

## **Demographical Differences in Professional Commitment among Secondary School Teachers of Bhutan**

By

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### **ABSTRACT**

*Study on professional commitment was conducted to explore the differences on the basis of gender, nature of services and qualification among secondary school teachers of Bhutan. Five dimensions were identified which measures the professional commitment of the teachers; commitment to learner, commitment to society, commitment to profession, commitment to attain excellence and commitment to basic human values, consisting of 45 items. The sample consist of 308 secondary school teachers with equal number of male and female (150 each) which was collected using convenient sampling technique. The researcher used the scale which was prepared by Sarbjit Kaur Ranu, Saryjeet Kaur Brar and Ravinder Kaur (2011). The study shows all three types of demographic variables support null hypothesis, that there is no significant differences in professional commitment in relation to gender, nature of service and teacher qualification. For the future researcher it will be worthy working on impact by the payment system, age factors and PD program which will yield better result as a contributor for professional commitment.*

**Key words:** *professional, commitment, gender, service, qualification profession. demography, secondary school, Bhutan.*

## **INTRODUCTION**

Professional Commitment to the teaching career signifies the high education quality of teachers. There is always an imperious prerequisite for devoted teachers in all the schools throughout the world. Among the gender, female teachers are found to outweigh the teaching profession due to their commitment in their profession (Khalsa, 2017). It is considered that lack of commitment is a serious impediment to the profession of teaching because personal commitment and work motivation of an individual teacher plays an energetic role in alteration of teachers in schools than the other profession. Personal commitment in reality is a totally different from one's expectations and dreams it provide strength to the teacher for transmuting individual into a powerful person. Motivated effort is the mark to which one psychological concept detects with one's trade and therefore, it is motivational orientation to one's profession. It means that one keen in his profession tend to participate actively in one's job and enjoy doing it. Professional requirement like academic qualification, subject content knowledge, pedagogy and teaching skill useful in teaching are important features that will determine teachers' capability and teaching efficiency, and radiate teacher without enthusiasm and commitment in teaching may not withstand in providing quality education (Manning & Patterson, 2005).

## **OBJECTIVES**

1. To discover the type of professional commitment perceived by secondary school teachers.
2. To investigate the differences in teachers commitment towards profession with respect to the gender, service nature and qualification.

## **HYPOTHESIS**

1. There exists no significant difference in professional commitment among male and female secondary school teachers.
2. There exists no significant difference among professional commitment of regular and contract teachers.
3. There exists no significant difference among professional commitment of teachers with differences in type of qualification.

## **METHODS**

To test the hypothesis and theoretical model of the research, researcher used descriptive methods.

## **SAMPLE**

In the present study, researcher used 308 teachers for the sample which were taken from various secondary schools of Bhutan. A convenient sampling technique was use in order to collect data for the study with equal number of male and female.

## **MEASURE**

The major variable used for the study was professional commitment contrasting with demographic differences among secondary school teachers of Bhutan. The professional commitment scale was prepared by Sarbjit Kaur Ranu, Sarvjeet Kaur Brar and Ravinder Kaur (2011) to investigate the professional commitment of the teachers comprising of five dimensions: commitment to learner, commitment to society, commitment to profession, commitment to attain excellence and commitment basic human values, consisting of 45 items.

## **ANALYSIS**

### **1. Result pertaining to professional commitment with respect to gender among secondary school teachers.**

This section deals with the difference in the Professional commitment between male and female secondary school teachers of Bhutan. In order to explore the differences between teachers

of secondary school in respect to professional commitment the data was placed to statistical analysis and the result obtained in output window were organized in the table 1.1 showing the comparison of various statistical data among secondary school teachers in professional commitment with gender differences.

**Table 1.1: Gender wise differences in professional commitment**

Dimension	Gender	N	Means	S.D	Df	t-value	p-val	Remarks
Commitment to Learners	Female	154	36.182	4.85	306	1.170	0.243	Insignificant
	Male	154	34.539	4.79				
Commitment to Society	Female	154	34.357	4.76	306	0.595	0.553	Insignificant
	Male	154	34.039	4.63				
Commitment to Profession	Female	154	29.870	4.33	306	1.459	0.146	Insignificant
	Male	154	29.143	4.42				
Commitment to Achieve Excellence	Female	154	32.221	4.73	306	0.181	0.857	Insignificant
	Male	154	32.123	4.72				
Commitment to Basic Human Values	Female	154	34.013	3.31	306	0.066	0.948	Insignificant
	Male	154	33.987	3.61				
<b>Professional commitment</b>	Male	154	163.83	15.83	306	0.74	0.31	Insignificant
	Female	154	165.64	15.68				

$P < 0.05 \neq H_0$        $P \geq 0.05 = H_0$

The table 1.1 displays the differences between mean score of male and female secondary school teachers in relation to professional commitment. Female teacher shows slight higher difference in professional commitment (mean = 165.64, SD = 15.68) in comparison to male teachers (mean =163.83, SD = 15.83). The test for equality on the mean shows no significant differences in professional commitment with male and female teachers (p = 0.31, t value = 0.74).

Thus the hypothesis of there exist no differences in professional commitment in respect to gender is not rejected ( $p$  value  $0.31 > 0.05$ ). The hypothesis is accepted considering that there is no significant differences in professional commitment between male and female teachers.

**2. Result pertaining to difference in Professional Commitment with respect to nature of services.**

This section deals with the change in the professional commitment between contract and regular school teacher of Bhutan. To make a contrast between nature of services in respect with commitment in profession the data was subjected to statistical analysis and the result obtained in output window were organized in the table 2.1 showing the various statistical data of teachers nature of service in the level of professional commitment with respect to nature of service.

**Table 2.1: Differences in academic optimism with respect to nature of service**

Dimension	Nature of service	N	Means	S.D	Df	t- value	P value	Remarks
Commitment to learner	Regular	270	34.81	4.84	306	0.48	0.63	Insignificant
	Contract	38	35.21	4.73				
Community to society	Regular	270	34.10	4.72	306	0.98	0.33	Insignificant
	Contract	38	34.89	4.45				
Commitment to profession	Regular	270	29.31	4.30	306	-2.02	0.045	Significant
	Contract	38	30.84	4.81				
Commitment to Achieve Excellence	Regular	270	32.08	4.62	306	-0.90	0.37	Insignnificant
	Contract	38	32.82	5.40				
Commitment to Basic Human Values	Regular	270	33.99	3.50	306	-0.10	0.92	Insignificant
	Contract	37	34.05	3.19				
<b>Professional</b>	Regular	270	164.30	15.65				

<b>Commitment</b>					306	-1.29	0.20	Insignifica nt
	Contract	38	167.82	16.39				

$P < 0.05 \neq H_0$        $P \geq 0.05 = H_0$

The table 2.1 shows the differences between mean score of nature of services in secondary school teachers in relation to professional commitment. Here the contract school teacher shows slight higher mean on professional commitment (mean = 167.82, SD = 16.39) in comparison to regular teachers (mean = 164.30, SD = 15.65). The test for equality on the mean shows no significant differences in professional commitment between two types of teachers (p = 0.20, t value = 1.29). Thus the hypothesis of there exist no differences in academic emphasis in respect to nature of teaching profession is not rejected (p value 0.20 > 0.05). The hypothesis is not rejected considering that there is negative significant differences in professional commitment and between two types of teachers.

The reason for the current finding can be that professional commitment is not influenced by the teacher nature of service. Further there can be other factors influencing it. Commitment to profession by contract teacher disclosed higher than the regular teacher which are taken as good practices of including contract teachers in the system. The regular teacher are confined to their services and no extra initiatives are taken beside their responsible work thus there exist differences in professional commitment.

**3. Result pertaining to difference in professional commitment with respect to teacher’s qualification using one-way ANOVA.**

This section deals with the difference in the professional commitment with respect to qualification of teachers in secondary school of Bhutan. In order to explore out the differences with respect to qualification of teachers in professional commitment the data was subjected to statistical analysis of one-way ANAOVA and the result obtained in output window were organized in the table 3.1 showing the various statistical data of qualification difference of school teachers in the level of professional commitment.

**Table 3.1: One-way ANOVA for professional commitment with respect to teachers qualification.**

<b>Dimension</b>	<b>SOV</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F-value</b>	<b>p-value</b>
Commitment to Learners	Between group	111.455	3	37.152	1.605	0.188
	Within group	7035.541	304	23.143		
	Total	7146.997	307			
Commitment to Society	Between group	8.453	3	2.818	0.127	0.944
	Within group	6748.465	304	22.199		
	Total	6756.919	307			
Commitment to Profession	Between group	48.698	3	16.563	0.861	0.462
	Within group	5847.298	304	19.235		
	Total	5896.987	307			
Commitment to Achieve Excellence	Between group	17.852	3	5.951	0.268	0.851
	Within group	6830.028	304	22.467		
	Total	6847.880	307			
Commitment to Basic Human Values	Between group	123.141	3	41.047	3.522	0.015<0.05
	Within group	3542.859	304	11.654		
	Total	3666.000	307			
<b>Professional Commitment</b>	Between group	758.559	3	252.853	1.019	0.385
	Within group	75441.139	304	248.162		
	Total	76199.698	307			

$P < 0.05 \neq H_0$        $P \geq 0.05 = H_0$

The table 3.1 shows that the p-value of 0.39 between mean score of teachers professional commitment in relation to professional qualification. The p value = 0.39 > 0.05 which is stastically significant at both the level of confidence. The stated hypothesis of there exist no significant differences in teacher professional qualification with respect to organizational commitment is not rejected or in other words we do accept the hypotheses and do consider there

is no significant difference between teacher professional commitment with the professional qualification.

The table which shows differences in different teachers with respect to qualification on dimensions of commitment to basic human values reveals significant differences. The p-value for different qualification with reference to commitment to basic human values came out 0.02 which is compared with the table value at 0.05 ( $0.02 < 0.05$ ). Hence it shows that the teachers with different qualification have differences in commitment to basic human values. The null hypotheses of there exist no significant difference of teachers qualification with commitment to basic human values is rejected and favor the alternative hypothesis. Therefore to further find out the difference between the average scores of teacher with different qualification and commitment to basic human value, post hoc test was applied pair wise on all the four types of qualification. The result of the post hoc test have been summarized in table 3.2

**Table 3.2: Post hoc test showing significant differences between mean and p-value of commitment to basic human values with respect to qualification types.**

Tukey HSD

Dimension	(I) Qualification type	(J) Qualification type	Mean Difference (I-J)	Std. Error	Sig.
Commitment to Basic Human Values	M.Ed	B.Ed	2.4301 <sup>*</sup>	.7990	.014
		PGDE	1.8667	.8814	.150
		PTC	1.4158	1.0937	.567
	B.Ed	M.Ed	-2.4301 <sup>*</sup>	.7990	.014
		PGDE	-.5635	.5000	.673
		PTC	-1.0144	.8180	.602
	PGDE	M.Ed	-1.8667	.8814	.150
		B.Ed	.5635	.5000	.673
		PTC	-.4509	.8987	.959
	PTC	M.Ed	-1.4158	1.0937	.567
		B.Ed	1.0144	.8180	.602
		PGDE	.4509	.8987	.959

$$P < 0.05 \neq H_0 \quad P \geq 0.05 = H_0$$

Table 3.1 shows the teachers commitment to basic human values with respect to B.Ed and M.Ed qualification was estimated as 0.014 and is statistically significant at 0.05 level of

confidence ( $p=0.014 < 0.05$ ). Therefore, it can be said that there exist significant difference between M.Ed and B.Ed teachers with respect to commitment to basic human values.

## **DISCUSSION**

The mean result compares the differences between male and female on various dimension of the commitment in profession discloses in significant between gender differences. In the t-test scores the p-value at 0.05 showing the acceptance of the null hypothesis indicates that there is no significance difference between male and female with respect to professional commitment. Both the genders do consider need and interest of the students as the outmost priority which as the result show higher score in professional commitment. So the commitment to the profession is equally considered as an important professional ethic and remains committed by both the gender. The study results disclose the non-significant differences in professional commitment by both the regular and contract teachers. The null hypothesis of there exist no significant differences between regular and contract teachers in commitment to the profession is accepted with (p value of  $0.20 > 0.05$ ). It is an indication all the schools are equipped with equal numbers of committed teachers. The difference in their nature of service doesn't play any role in their commitment to their profession. All remain loyal to the service which as a result influences the attitude of other new teachers.

The result pertaining to ANOVA statistically analyzed shows the teachers commitment to basic human values with respect to B.Ed with M.Ed qualification shows 0.014 ( $p=0.014 < 0.05$ ). It signifies that the result of the study do reject the null hypothesis and understand that there do show significant difference amongst M.Ed and B.Ed qualification teachers in respect to commitment to basic human values. But as a whole in professional commitment the result do favor the null hypothesis with the p value =  $0.39 > 0.05$  which shows there exist no significant differences in relation to four types of teacher qualification in the commitment to the profession.

## **CONCLUSION**

The study was conducted on three types of demographic dimensions comparison made on professional commitment using different statistical tools like t-test and ANOVA. Three demographic dimensions; gender, nature of service and qualification were used to find out

relation with the professional commitment of the teachers serving in secondary schools of Bhutan. While comparing as a whole it was found out that there exist no significance differences with all the demographic classification. The null hypothesis in all the measures were accepted by having higher calculated value  $>0.05$ . About 300 teachers were taken as sample for the study and all shows no differences in contributing towards professional commitment. Only in case of qualification there shows some differences amongst M.Ed and B.Ed qualified teachers.

The teachers of Bhutan shows no differences in work attitude and commitment to profession and all the genders work in hand to achieve the common goal which as a result credit towards professional commitment. The gender difference, nature of the service and different qualification of the teachers don't contribute anything to the commitment of the profession. Thus, it is recommendation for the other researcher to work on other dimension such as payment, incentives, and age factors affecting the professional commitment of teachers.

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