

Professional Commitment And Locus Of Control: A Study Of Secondary School Teachers

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ABSTRACT

The present study is an attempt made by the investigators to study the professional commitment and locus of control of secondary school teachers. It is a descriptive study in nature. A survey method was used. The investigators have taken a sample of 200 (100 male and 100 female) secondary school teachers working in 20 private secondary schools in Delhi by using a simple random technique. For collection data, the Professional Commitment Scale for Teachers standardized by Ravinder Kaur, Sarbjit Kaur Ranu, Sarvjeet Kaur Brar (PCST- KRB) and Teacher's Locus of Control Scale (TLOCS-GMNI) standardized by Madhu Gupta and Indu Nain were used. The result of the study showed that there exists a significant difference between professional commitment and locus of control of secondary school teachers.

Keywords: Professional Commitment, Locus of control, Secondary school teachers.

I. INTRODUCTION

It is considered that teachers are the backbone of any country. The teacher's task includes transferring knowledge, conveying life skills, expertise and inculcation values. A teacher plays an essential role in the overall development of a student. If we retrospect on the past, we find that countries that invested in education and gave importance to it are in a better position now in the field of philosophy, technology and methodology (Yunus, 2017). Infact, if a nation has people of suitable disposition and capabilities as teachers, only then can it have citizens of broad vision, dedication and leadership. It is also proven that an incompetent teacher can harm the student and the nation. The future of the country is shaped in the classroom. The teacher is instrumental in bringing social change, initiating a path of progress and development to the nation and extending help to maintain the human aspects of survival. Shah (1994) "The teacher has an important and vital role to play in efforts to relate

education to national development and social change."

A teacher should be an ideal person having high moral values. Teachers tend to identify, nurture and cultivate ethical, humanistic, and high moral values among students. After industrial and technological development due to scientific development, we are witnessing a paradigm shift in education. The teacher's role is assuming a new magnitude. Now, as a professional, s/he has to establish a good rapport with all the stakeholders of the teaching profession like, parents, learners, and society. Therefore, s/he is supposed to be committed to the work, learners, parents and society, with high human values. Commitment is the most important required ingredient of every domain. If our goal is to provide quality education, it cannot be achieved without the sincere efforts of dedicated and committed teachers.

In today's scenario, teachers are well-educated and well-trained in pre-service and in-service

training programmes and equipped with appropriate knowledge and skills. New research has come up in the present education system, and the latest technology, scientific methods, and innovative ways are being incorporated into the teaching-learning process. But despite all progressive efforts, outcomes are not as expected. Teachers are ineffective in bringing the quality of education up to the desired level to compete with the others on the global platform. Highly qualified intellectuals are not choosing to teach as a career; consequently, the quality of education has alarmingly declined (Laxmi, 2018). So, it is deduced from these facts that some factors of education are responsible for the deterioration of the quality of education. Competent and dedicated teachers are prerequisites in the classroom. The finest syllabus and the perfect curriculum become ineffective and unproductive if a teacher is not committed to teaching. Therefore we need to think again, constantly check the progress and reflect upon where the problem exists and how much we need improvement. So, in today's situation, motivated and professionally committed teachers can be instrumental in bringing quality education to the classrooms and positive change in the life of students. This study throws light on the concept, dimensions and relationship between professional commitment and locus of control of secondary school teachers.

2. PROFESSIONAL COMMITMENT

Professional commitment is required to deal with the commitment challenges within own education system or outside the world. Commitment to people and things improves the relationship, leads to success in achieving goals and provides more time to enjoy the journey. It includes loyalty, a desire to stay in a profession, and a sense of responsibility toward the profession's particular problems and challenges. According to Maheshwari (2017), Professional commitment refers to a mindset reflecting loyalty and

willingness to give one's all to a particular person, principle or action plan. Yunus (2017) stated that a committed teacher has the passion and enthusiasm for teaching students and self-learning. S/He seeks new ways to create authentic and practical learning. This way, professional commitment is beneficial for students.

Dimensions of professional commitment

- **Commitment to the learner:** It includes love for the learners, concern for their overall development, friendship, always being ready to help the learners, enthusiasm, etc.
- **Commitment to the Society:** It includes social awareness and concern about the influence of the teacher's work on the welfare of the social democratic values of the nation.
- **Commitment to the Profession:** It shows the teacher's dedication towards the teaching profession and professional ethics.
- **Commitment to Achieve Excellence:** It includes the efforts and action to achieve the highest level of excellence in performing all roles and responsibilities in the classroom, in school and outside school academically.
- **Commitment to Basic Human Values:** It indicates that teachers should have basic human values like intellectual honesty, objectivity, empathy, loyalty, kindness and always behave generously and impartially.

Teachers as a professional should take care of the following things:

- **Personality:** Professionals should behave in a very polite and generous manner. They should have sympathy, empathy, kindness, and honesty and be inclined toward justice. A professional should be elegant, sober and neat in appearance.
- **Competence:** Professional keeps on learning new things by taking courses, attending seminars, workshops, lectures, reading educational journals & magazines, newspapers etc. It means continuing education by taking classes, attending

workshops and attaining related professional designations.

- **Organizational skills:** Professionals can find things easily and quickly without wasting time. The surroundings and the place, especially the desk where the teacher work, should be clean, and only the necessary stuff should be there at the time of the presentation.
- **Reliability:** A Professional should be able to find the solution to a problem and how to get the job done. S/he can be relay upon.
- **Accountability:** Professionals are accountable for their actions. If anyone makes any mistake, then s/he has to admit it and fix it if possible. S/he is not supposed to blame others.
- **Ethics:** Teachers' values and ethical principles include values, dignity, truthfulness, fairness and, responsibility & freedom. All teaching is based on ethics. It can be the teacher-student relationship, teacher-teacher relationship or a teacher's relationship with work.

3. LOCUS OF CONTROL

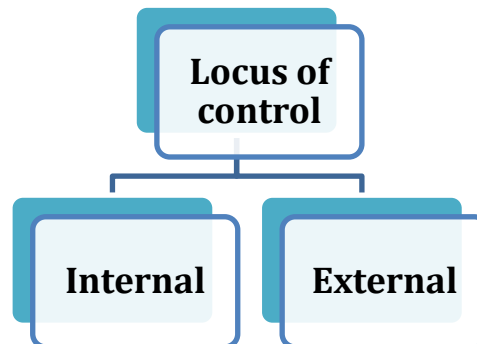
Locus of control refers to one's belief in his or her abilities to control life events (Rotter, 1966).

It is an individual's belief in excelling in a particular situation that they can control their destiny themselves or they are controlled by someone from outside like chance, luck, power etc. Locus of control can be described as the extent to which people believe they influence events in their lives. Those having an internal locus of control perceive that they can manage situations with their behaviors. Those having an external locus of control believe that what happens to them is beyond their influence, a result of luck or fate (Rotter-1966).Morzaria(2019) stated that the locus of control is related to the effort, motivation, satisfaction, performance, compliance, perception of the job, supervisory style and compliance with authority. Also, the locus of control may moderate the relationship between cause and incentives.

Types of Locus of control

1. Internal Locus of control. 2. External Locus of control Spector (1988).

Types of Locus of Control



Internal Locus of control

People with internal orientation generally believe they are the masters of their fate and possess control over their life. They are often found confident and alert and their external environments. Jones and George (2003)stated that internally oriented people are directly involved in changing situations and readiness to

solve any problem. Norton (2005) said that internally oriented people generally have good coping skills, experience less stress and respond positively to difficult situations. On the other hand, Individuals with external orientations believe they do not have direct control over their destiny (Rotter, 1966; Spector, (1988)). They think that many other factors play a role in

influencing their life, like their destiny and contacts. Thomas et al. (2006) stated that internal locus was positively associated with favorable work outcomes, such as joyous tasks and social experiences, and greater job motivation. Morzaria(2019) said that Extreme internal locus of control could be psychologically unstable and unhealthy.

People having an internal locus of control believe in themselves. They can control their destiny through their efforts. Internals also believe that the success or failure of any work is the outcome of their efforts. They also believe that their experiences are managed by their skill or efforts. People with a strong internal locus of

control believe that the responsibility for whether or not they get reinforced ultimately lies with themselves.

People with an internal locus of control can manage their skills, and experience image, experience lesser stress levels and exhibit a positive attitude towards any situation. (Norton 2005). Internal locus of control individuals has the quality to modify the situations according to their benefits and problem-solving skills and produce relevant work. (Jones and George). These are some characteristics deduced from definitions of people having an internal locus of control :



External Locus of control

People having an external locus of control believe that their lives are managed mainly by outside sources like some power, fate, chance, luck etc. Individuals with external orientations believe they do not have direct control over their destiny (Rotter, 1966; Spector, (1988). They think that many other factors play a role in influencing their

life, like their destiny and contacts. Individuals having an external locus of control do not attribute the consequences of events to the individual but to other things like fate, luck and other people. (Rotter, 1966). Characteristics deduced from the definition of External locus of control are as follows:

They believe in themselves

They take responsibility for their work

They can manage their skills, experience image in a fruitful way

They possess positive outlook in life

They possess coping skills and face lesser amount of stress

- They think events can be shaped according to abstract beliefs like fate and luck.
- People having an external locus of control cannot change the situation of their surroundings, and they feel that they are affected by influential people.
- They cannot change the situation.
- They are incapable of taking responsibility and instead feel affected by influential people.

4. OBJECTIVES OF THE STUDY

1. To study the difference in professional commitment among secondary school teachers concerning their gender and type of school.
2. To study the difference in the locus of control among secondary school teachers concerning their gender and type of school.
3. To find out the relationship between professional commitment and Locus of Control among secondary school teachers concerning their gender and type of school.

5. HYPOTHESES OF THE STUDY

1. There exists a significant difference in professional commitment among male and female secondary school teachers working in private schools in Delhi.
2. There exists a significant difference in locus of control among male and female secondary school teachers working in private schools in Delhi.
3. There exists a positive relationship between professional commitment and locus of control among male and female secondary school teachers working in private schools in Delhi.

6. DESIGN OF THE STUDY

Method of Research

The present research design is descriptive by nature and conducted a study using a primary survey method. All secondary school teachers working in private schools in the state of Delhi constitute the population for the present study. The investigators have selected a sample of 200 teachers serving at the secondary level in private secondary schools in Delhi using the simple random sampling technique (Lottery Method). The classification of secondary school teachers as a sample for the present investigation is given below:

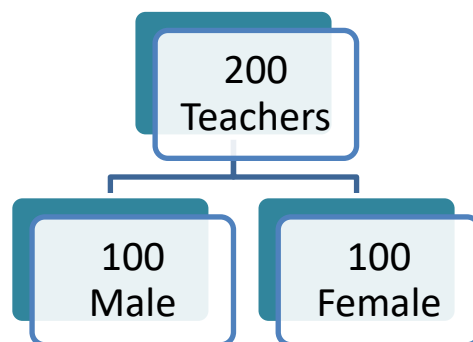


Figure no. 1. The classification of teachers as a sample for the present investigation

7. TOOLS USED FOR THE COLLECTION OF DATA

For data collection, the following Standardized tool was used by the investigators:

- Professional Commitment Scale for teachers standardized by Ravinder Kaur, Sarbjit Kaur Ranu, and Sarvjeet Kaur Brar (PCST- KRB).
- Locus of Control Scale (TLOCS-GMNI) standardized by Madhu Gupta and Indu Nain

8. STATISTICAL TECHNIQUES USED

For analysis and interpretation of data following statistical techniques by the investigators:

- t-test

- Product Moment Coefficient of Correlation

9. RESULTS ANALYSIS AND FINDINGS

Results on the difference in professional commitment among male and female teachers working in private secondary schools.

To find the difference in professional commitment among male and female teachers working in private secondary schools, the t-ratio has been calculated, and the details of the score have been shown in table no.1 given below:

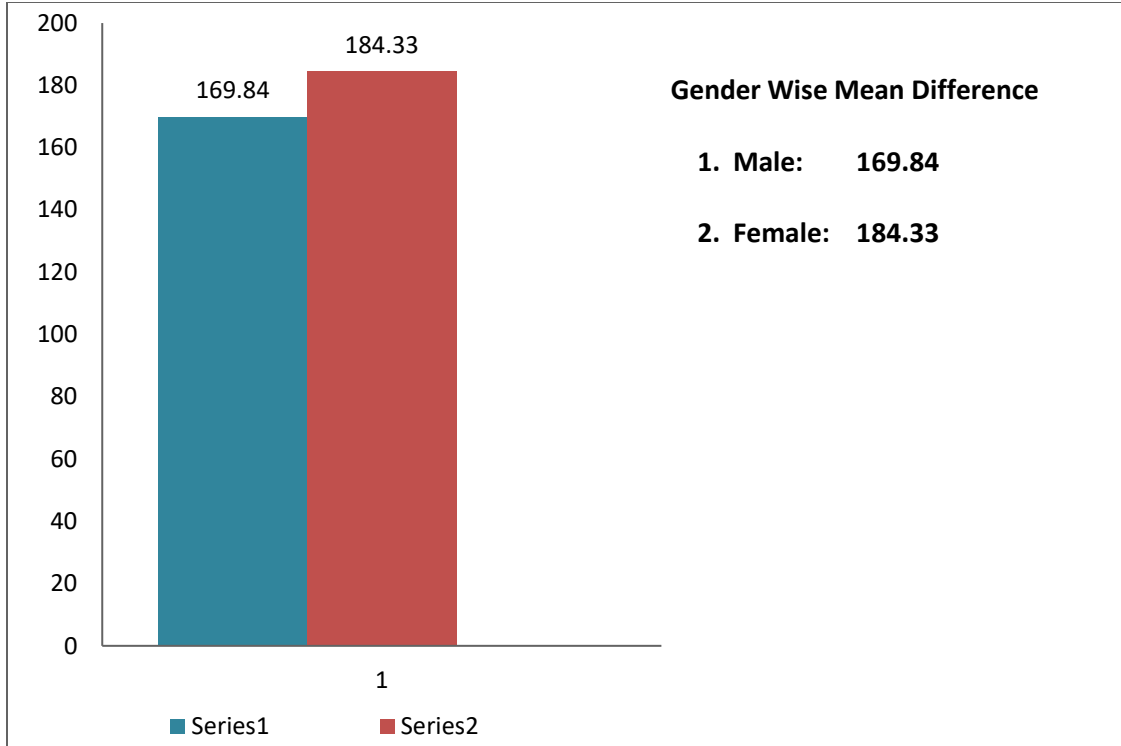
Table No. 1. Difference in professional commitment of male and female teachers working in private secondary schools

| Variable | Gender | N | Mean | SD | SEd | t-ratio | Sig. |
|-------------------------|--------|-----|--------|--------|-------|---------|------|
| Professional Commitment | Male | 100 | 169.84 | 20.871 | 2.702 | 5.363 | .000 |
| | Female | 100 | 184.33 | 17.157 | | | |

Table No. 1 shows the t- value for the difference in professional commitment is 5.36, and the p-value is(0.00) which is less than alpha 0.05 and is significant at a .05 level. It can be interpreted that there exists a significant difference in professional commitment between male and

female teachers teaching in Private schools. Therefore, the null hypothesis is rejected. Graphic presentation of gender-wise differences in the professional commitment of teachers is as follows:

Graph 1. The gender-wise difference in the professional commitment of secondary school teachers of private schools



Graph 1. It depicts the mean scores of male and female secondary school teachers working in private schools.

Results pertaining to the difference in the locus of control among male and female teachers working in private secondary schools

To find the difference in Locus of Control among male and female teachers working in private secondary schools, the t-ratio has been calculated, and the details of the score have been mentioned in table no. 2. below:

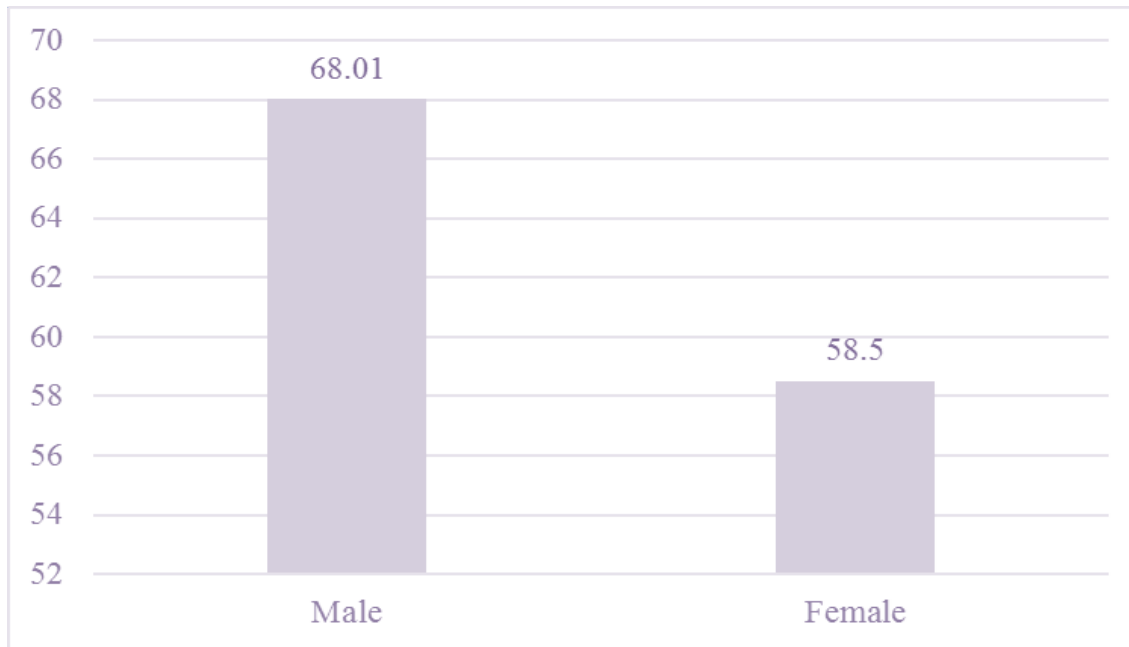
Table No. 2. Difference in locus of control of male and female teachers working in private secondary schools

| Variable | Gender | N | Mean | SD | S Ed | t-ratio | Sig. |
|------------------|--------|-----|-------|--------|-------|---------|------|
| Locus of Control | Male | 100 | 68.01 | 15.239 | | | |
| | Female | 100 | 58.50 | 8.480 | 1.744 | 5.453 | .000 |

The t value for difference in the locus of control is 5.453, which is significant at both levels. It can be interpreted that there exists a significant difference in the locus of control between male and female teachers teaching in private schools.

Therefore, null hypothesis is rejected. Graphic presentation of gender-wise differences in the professional commitment of teachers is as follows:

Graph 2. The gender-wise difference in locus of control of teachers of private secondary schools.



A graphic presentation of gender-wise differences in the locus of control of teachers working in private secondary schools

A result pertaining to the relationship between professional commitment and locus of control of male and female

teachers working in private secondary schools

To find out the relationship between Professional Commitment and Locus of Control male and female teachers of Private secondary schools, the coefficient of correlation was calculated, and the result is presented in table no. 3.

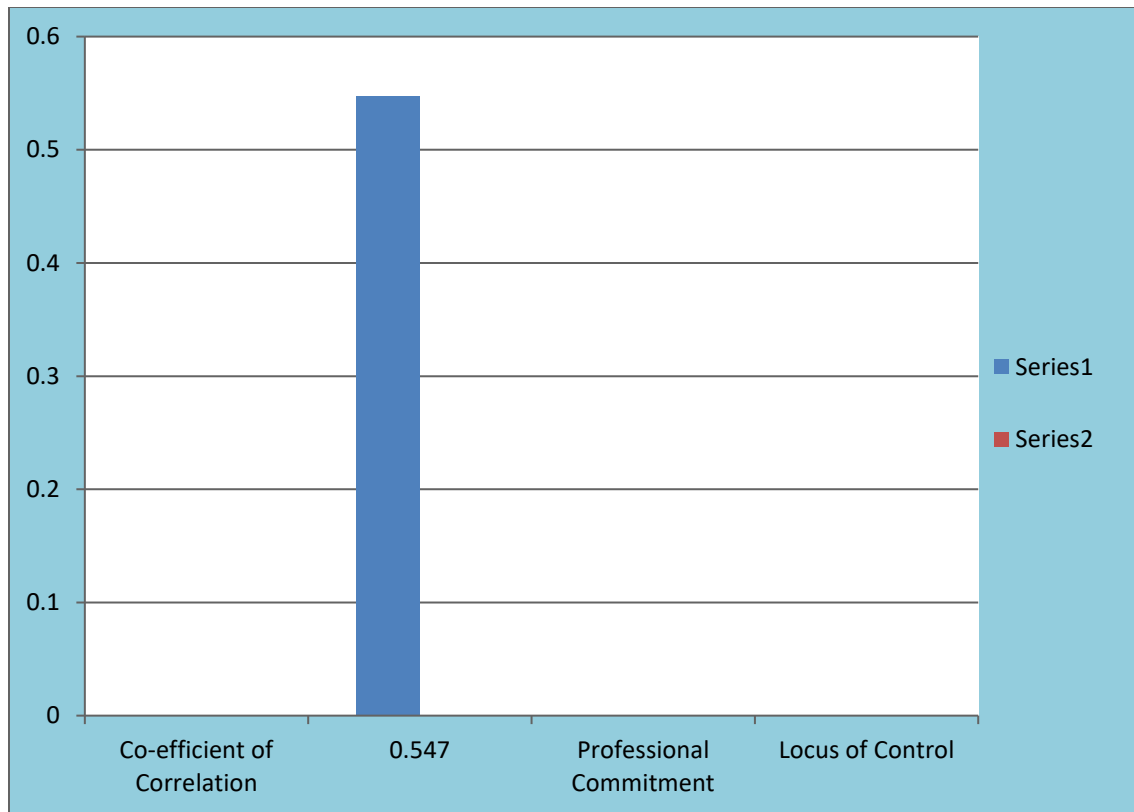
Table No. 3 Relationship between professional commitment and locus of control of male and female teachers of private secondary schools

| Variable | N | df | Co-efficient of Correlation | Result |
|-------------------------|-----|-----|-----------------------------|----------------------|
| Professional Commitment | 100 | 198 | 0.547 | Positive Correlation |
| Locus of Control | 100 | | | |

Table no.3 depicts that the obtained coefficient of correlation is 0.547 which is found to be significant at 0.05 and 0.01 levels. Therefore, null hypotheses is rejected and it can be interpreted

that there exists a significant positive relationship between professional commitment and locus of control of male and female teachers of private secondary schools.

Graph 3. Coefficient of Correlation between Professional Commitment and Locus of control of private secondary school teachers.



Graph 3. depicts the Coefficient of Correlation between Professional Commitment and Locus of control of private secondary school teachers.

10. FINDINGS OF THE STUDY

- ❖ There exists a significant difference in professional commitment among male and female teacher teaching in private schools. The obtained mean scores of female teachers are higher than the mean score of male teachers. It is interpreted that female teachers teaching in private schools have a significantly higher level of professional commitment than male teachers of private schools Asni et al. (2018) & Chabra (2013).
- ❖ There exists a significant difference in the locus of control among male and female teacher teaching in Private schools. The obtained mean scores of male teachers are higher than the mean scores of female teachers. It is interpreted that male teachers teaching in private schools have a significantly higher level of locus of control

than female teachers of private secondary schools Kaur (2019), Keeling Jeff (2017) & Attri & Devi (2017).

- ❖ There exists a significant positive relationship between professional commitment and locus of control of male and female secondary school teachers.

Researchers suggested that frequently organizing more professional development programmes, workshops, lectures, seminars, and conferences to enhance professional commitment and boost teachers' locus of control. Teachers should be given training and the opportunity to take responsibility for planning, organizing, executing, and managing day-to-day activities to enhance the internal locus of control and leadership quality. The management should adequately train the teachers to work in collaboration, build a network of people and communicate effectively. Teachers should possess higher moral & ethical values. Policymakers and management should give monetary and non-monetary incentives, rewards,

and recognition to enhance teachers' professional commitment. Also, more training on Activity-based/ practical work for the teachers can enhance the internal locus of control. The government and educational authorities should focus on the policies and necessary interventions to bring professionalism to education for improving the quality of education.

II. SUGGESTIONS FOR FURTHER RESEARCH

The finding of the study and conclusions drawn helped the investigator to suggest the following:

- More districts and states should be taken to obtain concrete results.
- Sample size can be enhanced to reduce the standard error to find better results.
- The tools should be modified in the local language so that teachers can understand the statements better and will give responses conveniently.
- Further study can be done on teachers working in Government Schools, Central Schools, Government Aided Schools and Special schools.
- A comparative study can be conducted on teachers working in Urban schools and Rural schools.
- The present study has been conducted on secondary school teachers. The same research can be conducted on preschool, primary and senior secondary school teachers or school principals and the results can be compared.
- A comparative study can be conducted on teachers working in Urban schools and Rural schools.
- The present study was conducted on secondary school teachers, same research can be conducted on teacher educators and professors in colleges and teacher training institutes also and the results can be compared.

12. RECOMMENDATIONS

Based on the finding of the study and conclusions investigator recommends the following:

- The findings of the study highlight the significance and necessity of educating instructors on internal locus of control through educational pamphlets.
- Teachers should be supported by practical training courses provided by expert academicians in this field.
- Proper induction programmes and refresher courses should be incorporated for teachers.
- Efforts should be made to encourage inexperienced teachers for becoming more independent. Also, school leaders and senior teachers can encourage other teachers so that they can work independently.
- The government should focus on policies and interventions to bring professionalism and improve the quality of education.
- A more digital platform should be created for sharing the latest research in the field of education to enhance knowledge and soft skills.

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