
Does Marital Status Influence Professional Commitment of Secondary School Teachers?

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ABSTRACT:

The aim of this study was to study the Professional Commitment of Secondary School Teachers in relation to marital status. The sample of this study consisted of 713 Teachers randomly selected from 70 Secondary Schools of Lucknow. The data were collected by using the tool 'Professional Commitment Scale by Ravinder Kaur, Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar (2011). Data were analyzed using statistical techniques such as Mean, S.D. and t-test. An attempt was made to find out the significance of difference between mean scores of Professional Commitment of Secondary School Teachers with respect to Marital Status. Though in most of the areas of Professional Commitment unmarried teachers scored higher mean value but the significant difference was found only in one area that is Commitment to Attain Excellence.

KEY WORDS: *Professional Commitment, Secondary School, Teacher, Marital Status.*

INTRODUCTION:

John Adams, second U.S President has rightly said that 'A teacher affects eternity; he can never tell where his influence stops. Teaching profession indeed is a noble one and teachers are the largest professional group engaged in human development activities. A teacher, to be called a professional, should have both the behaviours in him/her – the ability to do (professional competence i.e., mastery over the subject matter and its efficient delivery), and the will to do (the professional commitment and integrity). Teacher Effectiveness and quality education cannot be ensured only on the basis of professional competencies and practical skills on the part of teachers unless it is backed by the will to perform well in class and that too in a consistent manner or regular basis which ultimately is dependent on the dedication and commitment of teachers. Teachers who are committed, have a belief that they can make a difference in the lives and achievements of their students through who they are (their identity), what they know (knowledge, strategies, skills) and how they teach (their beliefs, attitudes, personal and professional values expressed through their behaviour in day-to-day life.

As an agent of change, teachers have to bring a paradigm shift which is immediately required like – from teaching as a vocation to teaching as a profession, from teacher as a mere instructor to teacher as facilitator, from teacher as a communicator of information to teacher as a source of influencing the personality of the child, from adopting traditional modes of teaching-learning to adopting new techniques of teaching-learning, from an unattractive school environment to an environment which is appealing and vibrant, from a non performing institutional culture to a goal-oriented and healthy institutional climate. Teaching is no more simply an occupation aimed at making money for a

livelihood, but it is a social service for national development. To be able to perform this multidimensional role and to become more effective as teachers it is important that they remain dedicated and committed to the teaching profession. It is this commitment component that plays a decisive role in the effectiveness of a teacher. According to Walia (2003), a good and committed teacher is he/she who: is affectionate, kind and friendly, caring and sympathetic towards the learners, facilitates and supervises the all-round development of the learner, is a good listener and totally devoted, is dedicated and patient, is understanding and solves problem, is a life-long learner, is committed to the society and community and realises he/she is a role model. Commitment is a part of a teacher's affective or emotional reaction to their experience in a school setting and part of the process which determines the level of personal investment which teachers make to a particular institution or group of students (Ebmeier and Nicklaus, 1999). Teachers who are committed, act as trail – blazers in the lives of learners and in the process of education for development. Commitment is a part of affective domain which has not been emphasised upon as much as the cognitive domain.

OBJECTIVES:

1. To study the different areas of Professional Commitment of Secondary School Teachers in relation to marital status.
2. To study the Overall Professional Commitment of Secondary School Teachers in relation to marital status.

HYPOTHESES:

1. There is no significant difference in the different areas of Professional Commitment of Secondary School Teachers in relation to marital status.
2. There is no significant difference in the overall Professional Commitment of Secondary School Teachers in relation to marital status.

METHOD:

Statistical techniques such as Mean, Standard Deviation and t - test were employed to find out the significance of difference between the mean score of Professional Commitment of Married and Unmarried secondary school teachers. The sample of this study consisted of all the teachers numbering 713 teachers from the selected 70 Secondary Schools of Lucknow. 546 married and 167 unmarried teachers were selected for the study. Professional Commitment Scale by Ravinder Kaur, Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar (2011) was administered to collect the data.

ANALYSIS:

Discussion and Result:

Objective 1: To study the different areas of Professional Commitment of Secondary School Teachers in relation to marital status.

Hypothesis 1: There is no significant difference in the different areas of Professional Commitment of Secondary School Teachers in relation to marital status.

Table 1.1: Professional Commitment's area 'Commitment to Learner' in relation to married and unmarried teachers.

Areas of Commitment	Marital Status	No.	Mean	SD	SE _M	t	df	p
Commitment to Learner	Married	546	37.21	5.17	0.22	0.578	711	0.564
	Unmarried	167	37.47	4.71	0.36			

* Significance level .05 = 1.96

Observation of the above table 1.1 indicates that in the first area of Commitment, that is 'Commitment to Learner' though the unmarried teachers scored higher mean value (37.47) than the married teachers (37.21) but the difference is not significant at .05 significance level as the calculated 't' value 0.578 is less than the standard value (1.96) at .05 significance level.

Table 1.2: Professional Commitment's area 'Commitment to Society' in relation to married and unmarried teachers.

Areas of Commitment	Marital Status	No.	Mean	SD	SE _M	t	df	p
Commitment to Society	Married	546	36.76	4.31	0.18	1.198	711	0.231
	Unmarried	167	37.21	4.15	0.32			

* Significance level .05 = 1.96

A careful glance at the above table shows that in the second area of Commitment, that is 'Commitment to Society' though the unmarried teachers scored higher mean value (37.21) than the married teachers (36.76) but the difference is not significant at .05 significance level as the calculated 't' value 1.198 is less than the standard value (1.96) at .05 significance level.

Table 1.3: Professional Commitment's area 'Commitment to Profession' in relation to married and unmarried teachers.

Areas of Commitment	Marital Status	No.	Mean	SD	SE _M	t	df	p
Commitment to Profession	Married	546	33.29	4.90	0.21	0.547	711	0.585
	Unmarried	167	33.05	4.96	0.38			

* Significance level .05 = 1.96

A quick glance at the above table indicates that in the third area of Commitment, that is 'Commitment to Profession' married teachers scored higher mean value (33.29) than the unmarried teachers (33.05) but the difference is not significant at .05 significance level as the calculated 't' value 0.547 is less than the standard value (1.96) at .05 significance level.

Table 1.4: Professional Commitment's area 'Commitment to Attain Excellence' in relation to married and unmarried teachers.

Areas of Commitment	Marital Status	No.	Mean	SD	SE _M	t	df	p
Commitment to Attain Excellence	Married	546	34.76	4.59	0.20	2.558	711	0.011*
	Unmarried	167	35.76	3.80	0.29			

* Significance level .05 = 1.96

Perusal of the above table indicates that in the fourth area of Commitment, that is 'Commitment to Attain Excellence' unmarried teachers scored higher mean value (35.76) than the married teachers (34.76) and the difference is significant at .05 significance level as the calculated 't' value 2.558 is more than the standard value (1.96) at .05 significance level.

Table 1.5: Professional Commitment's area 'Commitment to Basic Human Values' in relation to married and unmarried teachers.

Areas of Commitment	Marital Status	No.	Mean	SD	SE _M	t	df	p
Commitment to Basic Human Values	Married	546	36.48	3.81	0.16	1.792	711	0.074
	Unmarried	167	35.89	3.63	0.28			

* Significance level .05 = 1.96

Careful observation of the above table shows that in the fifth area of Commitment, that is 'Commitment to Basic Human Values' married teachers scored higher mean value (36.48) than the unmarried teachers (35.89) but the difference is not significant at .05 significance level as the calculated 't' value 1.792 is less than the standard value (1.96) at .05 significance level.

Objective 2: To study the Overall Professional Commitment of Secondary School Teachers in relation to marital status.

Hypothesis 2: There is no significant difference in the overall Professional Commitment of Secondary School Teachers in relation to marital status.

Table 2: Overall Commitment in relation to married and unmarried teachers.

Areas of Commitment	Marital Status	No.	Mean	SD	SE _M	t	df	p
Overall Commitment	Married	546	178.51	17.72	0.76	0.574	711	0.566
	Unmarried	167	179.38	15.81	1.22			

* Significance level .05 = 1.96

Observation of the above table shows that in the 'Overall Commitment' unmarried teachers scored higher mean value (179.38) than the married teachers (178.51) but the difference is not significant at .05 significance level as the calculated 't' value 0.574 is less than the standard value (1.96) at .05 significance level.

CONCLUSION:

In two areas of Commitment i.e., 'Commitment to Profession' and 'Commitment to Basic Human Values' married teachers of secondary schools of Lucknow scored higher mean value than unmarried teachers but the difference is not significant.

On the other hand, in three areas 'Commitment to Learner', 'Commitment to Society', 'Commitment to Attain Excellence' and also in Overall Commitment unmarried teachers of Secondary Schools of Lucknow scored higher mean value than the married teachers but only in one area **Commitment to Attain Excellence** the difference was significant.

Therefore, we can say that Marital Status does not influence or contribute significantly in the prediction of Professional Commitment of Secondary School teachers.

This result is supported by Smart (2002) who studied professional commitment of Primary School Teachers in relation to working conditions and reported that marital status does not contribute significantly in the prediction of professional commitment.

The research study of Omer Nayci (2021) related to Examination of professional commitment levels of primary and secondary school teachers during Covid-19 pandemic period, also revealed that there was no significant difference in professional commitment of primary and secondary school teachers according to the school level, professional seniority, age and marital status.

Whereas the research study of Sood and Anand (2010) related to professional commitment among B. Ed teacher educators of Himachal Pradesh, revealed that unmarried teacher educators scored significantly high on professional commitment.

Rani, R, & Ahlawat, S. (2019) in their study related to Professional Commitment Among Secondary School Teachers, also mentioned that Significant difference was found between mean scores of Professional Commitment of Secondary School Teachers with respect to Gender, Marital Status etc.

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