

Professional Commitment and Work Motivation as related to Adjustment of Senior Secondary School Teachers

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Abstract:

The present study was conducted to find out the relation between Professional Commitment, Work Motivation and Adjustment of Senior Secondary School Teachers of Haryana state. The sample of the study was 300 Senior Secondary Schools Male and female Teachers/ School Lecturers of Gurgaon, Rewari and Faridabad districts of Haryana state. The tools used to collect data were; Mangal Teacher Adjustment Inventory, Professional Commitment Scale developed by Kaur & Kaur and Work Motivation Scale standardized by Aggarwal. It was found that the relationship between Professional Commitment and Adjustment was moderate when the effect of Work Motivation of Teachers was partialled out and the relationship between Work Motivation and Adjustment was also moderate when the effect of Professional Commitment of Teachers was partialled out.

Key words: professional commitment, work motivation, senior secondary school teachers

1.0 INTRODUCTION

Professional commitment and work motivation a vital role in adjustment of teachers in schools. Stress in job or confrontation

with reality which is totally different from one's expectations and dreams, gives a teacher the strength for transforming her or himself into a powerful person. Work motivation is the degree to which one psychologically identifies with one's job and therefore, one's motivational orientation to the job. It will about the degree to which one is actively participating in one's job. Thus, we study the relation of one's work motivation and adjustment in schools.

Gangai & Agrawal (2015) conducted a study on Job Satisfaction and Organizational Commitment and its importance for Employee Performance. It was found from the study that there was no significant correlation between affective commitment and continuance commitment but the overall commitment was positively correlated with affective, continuance and normative commitment. There was a significant correlation between continuance commitment and job satisfaction and also there was inter correlation between job satisfaction and organizational commitment among female employees. The results showed that there was a highly significant correlation among factors of organizational commitment, including both gender. But, there was no significant correlation between job satisfaction and organizational commitment and among three dimensions, only continuance commitment and normative commitment had significant correlation with job satisfaction at 0.05 level. Similarly findings shown in the case of gender (male and female) that there was no correlation between organizational commitment components and job satisfaction.

Rani (2014) conducted a study on Relationship of Professional Commitment of Secondary School Teachers with Personality, Locus of Control and Attitude towards Teaching. The major objectives of the study were to assess the relationship between professional commitment and Personality of teachers with respect to gender, to study the relationship between professional commitment and nature of personality of

teacher i.e. introvert and extrovert teachers, to study the professional commitment of teachers with respect to locus of control i.e. external and internal locus of control among male and female teachers, to study the relationship of professional commitment of teachers with respect to their attitude of teaching i.e. high and low attitude of teaching among male and female teachers and to study the professional commitment of teachers with respect to location of school and type of school. The sample for the study consisted of 300 male and female teachers of 40 secondary schools located in three districts of Haryana. The dependent variable for the study was professional commitment while personality, locus of control and attitude towards teaching were the independent variables of the study. The major findings of the study were that there was significant positive relationship between professional commitment and personality of secondary school teachers, there was positive correlation between professional commitment locus of control of teachers, there was a significant correlation between professional commitment and attitude of teachers, there was no difference found in the professional commitment of government and private school teachers and there was no difference in the professional commitment of urban and rural teachers.

The other researches were also conducted on the related variable in different regions and on various levels of schooling. Some of them are like Bagraim, J. (2003). Carbonero, M.A. , Roman, et. al. (2009). Conbs (1995), Darolia, C.R., Kumari, P. and Darolia, S. (2010), Goyal, J.C.(1980), Gupta, P., & Jain, S. (2013, January), Houkes, I. , Janssen, P.P.M., et.al (2001). Kaur, B. (2007), Prasad, P.(1985) ,Rani, M. (2014),Rao, R.B.(1986),Srivastava, A.K and Krishna, A. (1994),Wagner, B.D., French, L. (2010), Wiener and Vardi (1980) .These are a few of the studies available related to the variable under the study.

Therefore, to identify the level of professional commitment and work motivation as related to adjustment among school teachers is the need of hour. The need for the study of adjustment of teacher is not universally emphasized and is the formidable problem which teachers and educationists face in our country. Hence, the investigator attempts to study the Adjustment of Secondary School Teachers Haryana in relation to Professional commitment and Work motivation.

2.0 OBJECTIVES OF THE STUDY:

2.1. To study the correlation between Professional Commitment and Adjustment by partial out the effect of Work motivation of School Teachers.

2.2. To study the correlation between Work motivation and Adjustment by partial out the effect of Professional Commitment of School Teachers.

2.3. To study the joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers.

2.4. To study the individual contribution of Professional Commitment and Work motivation in predicting Adjustment School Teachers.

3.0 HYPOTHESES OF THE STUDY

The following were the Hypotheses of this study.

3.1 There is no significant correlation between Professional Commitment and Adjustment by partial out the effect of Work motivation of School Teachers.

3.2 There is no significant correlation between Work motivation and Adjustment by partial out the effect of Professional Commitment of School Teachers.

3.3 There is no significant joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers.

3.4 There is no significant individual contribution of Professional Commitment and Work motivation in predicting Adjustment School Teachers.

4.0 Method of Research

The descriptive survey methods was used to describe the and interpret the existing conditions.

5.0 POPULATION AND SAMPLE OF THE STUDY

The population for the present study was all those teachers teaching in senior secondary school of Haryana State. All teachers teaching in senior secondary school of Haryana state constituted the population of the study for the present investigation.

In this study, stratified random sampling technique was used to select the sample of 300 senior secondary school teachers working in government The state of Haryana has four divisions namely Ambala, Gurgaon, Hisar and Rohtak. Out of these four divisions, Gurgaon division was chosen randomly by using lottery method at second stage of sampling all the six districts of Gurgaon division were written on the separate chits and three districts Guragon, Faridabad and Rewari were randomly picked. From each of these districts, the list of schools prepared by the Directorate of Education was procured. Thereafter, 30 schools were selected randomly as each school was having 10-12 senior secondary teachers. In this way, 300 senior secondary school male and female teachers constituted the final sample for the present study.

6.0 TOOLS USED

The following tools were used for the collection of data.

6.1 Professional Commitment Scale developed by Kaur & Kaur(2011)

6.2 Employees Motivation Scale standardized by Srivastava (1988)

6.3 Mangal Teacher Adjustment Inventory standardized by Mangal (2007).

7.0 RESULTS AND DISCUSSION

7.1 Correlation between Professional Commitment & Adjustment by Partialling out the Effect of Work Motivation of School Teachers

The first objective was to study the correlation between Professional Commitment and Adjustment by partialling out the effect of Work Motivation of School Teachers. The data were analysed with the help of Partial Correlation and the results are given in Table.7.1

Table 7.1: Partial Correlation coefficient between Professional Commitment and Adjustment by partialling out the effect of Work Motivation of School Teachers

Variables	Remark
$r_{12.3} = 0.63$ 1:Professional Commitment 2: Adjustment 3: Work Motivation	$p < 0.01$

From Table 7.1, it is evident that the Partial Correlation coefficient value is 0.63 which is positive and significant at 0.01 level with $df = 297$. It indicates that the Professional Commitment and Adjustment were found to be positively and significantly related when the effect of Work Motivation was partialled out. Thus the null hypothesis that there is no

significant Correlation between Professional Commitment and Adjustment when the effect of Work Motivation of School Teachers is partialled out is rejected. The Partial Correlation value is moderate as it shares only 39.69 % commonness. It may, therefore, be said that the relationship between Professional Commitment and Adjustment was moderate when the effect of Work Motivation of Teachers was partialled out.

7.2 Correlation between Work Motivation & Adjustment by Partialling out the Effect of Professional Commitment of School Teachers

The second objective was to study the correlation between Work Motivation and Adjustment by partialling out the effect of Professional Commitment of School Teachers. The data were analysed with the help of Partial Correlation and the results are given in Table. 7.2.

Table 7.2: Partial Correlation coefficient between Work Motivation and Adjustment by partialling out the effect of Professional Commitment of School Teachers

Variables	Remark
$r_{12.3} = 0.63$ 1: Work Motivation 2: Adjustment 3: Professional Commitment	$p < 0.01$

From Table 7.2, it is evident that the Partial Correlation coefficient value is 0.63 which is positive and significant at 0.01 level with $df = 297$. It indicates that the Work Motivation and Adjustment were found to be positively and significantly related when the effect of Professional Commitment was partialled out. Thus the null hypothesis that there is no significant Correlation between Work Motivation and Adjustment when the effect of Professional Commitment of School Teachers is partialled out is rejected. The Partial Correlation value is moderate as it shares only 39.69 %

commonness. It may, therefore, be said that the relationship between Work Motivation and Adjustment was moderate when the effect of Professional Commitment of Teachers was partialled out.

7.3 Joint Contribution of Professional Commitment and Work Motivation in Predicting Adjustment of School Teachers

The third Objective was to study the joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers. The data were analysed with the help of Multiple Correlation and the results are given in Table 7.3.

Table 7.3: Multiple Correlation Coefficient in predicting Adjustment of School Teachers on the basis of their Professional Commitment and Work Motivation

Variables	Remark
$R_{1(23)} = 0.97$ 1: Adjustment 2: Professional Commitment 3: Work Motivation	$p < 0.01$

From Table 7.3, it is evident that Multiple Correlation Coefficient is 0.97 which is significant at 0.01 level with $df=2/297$. It indicates that the joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers is significant and high. Thus the null hypothesis that there is no significant joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers is rejected. Further the joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of Teachers is 94.0% which is quite high. It may, therefore, be said that there was a high significant joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers.

7.4 Individual Contribution of Professional Commitment and Work Motivation in Predicting Adjustment of School Teachers

The fourth Objective was to study the individual contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers. The data were analysed with the help of Regression Analysis and the results are given in Table 7.4.

Table 7.4: Percent of individual contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers

Predictor	Beta Coefficient	t-value	% contribution
Professional Commitment	0.47	13.91**	43.94
Work Motivation	0.53	15.76**	50.11

**Significant at 0.01 level



Fig. 7.1 Percent of individual contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers

From Table 7.4, it can be seen that Beta coefficients for Professional Commitment and Work Motivation are 0.47 and 0.53 respectively which are positive and significant at 0.01 level. It indicates that Professional Commitment and Work Motivation individually contribute significantly in the prediction of Adjustment of School Teachers. Thus the null Hypothesis that there is no significant individual contribution of Professional Commitment and Work Motivation in predicting

Adjustment of School Teachers is rejected. Since Beta Coefficients are positive, it shows that both Professional Commitment and Work Motivation help in improving Adjustment of School Teachers. Further the individual contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers is 43.94 % and 50.11% respectively. The individual contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers is high. It may, therefore, be said that the best predictor of Adjustment of School Teachers was found to be Professional Commitment and Work Motivation of School Teachers.

8.0 FINDINGS

The following were the findings of this study:

1. The relationship between Professional Commitment and Adjustment was moderate when the effect of Work Motivation of Teachers was partialled out.
2. The relationship between Work Motivation and Adjustment was moderate when the effect of Professional Commitment of Teachers was partialled out.
3. There was a high significant joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of School Teachers.
4. The best predictor of Adjustment of School Teachers was found to be Professional Commitment and Work Motivation of School Teachers.

9.0 EDUCATIONAL IMPLICATIONS

The present study is of very much importance to educational thinkers, teacher's psychologists and others who are concerned

with the sphere of education. The teacher is key actor for the quality in education.

9.1 It is clearly evident that the professional commitment is positively related to work motivation and adjustment of teachers. If a teacher is highly committed to the profession, then the teaching will be more effective and vice-versa. A healthy and growing environment is needed to keep the thinking of the teachers healthy and fruitful.

9.2 The study reveals that the relationship between professional commitment and adjustment was moderate when the effect of work motivation of teachers was partialled out, it may be interpreted that the well professionally committed teachers are moderately adjusted in the school environment.

9.3 Further, the work motivation and adjustment was also moderate when the effect of professional commitment was partialled out. It can be said that when the teacher is motivated towards his/her work he or she may be well adjusted in the school environment.

9.4 The another finding of the study reveals that there was a significant joint contribution of professional commitment and work motivation in predicting the adjustment of school teachers. It shows that the school environment should be created for the teachers to be motivated for their work so that they also play a vital role in the teaching learning process as professionally committed teachers.

9.5 The research also reveals that the best predictors for the adjustment of school teachers are professional commitment and work motivation. It is therefore very important for the educational system, management and principal of the school to create such an environment for teachers in which they feel more adjusted so that they will be professionally committed and motivated to their work.

10.0 SUGGESTIONS FOR FURTHER STUDY

On the basis of the present study the investigator would like to offer certain suggestions for further study. Although the results obtained in present study are much thought provoking, however, an attempt has been made to do further research with these variables. Some of the suggestions are as follows:

- 10.1. The present study has been done on government schools only. Similar studies can be replicated on government aided and private schools and results should be compared with that of the present study.
- 10.2. The teachers in the present study were of secondary schools and related study can be done on elementary and senior secondary school teachers, college teachers and teacher educators also.
- 10.3. A study of relationship of professional commitment, work motivation and job satisfaction of teachers can be made.
- 10.4. A study of relationship of work motivation, adjustment and self-concept can be made.
- 10.5. Large study may be conducted on comparison bases of different states.
- 10.6. Influence of self-esteem and awareness about ICT on work motivation, professional commitment and adjustment of Teachers.
- 10.7. A relationship study of work motivation and general teaching competency of Teachers can be undertaken.
- 10.8. Relationship professional commitment and organizational climate. Some other studies covering different level of education socio-economic status, setting (urban, rural) and age of the teacher could be undertaken for further studies.

- 10.9. Any other standardized scale may be used to know about working conditions of school teachers and to verify and validate the result of the present study.
- 10.10. The future research must include direct observations and interviews rather than only depend upon self- reported responses. It is also essential for future research to be expanded to include more sophisticated experimental and longitudinal procedures.

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