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Developing a Tool to Measure Professional Commitment towards Teaching Scale

S. Srinivasan^{1*} and V. Ambedkar²

1, Dept. of Education. Annamalai University, Tamil Nadu, India.

2. Dept. of Education. Education Wing-DDE , Annamalai University. Tamil Nadu,India

*Corresponding author: S. Srinivasan

Abstract

The aim of the present study is to develop a tool to measure the Professional Commitment towards Teaching. So the researcher with the assistance of his guide prepared a questionnaire to measure the Professional Commitment towards Teaching. The tool is constructed in aiming the professional commitment of teachers who work for the Higher Secondary Schools in Salem and Krishnagiri Districts in Tamil Nadu respectively. Since the psychological aspect of any profession is commitment towards profession. Now days teaching profession become more conversed amongst the learned crowd and professionals in the same. Hence the researcher aimed in constructing a tool to measure the Professional Commitment towards Teaching.

Keywords: Professional Commitment, Commitment towards Teaching, Higher Secondary School Teachers

Introduction

Teachers form nucleus of any system of education. It is also a truism that no system of education can rise above the levels of its teachers. If education is the fundamental institution for any society, the teachers are central to any school, college or institute. No program of educational reforms can be implemented without the willing and active cooperation of teachers. The impact of teachers on the upcoming generation, i.e., their students, is very subtle and long-lasting. It is, therefore, necessary that they should feel committed, contented and devoted to their noble profession. But what appears today is just the opposite of the ideal situation. The educational environment is infested with viruses of all kinds and totally polluted with various infiltrations. Positive professional behavior of a teacher is attributed to the positive attitudes, job satisfaction or in terms of good teacher or effective teacher qualities. These attributes have been found related to the quality of teaching, better class results, better understanding of subject matter in the students and the integrated development of affective, cognitive and psychomotor qualities of a students' personality. The question arises whether positive attitude and affective skills are sufficient condition for these outcomes of the teaching-learning process or whether something more is needed for the operation of these attitudes and skills among the teachers? Are these attitudes sufficient in enabling a teacher to sustain rough weather in life experiences? There may be some doubt. A more plausible condition for dependability of appropriate teacher behavior in teacher therefore, was thought to be his commitment to his profession. It is assumed that commitment to the teaching helps in the translating of these positive attitudes and skill effectively into action. Hence the researcher is committed to indulge himself in the area above mentioned and aimed in preparing a tool to measure the professional commitment of teachers working in the higher secondary schools.

Objectives

The main objective is to construct a tool to measure the professional commitment of teachers working in the higher secondary schools.

Methodology

Prior to the construction of the tool entitled “Professional Commitment of Teachers, the researcher reviewed foreign and Indian research studies, conversed with the field experts, gone through books relevant in the field of teacher education, teaching profession, school education and referred national and international journal’s articles and research papers. After analyzing and gaining some extent of knowledge regarding in teaching profession and professional commitment. The researcher with the help of guide initially constructed the dimensions which cover the topic that is ‘Interest in Teaching’. The dimensions are namely i) Commitment to the profession, ii) Commitment to the learner, iii) Commitment to attain excellence, iv) Commitment to the society, v) Commitment to human values. All the five dimensions are with twelve statements posing to obtain the level of Commitment in various ways and measure the tool finally reached 60 statements. The questionnaire was a Likert three point scale and adjectives of measuring Commitment are “Always”, ”Sometimes” and “Never”. The statements can be given a score of 3 for Always, 2 for Sometimes and 1 for Never. After completing the tool the researcher distributed questionnaires to some 350 sample of teachers working for higher secondary school and received only 300 questionnaires duly field all fields and prerequisites. According to the scoring procedure above explained the questionnaires were arranged from the highest to the lowest and 27% from the highest and 27% from the lowest scored groups were taken for the final consideration of statistical treatment

The researcher used the following statistical procedure to finalizing the tool.

- i) ‘t’ test
- ii) Kolmogorov Smirnov test
- iii) Cronbach alpha test

Reliability: Reliability of the tool was established by statistically treating the data with the split half technique. The reliability of the tool was found to be 0.84.

Validity: Validity refers to how well a test measures what it is purported to measure. The tool has construct validity since it is used to ensure that the measure is actually measure what it is intended to measure and not the other variables. Using a panel of “experts” familiar with the construct validity is a way in which this type of validity can be assessed. The experts can examine the items and decide what that specific item is intended to measure. The validity of the tool was found to be 0.91.

Results

The findings are presented in Table 1.

Conclusion

The tool aims to measure the professional commitment of teachers serving in higher secondary schools will be very much useful for the present scenario where all facets of education are now getting criticized for the sake of quality in all its spheres. Quality can also be achieved by committed teachers. So the researcher hopes that this tool measures the professional commitment of teachers to a certain considerable extent and will be useful for the teaching community in particular as well as for the educational planners and administrators.

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TABLE

Table 1 : Professional Commitment towards Teaching					
Item No	Raw score	t' Test Score	Cronbach Alpha Value	Kolmogrov Smirnov value	Result
1	328	1.722	.438	0.092	
2	345	2.742	.813	1.743	Selected
3	337	3.844	.803	1.641	Selected
4	295	13.55	.642	1.323	Selected
5	349	5.560	.728	1.466	Selected
6	195	-0.187	.528	0.762	
7	341	5.179	.844	1.843	Selected
8	192	1.537	.482	0.831	
9	175	1.064	.405	0.678	
10	184	3.153	.682	1.258	Selected
11	182	1.185	.429	0.649	
12	348	5.647	.609	1.374	Selected
13	280	14.72	.946	2.543	Selected
14	336	5.712	.749	1.468	Selected
15	342	5.468	.822	1.541	Selected
16	347	5.155	.842	1.642	Selected
17	295	16.14	.958	2.684	Selected
18	353	4.766	.646	1.321	Selected
19	274	17.76	.967	2.712	Selected
20	175	-0.235	.634	1.545	
21	182	0.788	.338	0.464	
22	262	15.23	.843	2.344	Selected
23	278	14.02	.832	2.239	Selected
24	362	3.733	.611	1.675	Selected
25	171	0.784	.521	1.182	
26	351	6.118	.597	1.453	Selected
27	281	14.82	.724	1.988	Selected
28	284	15.40	.836	2.122	Selected
29	189	1.907	.524	1.032	
30	164	-1.423	.344	1.232	

31	342	5.595	.503	1.450	Selected
32	323	7.143	.582	1.538	Selected
33	331	5.715	.533	1.423	Selected
34	331	4.895	.546	1.467	Selected
35	321	5.761	.502	1.416	Selected
36	335	5.900	.642	1.632	Selected
37	173	-1.421	.501	0.074	
38	284	16.80	.946	2.232	Selected
39	287	16.25	.843	1.932	Selected
40	183	-0.606	.582	0.091	
41	300	6.775	.664	1.485	Selected
42	299	9.549	.788	1.729	Selected
43	176	1.384	.482	0.045	
44	316	5.864	.583	1.392	Selected
45	299	5.170	.607	1.843	Selected
46	176	3.318	.592	1.426	Selected
47	177	2.720	.531	1.116	Selected
48	291	5.523	.572	1.366	Selected
49	279	-0.100	.432	0.098	
50	189	1.007	.476	0.092	
51	223	3.733	.582	1.213	Selected
52	189	2.466	.643	1.340	Selected
53	189	1.226	.438	1.123	
54	192	2.272	.614	1.279	Selected
55	196	0.319	.432	0.085	
56	208	-1.622	.498	0.079	
57	227	-2.348	.604	1.321	Selected
58	231	-1.754	.482	0.092	
59	254	-3.441	.591	1.343	Selected
60	227	-0.599	.483	0.082	