

Professional Commitment of Secondary School Teachers in Relation to Their Vocational Maturity

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Abstract: The present study was aimed at exploring the relationship between professional commitment and vocational maturity of secondary school teachers. The investigator resorted to adopt descriptive survey method by taking sample of 200 secondary school teachers of Jalandhar City of Punjab with the application of stratified random sampling. Standardized tools (Professional Commitment Scale for Teachers by Ravinder kaur, Sarbjit kaur and Saravjeet Kaur Brar (2011) and Vocational Maturity Battery for Teachers by Meena Budhisagar Rathod and Madhulika Verma (2010) were used for data collection. Results revealed significant differences in the professional commitment between male and female secondary school teachers. Female teachers were found more professionally committed as compared to male teachers. Regarding Vocational Maturity, no significant difference was found between male and female teachers. A positive correlation was found between professional commitment and vocational maturity.

Keywords: Professional Commitment, Vocational Maturity, Secondary School Teachers, Teacher Career Development

1. Introduction

Teacher plays a pivotal role in building up the character of next generation thus it becomes imperative on the part of education system to possess quality teachers. The need of the hour is to have professionally committed and talented teachers. Teaching is demanding profession and to sustain the energy and enthusiasm for the work, teachers need to maintain their personal commitment to job (Day,2000). Sharma (2000) found in his study that job satisfaction and professional commitment of teacher educators are positively correlated. Apart from this, it is also seen that healthy school environment enhances commitment among teachers. Kohli (2005) found moderate professional commitment among teacher educators in Punjab.

Vocational maturity indicates the positive, perfect and elaborated feelings, thoughts or attitude of an individual towards competencies required for the job. Many studies indicated that vocational interest influence career maturity of an individual as seen in the researches conducted by Popa and Butnaru (2008). These studies found positive relationship between individuals' vocational interest and attribution. Rama (2000) and Mehta, Bajaj and Kumar (2006) found significant relationship between vocational maturity and vocational interest.

2. Significance of the Problem

For obtaining success in any profession, commitment towards the same is required and this commitment is affected by many factors like interest, personality differentials and organizational climate etc. The future of nation lies in the hands of teacher, so there is an urgent requirement on the part of teachers to exhibit commitment towards their profession. A committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. A good understanding of career maturity and its correlates may assist in enhancing the strategies' of fostering career development. Vocational maturity emphasizes the importance of both affective and cognitive skills as enabling factors that assist individuals to make realistic decisions.

Professional commitment is the prime determinant of vocational maturity. Vocational maturity is also a dominant factor which plays pivotal role in the development of an individual's commitment towards particular profession. Similarly, the present study was an endeavor to explore the relationship between professional commitment and vocational maturity of secondary school teachers.

Objectives

- 1) To find out the difference in the professional commitment of male and female secondary school teachers.
- 2) To find out the difference in the vocational maturity of male and female secondary school teachers.
- 3) To explore the relationship between professional commitment and vocational maturity of secondary school teachers.

Hypotheses

- 1) There exists no significant difference in the professional commitment of male and female secondary school teachers.
- 2) There exists no significant difference in the vocational maturity of male and female secondary school teachers.
- 3) There exists no significant relationship between professional commitment and vocational maturity of secondary school teachers.

Sample

Stratified Random sampling technique was employed for the sample selection. The data was collected from 200 secondary school teachers of 16 schools of Jalandhar City. Out of 200 teachers, 100 were male and remaining 100 were females.

Tools

In the present study following tools were used by the investigator.

- 1) Professional Commitment Scale for Teachers by Ravinder kaur, Sarbjit kaur and Saravjeet Kaur Brar (2011)
- 2) Vocational Maturity Battery for Teachers by Meena Budhisagar Rathod and Madhulika Verma (2010)

3. Results and Discussion

Hypothesis 1

There exists no significant difference in the Professional Commitment of Male and Female Secondary School Teachers.

Table 1.1: Showing Mean, SD and t- value of Professional Commitment among Male and Female Secondary School Teachers

Category	N	Mean	SD	t-value
Male	100	157.44	21.61	4.00
Female	100	168.60	17.6	P> 0.05

Significant at 0.05 level

Interpretation

Mean scores of professional commitment among secondary school teachers turned out to be 157.44 whereas for female secondary school teachers it is 168.60. The value of SD of professional commitment among secondary school teachers came out as 21.61 for males and 17.6 for females. The t-value for the gender difference in the professional commitment came out to be 4.00 which is greater than the t-critical which is 1.97. at 0.05 level and 2.60 at 0.01 level of significance. Hence the hypothesis that there exists no significant difference in the professional commitment of male and female secondary school teachers is not accepted. Mean value shows that female secondary school teachers are more professionally committed as compared to male secondary school teachers.

Hypothesis 2

There exists no significant difference in the Vocational Maturity of male and female secondary school teachers.

Table 1.2: Showing Mean, SD and t- value of Vocational Maturity of male and female secondary school teachers.

Category	N	Mean	SD	t-value
Male	100	136.46	25.52	0.80
Female	100	139.16	21.58	P<0.05

Insignificant at 0.05 level

Interpretation

Mean value of male secondary school teachers for their vocational maturity turned out to be 136.46 whereas for female secondary school teachers it is 139.16. The SD value of male secondary school teachers came out as 25.52 and for female secondary school teachers, it was found to be 21.58. The t-value for the gender difference in vocational maturity of secondary school teachers came out to be 0.80 which is lesser than the t-critical i.e. 1.97 at 0.05 level and 2.60 at 0.01 level of significance. Hence the hypothesis that there exists no significant difference in the vocational maturity of male and female secondary school teachers is accepted. Meaning thereby that gender does not play significant role in determining vocational maturity of secondary school teachers.

Hypothesis 3

There exists no significant relationship between professional commitment and vocational maturity of secondary school teachers

Table 1.3: Showing Coefficient of Correlation between Professional Commitment and Vocational Maturity of secondary school teachers

Variables	N	Df	Coefficient of Correlation	Remarks
Professional Commitment	200	198	0.56	Significant P>0.05
Vocational Maturity	200			

*Significant

Interpretation

Table 1.3 displayed the relationship between professional commitment and vocational maturity. Spearman's coefficient value for professional commitment and vocational maturity of secondary school teachers came out to be 0.56 whereas the table value at 198 df came out to be 0.138 and 0.181 at 0.05 and 0.01 level of significance. It states that there exists a statistically significant relationship between professional commitment and vocational maturity. Therefore, the hypothesis that there exists no significant relationship between professional commitment and vocational maturity of secondary school teachers is not accepted. The correlation value further helps to delineate that there exists positive moderate correlation between professional commitment and vocational maturity meaning thereby that higher the professional commitment, higher will be vocational maturity and vice a versa.

4. Conclusion

On the basis of the results obtained the following conclusions were drawn.

- 1) There exists significant difference between male and female secondary school teachers with regard to their professional commitment. Female teachers were found more professionally committed as compared to male secondary school teachers.
- 2) There exists no significant difference in vocational maturity of male and female secondary school teachers.
- 3) There exists a significant positive moderate correlation between professional commitment and vocational maturity of male and female secondary school teachers.

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