



## Professional Commitment of Secondary School Teachers in Tripura

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### Abstract:

*Professional commitment is recognized as a natural ingredient of teaching profession. It is closely connected to teacher's work performance, absenteeism, burnout and turn over as well as having an influence on student's achievement in and attitudes towards school. Professional commitment refers to a mind-set reflecting loyalty and willingness to give one's all to a particular person, principle or plan of action. This research paper compares the degree of professional commitment of secondary teachers in relation to their gender, educational qualification, management, teaching experience. Commitment is seen to be one of the most desirable attributes of a teacher. The commitment can be used in a variety of ways to describe a number of teachers' behaviour and attitudes beyond the dimensions of organizational commitment.*

**Keywords:** *Professional Commitment, Organizational Commitment, Attitudes.*

### Introduction:

Teaching is indeed a noble profession, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Only in case of teaching there is much more that is required to be accomplished than in case of other professions. There is a daily need for teachers to fully engage in their work with not only with their heads but also with their hearts. Indeed beauty, joy and fulfilment are in the teaching profession. Those who look to the profession as a career would need to nourish these perceptions in order to prevail over the negative aspects that surround the profession. Teaching is more than the presentation of facts; it includes the dedication of both heart and time. According to Rikard (1999), the quality of teaching is not only governed by the knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching. Teacher commitment has been identified as one of the most critical factors in the success of education (Huberman, 1993). A teacher to be called a professional should have both the behaviours in him or her-the ability to do and the will to do.

According to Louis (1998), Professional commitment is recognized as a natural ingredient of teaching profession. It is closely connected to teacher's work performance, absenteeism, burnout and turn over as well as having an important influence on students' achievement in and attitudes towards school. According to Nias (1996), it appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional commitment, teachers face the constant danger of burnt-out in an increasingly intensified work environment. Ebmeir and anicklaus (1999), Commitment is seen to be one of the more desirable attributes of a teacher. The commitment can be used in a variety of ways to describe a number of

teachers' behaviour and attitudes beyond the dimension of organizational commitment. However, since teacher's work is not limited to the classroom. The concept of professional commitment is needed to be considered in a broader context. Commitment is a part of teachers' affective or emotional reaction to their experience in school settings. Professional commitment means mobilising to the best of one's ability the knowledge and know-how of the individual and also calls for training to keep both up to date. It requires personal commitment and a willingness to take on these tasks assigned and to acquire needed knowledge. It implies the effective contribution of each person in caring particularly for the environment and for worker health and safety.

A teacher plays an important role in making the all-around development of a student. Teacher education system holds a key responsibility in the making of professionally qualified and committed teachers. Progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. But a teacher cannot perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally. So, like various other professions, teacher education has assumed special significance. Teacher education is not only meant for teaching the teacher, how to teach but also to kindle his initiative to keep it alive to minimize evils of the "Hit and Miss" process and to save time, energy, and money of the teachers and the taught. It would help the teacher to minimize his/her trouble and to discharge his/her responsibilities with efficiency and effectiveness. Teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being. NCTE (1998) has pointed out the teacher education programmes shall focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioural challenges in pupils under their charge. A sound programme for professional education of teachers is essential for the qualitative improvement of education. To improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place for this pious task of preparing future teachers. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. But teacher educators can play such type of role effectively only if their own education is better and imparted in a proper manner. Since the roll of teacher educators is of prime importance for effective implementation of teacher education curriculum, they need to be given suitable in service and orientation education.

### **Review of Related Literature:**

**Sood&Anand (2010)** studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. The data were gathered through 'Scale for Professional Commitment of Teacher Educators' from 135 teacher educators of 25 B. Ed. colleges of Himachal Pradesh. Study showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession.

**Mkumbo(2012)** carried a qualitative research on Teachers' Commitment to, and Experiences of, the Teaching Profession in Tanzania: Findings of Focus Group Research. Twenty-four groups were conducted, with group membership ranging from five to nine participants. The study revealed that the teachers' commitment to the teaching profession is devastatingly low, with the majority of teachers expressing that they did not choose the teaching profession as their choice, but were compelled by the easiness to get the job and lack of qualifications to join other professions of their liking and choice. Teachers highlighted poor working environment and poor government and community attitudes towards the teaching profession as the main de-motivating factors for the teaching profession.

**Arjunan&Balamurugan (2013)** studied about Professional commitment of teachers working in tribal area schools. The findings of the study show that, the maximum number of teachers have acquired “average” and “Low level” professional commitment. The male and female teachers have same level of professional commitment. The professional commitment of the school teachers is towards the welfare of students, welfare of society, human values and academic excellence.

**Butucha(2013)** studied Teachers’ Perceived Commitment as Measured by Age, Gender and School Type. The study revealed that the background variables—age, gender, and school type have significant but small effects on the perceptions of beginning secondary school teachers’ professional commitment in Ethiopia.

### **Rationale of the Study:**

In the professional updating of teachers, changes in the societal goals, educational structure, curriculum framework, transactional strategies, evaluation techniques and management processes play a significant role. New advances emerging on the educational horizon have to be addressed to and teachers made aware of the same as well. Teacher development is a complex process. Teachers update themselves by putting in various efforts of self-learning, peer learning and interactions with the community. Other alternatives to professional development are participation in recurrent programmes, extension activities and continuing education programmes.

Professional commitment is an absolute prerequisite for the professional and personal development of each person. It applies throughout the Group worldwide. It implies an acceptance of pluralism and other cultures and of people of all origins. It is expressed in a readiness to listen to others, to inform, to explain, and to engage in dialogue. It requires a rigorous adherence in all professional activities. It means that no individual may compromise the interests of the Group entrusted to that individual in favor of his or her own private interests – whether in dealing within the Group or in dealing on behalf of the Group with third parties, whatever local practices might be. Detailed rules of conduct may be adopted for certain categories of Group personnel where the nature of their responsibilities so require. Now a day there is a general feeling that the teachers do not have satisfaction in their jobs. There seems to be growing discontentment on the part of the teachers towards their job as a result of which standards of education are falling. It is a fact that the teachers are really dissatisfied in spite of the different plans and programme which have been implemented to improve their lot. The successful running of any educational system depends mainly upon the teachers, the pupil, the curriculum and the facilities. Of these, the teacher is the most important one and is the pivot on whom the entire educational structure rests. In order to strengthen the educational system, it is indispensable to bring quality in secondary education.

In view of the overhauling changes in educational system there has been a felt need of equipping the schools with substantially effective and professionally committed teachers having knowledge in all the components, resourcefulness, managerial abilities, personal characteristics and highly polite sociable interpersonal relations. It is high time to access professional committed teachers and recruit such personalities in the field of education in order to bring quality improvement in education. In this regard, the researcher will try to answer the following queries:

- Is there any difference in teachers’ professional commitment in relation to gender variation?
- Is there any difference in teachers’ professional commitment in relation to management variation?
- Is there any difference in teachers’ professional commitment in relation to educational qualification variation?

- Is there any difference in teachers' professional commitment in relation to teaching experience variation?

### **Statement of the Problem:**

Therefore, the problem is stated as "Professional Commitment of Secondary School teachers in Tripura".

### **Objectives of the Study:**

The objectives of the study are given below:

1. To study the professional commitment of secondary school teachers' component wise and totally.
2. To study the professional commitment of secondary school teachers in relation to gender variation.
3. To study the professional commitment of secondary school teachers in relation to management variation.
4. To study the professional commitment of secondary school teachers in relation to educational qualification variation.
5. To study the professional commitment of secondary school teachers in relation to teaching experience variation.

### **Hypothesis of the Study:**

**Ho<sub>1</sub>:** There is no significant difference in the professional commitment and job satisfaction of secondary school teachers in relation to gender variation.

**Ho<sub>2</sub>:** There is no significant difference in the professional commitment and job satisfaction of secondary school teachers in relation to management variation.

**Ho<sub>3</sub>:** There is no significant difference in the professional commitment and job satisfaction of secondary school teachers in relation to educational qualification variation.

**Ho<sub>4</sub>:** There is no significant difference in the professional commitment and job satisfaction of secondary school teachers in relation to teaching experience variation.

### **Methodology:**

**The Design:** It is a normative survey method of investigation which will employ to study the professional commitment and job satisfaction of secondary school teachers. It is an ex-post facto type as the current status of phenomenon what exists at the present has been considered.

**The Sample:** A sample comprises of 400 teachers from 20 secondary schools of Tripura were selected by simple random sampling procedure.

### **Analysis and Interpretation of Data:**

To measure the Professional Commitment of secondary school teachers in relation to educational qualification and teaching experience, tool developed by Kaur, Ranu and Brar (2011) will be used which consists of 45 items divided into 5 parts. Each part contains 9 items. Each item in the professional commitment scale has a response option on Likert 5points continuum viz strongly agree, agree, undecided, disagree and strongly disagree.

**Table 1. Summary of test of significance of differences between educational qualification variations of secondary school teachers on professional commitment**

Variation	Contrast	N	Mean	SD	SE <sub>D</sub>	df	t	Remarks
Educational qualification	Post Graduate	51	174.5	17.16	2.9	98	2.4	Significant
	Graduate	49	170.2	3.7				

**Table 2. Summary of test of significance of differences between management variations of secondary school teachers on professional commitment**

Variation	Contrast	N	Mean	SD	SE <sub>D</sub>	df	t	Remarks
Management	Private	50	178.1	13.57	2.03	98	3.4	Significant
	Government	50	171.1	11.0				

**Table 3. Summary of test of significance of differences between teaching experience variations of secondary school teachers on professional commitment**

Variation	Contrast	N	Mean	SD	SE <sub>D</sub>	df	t	Remarks
Teaching experience	Below 5years	52	186.07	18.12	3.59	98	4.32	Significant
	Above 5years	48	170.54	17.8				

**Findings of the study:**

- i) There is significant difference in the professional commitment of secondary school teachers in relation management variation.
- ii) There is significant difference in the professional commitment of secondary school teachers in relation to educational qualification variation.
- iii) There is significant difference in the professional commitment of secondary school teachers in relation to teaching experience variation.

**Conclusion:**

The current National Framework for Professional Standards for Teaching provides architecture within which generic, specialist and subject-area specific professional standards can be developed at National, and State and Territory levels. It provides an organising structure which establishes, at a national level, the agreed foundational elements and dimensions of effective teaching.

The Framework complements the National Goals for Schooling, providing an agenda for strategic action on teaching and learning policy at the national level. It provides an agreed language, utilising commonly understood terms and definitions, with which to discuss professional teaching practice at the national level. It will therefore facilitate more effective information sharing about professional teaching practice across jurisdictions and provide a source document for Commonwealth, State and Territory governments to draw upon for their own strategic purposes.

### **Recommendation:**

- i) Only trained teachers should be recruited for the teaching profession because they are especially trained to teach effectively.
- ii) Trained teacher attitude could be favourable because they learn most of the necessary skills which is primary for the teaching profession.
- iii) Trained teachers should be provided with free medical service and free quarters.
- iv) A state advisory board with statutory power should be constituted to frame sound requirement policy for selection of teacher
- v) In order to encourage teacher training there must be some relaxation for economically backward people.
- vi) Teacher trainees should get scholarship for the same course
- vii) Teacher should be provided with retirement benefits.
- viii) Better promotional values and incentives may be provided at all level to the teacher without prejudice.
- ix) Teaching as a profession in an emerging concept. Before it was not considered as a profession like law, engineering and medicine. But nowadays teacher education as a profession is an emerging concept for which well-planned educational programmes, reasonable amount of autonomy quality monitoring organizations, active participation of professional organization are necessary.
- x) Only those persons who have genuine interest in teaching profession should be selected for undergoing training. To exact it, interest inventing should be administered will appointing them.

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