognitive and numerical variables like intelligence, personality, educational achievement, availability, teaching skills, attitude, aptitude, (Mattoo, 1988; Ulfat, 2006; Adfar, 200H). Influences of teacher educators, age, socio-economic status and institutional status have been investigated by various researchers. The role of teacher demands the best qualities of dedication and commitment. A teacher has to play a variety of roles during the course of his career. He may act as instructor, motivator, examiner, guide and counselor, (Chooh, 2005). As is the teacher, so will be the nation. In fact, he is the topmost academic and professional personnel in educational pyramid. He can bring constructive, productive and quality education in society. Professional commitment of teachers in relation to responsibility, over-load, role ambiguity, locality and personality factors of teachers have also been the interest of researchers. In this regard, some of the studies compiled and conducted by researchers

have minutely analyzed the characteristics and qualities of teachers who make themselves the effective tools for changing the young minds of children towards better teaching learning strategies (Gage, 1963; Hamachek, 1969; Koul, 1972; Maheswari, 1976; Gupta, 1976; Sharma, 1978; Mishra, 1980; Singh, 1981; Bhagoliwal, 1985; Wangoo, 1986; Mattoo, 1987). Gajjar (2014) found that the post graduate teacher trainees differ in their perceptions regarding professional work commitment than the graduate teacher trainees. Alsiewi & Agil (2014) found that most of the job satisfaction variables had significant relationship with affective commitment among the primary school teachers. Kumar & Sushila (2013) found that positive correlation between the professional commitment and teachers' effectiveness of the teachers working in teacher training institutions was also reported. Malik & Rani (2013) found that a positive and significant relationship between the variables of professional commitment and attitude towards teaching in case of rural and urban, government & private, male and female. Vasudevan (2013) found that creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment positively and

significantly influenced the students' proficiency in English language. Shahab & Ali (2013) found that negative relation of job stress and job satisfaction was identified and in a similar vein job satisfaction studied having a moderating effect of professional commitment on burnout that weakens the highly negative relationship between job satisfaction and burnout. Thus the above studies are relevant and it gives conqueror the researcher to read the problem as:

### **Objectives of the Study**

To find and compare the professional commitment of university teachers on the basis of gender.

### **Hypotheses**

The following hypotheses were formulated for the present investigation:

1. There shall be a significant difference between the mean scores of university teachers in their professional commitment on the basis of gender.

### **Design of the Study: Sample:**

120 male and female Professors and Associate Professors within the age range of 40+. were selected by using random sampling technique.

Tools: Professional Commitment Scale (2011) by Ravinder Kaur, Sarbjit, Kaur Ranu & Sarvjeet Kaur Brar (2011) was used for data collection.

**Table 4.01 Showing the Significance of difference between the Mean scores University Teachers on Commitment to the Learner**

Gender	N	Mean	S. D	't'-Value
Male	90	37.14	4.16	3.10*
Female	30	34.53	3.98	

*\*Significant at 0.01 level*

A perusal of table 4.01 reveals the significance of difference between the mean scores of male and female university teachers on '*Commitment to the Learner*' of Professional Commitment. The mean scores in case of male group of university teachers is reported higher (M= 37.14) than female group of university teachers (M= 34.53). The obtained t-value came out to be 3.10 which is significant at 0.01 level of confidence. On the basis of the results, it can be inferred that male group of teachers help students in the development of their

outlook. They are observed in making their teaching as joyful experience and remain duty bound for all-round development of their students. Further, the findings reveal that male group of university teachers are reported to provide opportunities to their students for academic enrichment and growth as compared to the group of female university teachers.

**Table 4.02: Showing the Significance of difference between the Mean scores of University Teachers on Commitment to the Society.**

Gender	N	Mean	S.D	't'-
Male	90	37.49	3.96	2.89*
Female	30	35.23	3.7	

*\*Significant at 0.01 level*

Table 4.02 reveals the significance of difference between the mean scores of male and female university teachers on '*Commitment to the Society*' area of Professional Commitment scale. Hie mean scores in case of male group of university teachers is reported higher (M= 37.49) than their counterparts (M=35.23). The obtained 't' value came out to be 2.89 which is significant at 0.01 level of confidence. On the basis of the results it can be inferred that male university teachers believe that students can become

good citizens only when teachers are good and hardworking. They are reported to be sensitive towards the societal affairs. They do not believe in discriminating type of treatment of students on the bases of creed and colour.

**Table 4.03: Showing the Significance of difference between the Mean scores of University Teachers on commitment to the profession**

Gende	N	Mea	S.	't'-Value
Male	9	34.78	4.1	1.80*
Female	3	36.10	3.2	

*\*Not significant*

The table 4.03 shows the mean comparison of male and female university teachers on '*Commitment to the Profession*' area of Professional Commitment. The mean score in case of male university teachers is reported to be (M=34.78) and in case of female university teachers the mean score is reported to be (M=36.1). The calculated t-value came out to be 1.80 which failed to arrive at any level of significance. It can be inferred that both the groups of teachers heartily give priority to their professional work over other activities. Both the groups of teachers are not

reported to get upset when someone speaks ill of their teaching profession. The findings further reveal that male and female university teachers appear committed to their profession.

**Table 4.04: Showing the Significance of difference between the Mean scores of University Teachers on Commitment to Achieve Excellence.**

Gender	N	Mean	S.D	't'-Value
Male	90	35.61	3.84	0.05
Female	30	35.57	3.77	

*\*Not significant*

The results in table 4.04 reveal the mean differences between the male and female university teachers on *Commitment to Achieve Excellence* on Professional Commitment scale. The mean score of male university teachers is reported to be (M= 35.61) and those of female university teachers as (M= 35.57). The calculated t-value has failed to arrive at any level of significance (t = 0.05). It can be said that both the groups believe

that achieving excellence is like a journey that never ends. They regard teaching profession as supreme. They are reported to adjust their time properly for the furtherance of academic soundness. The results further reveal that both the groups of teachers are equally inclined towards continuous learning. Teaching has not been regarded as a boring profession by both the groups of teachers.

**Table 4.05: Showing the Significance of difference between the Mean scores of University Teachers on Commitment to Basic Human Values**

Gender	N	Mean	S. D	't'-Value
Male	90	36.0	3.69	0.09
Female	30	36.47	3.9	

The table 4.05 makes it clear that mean score of male and female university teachers on *Commitment to Basic Human Values* is (M=36.0) and (M=36.47) respectively. The calculated t-value was reported to be 0.09, which could not establish any mean difference. The results reveal that both the groups of (male and female) university teachers frankly express their views on value matters to an

equal extent. They do not seem to indulge in tuitions and other similar activities. They appreciate students for sticking to values. Strict observance of professional ethics has also been observed in both the groups of teachers. They are inclined to prove as the role models for their students. Maintenance of standards of honesty has been found to be associated with both the groups of university teachers under investigation.

**Table 4.06: Showing the Significance of difference between the Mean scores of University Teachers on Composite Score of Professional Commitment.**

Gender	N	Mean	S.D	't'-Value
Male	90	180.63	11.88	1.17
Female	30	177.9	10.7	

A perusal of Table 4.06 reveals the information on *Composite Score of Professional Commitment* between male and female university teachers. The mean score of incase of male university teachers is reported to be higher (M=180.63) as compared to female university teachers (M= 177.9). The obtained *i*-value has been found to be 1.17 which could not establish

any significant mean difference. It can be inferred that both groups of teachers are observed to be committed towards their profession to an equal extent. It can be said that both the groups of teachers under investigation seem to be with optimistic outlook towards the teaching profession. They try to inculcate the sense of good citizens among students. Their professional work seems always a priority to them. Besides, they are committed to work for the welfare of students and society.

**Conclusion: the study revealed the following conclusions:**

1. Male university teachers were found to be committed and duty bound towards the learner and the institution.
2. It has been concluded that male and female university teachers are different from each other on Commitment towards the society.
3. Both the groups of university teachers were observed in giving priority to their professional work over other activities. The results also revealed that both the groups seem to be fully committed to their profession even in difficult

situations.

4. Male and female teachers are reported to believe that achieving excellence is like a journey that never ends. They regarded teaching profession as supreme.
5. The results revealed that both the groups of university teachers (male and female) candidly express their views on value matters to an equal extent. They were observed to be as the role models for their students. Maintenance of standards of honesty has been found to be associated with both the groups of teachers under investigation.
6. Male as well as female university teachers have been found to be committed towards their profession to an equal extent and were seen to be with optimistic outlook towards their profession.
7. Both the groups of teachers were seen to be committed towards the learner. Rural and urban teachers were not noticed to discourage the students who are not active in their classrooms. Both the groups of teachers were observed to be duty bound for all round development of

the students to an equal extent.

### **Educational Implications**

The present study was conducted to assess the Professional Commitment of University Teachers with special reference to Gender and Rural/ urban Dichotomy. Some of its practical implication is pooled here to consider their importance. The findings of this investigation may be helpful in devising programmes for improving the Professional Commitment of University Teachers in the following ways.

2. The results of the study revealed that the highly committed university teachers should be identified and accordingly their promotional benefits are to be sorted out. This will enhance their desire to be on the job.
3. The highly committed university teachers should be encouraged by their authorities so that they may feel satisfied with their profession.
4. A hand book may be prepared for university teachers that may guide them in administering their institution effectively.
5. This study could be used by the central office personnel and the higher authorities to identify teachers

who experience problems in creating a healthy campus climate.

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