

Students' Perception about Professional Commitment of Management Teachers

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Abstract

The last decade has witnessed mushrooming up of the technical and the management institutions, which has led to the increased demand of the faculty members. The students expect their teachers to be competent, sincere, committed and accountable. The present study has been conducted to know the students' perception regarding the professional commitment of the management teachers and to explore whether male and female students perceive the professional commitment of the management teachers in the same manner. The hypothesis of the study are: H₁: The management teachers are highly committed towards their profession; H₂: Male and female students perceive the professional commitment of the management teachers in same manner. Descriptive research design has been used in the study. The study has been conducted in National Capital Region. Both secondary and primary data has been used in the study. The secondary data related to previous studies has been obtained from authentic sources like books, and online magazines and journals. The primary data has been collected from the students of management programs with the help of a structured questionnaire. Assessment of the professional commitment of the management teachers by the students has been obtained with the help of the statements on a five-point scale. The sample size of the study is 100. The sample has been drawn using convenience and quota sampling. Out of 100 respondents 50 respondents are male while the other 50 respondents are female. The analysis has been done with the help of SPSS version 20.0 and using descriptive statistics like means and standard deviation. Independent samples t-test has also been applied. The study reveals that the majority of the students perceive that most of the management teachers are professionally committed to their jobs. So, the hypothesis H₁ is accepted. Further, the findings reflect that there is no significant difference between male and female respondents, so both of them perceive the professional commitment of the management teachers in the same manner. Hence, hypothesis H₂ is accepted. In the concluding part of the study relevant suggestions have been given so that the faculty becomes more committed towards their profession. The teachers should be professionally committed as they have the responsibility of shaping the future generations by inculcating competence and values in their students.

Key words: Professional Commitment

Introduction

Professional commitment is considered as a one of the most important factors determining the behaviour of person's work and it is the topic that it has attracted attention of many executives and people in the educational environment (Kannan and Pillai, 2008). Wallace and his colleagues have defined professional commitment as sense of identity by a job, need for service continuity in a job, and high sense of responsibility towards that job. The last decade has witnessed mushrooming up of the technical and the management institutions, which has led to the increased demand of the faculty members. The students expect their teachers to be competent, sincere, committed and accountable. True professionals need more than technical teaching skills and to grow professionally the teachers should understand the subject matter more thoroughly, use effective ways of teaching and managing the classroom. The teachers must have the ability to constantly self-evaluate and act critically. The teachers should be professionally committed as they have the responsibility of shaping the future generations by inculcating competence and values in their students.

Review of Literature

Coladarci (1992) examined the degree to which teachers' sense of efficacy, as well as other hypothesized influences on commitment to teaching. General and personal efficacy emerged as the two strongest predictors of teaching commitment, along with teacher-student ratio, school climate,

and sex. In short, greater teaching commitment tended to be expressed by those teachers who were higher in both general and personal efficacy; who taught in schools with fewer students per teacher; and who worked under a principal regarded positively in the areas of instructional leadership, school advocacy, decision making, and relations with students and staff. Teaching commitment also was higher for female teachers. The study conducted by **Singh and Billingsley (1998)** reviewed that principal support did contribute to teachers' commitment to the teaching profession. In fact, their studies found that principal support influenced teachers' commitment directly and indirectly through peer support. Their findings indicate the importance of principal support in enhancing teachers' commitment and also the effect principals could have on teachers' collegial relationship. **Crosswell and Elliot (2004)** discuss the traditional view of teacher commitment and then use the findings from an Australian study to investigate the idea that an individuals' personal passion for teaching is central to their on-going commitment to, and engagement with the profession. Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes toward school. **Fırat Açıkgöz (2005)** designed a study to assess students' attitudes towards teachers and learning (professional, pedagogical, and personal). Contrary to the expectations, overall student responses to the professional characteristics of teachers were significantly lower than the two other factors. Although the research reported here did not look directly at gender differences in student perceptions of teachers' characteristics they found female students were more sensitive to the interpersonal characteristics of their teachers. The result of a research conducted by **Day et al (2005)** indicated that teachers' work commitment as an important factor to predict their performance is the record of their presence and absences at work which has had an important impact on the motivation for the students' success and attitude towards learning and school attendance. There is, also, a correlation among the teacher's motivation, effectiveness, job satisfaction, work commitment and work quality. Work commitment as a complicated phenomenon is correlated with the teacher's personality, values, personal beliefs and the teacher's understandings. **Chuan (2007)** examined the extent to which professional commitment can be influenced by professional support among a group of teachers. Data for this exploratory study were collected using self-administered questionnaires, from 120 randomly selected technical school teachers. Correlational analysis revealed that there was a significant relationship between professional support and professional commitment among the teachers understudied. Multiple regression analysis showed that the variance in explaining professional commitment was contributed by professional support, comprising, both principal support and collegial support. Similarly **Magdalena (2009)** identifies the configuration of the professional commitment dynamics in the primary and pre-school teaching staff, according to the "years of teaching experience" variable and, subsequently, the "age" variable. The studies carried on prove that the empathy – ability to transpose oneself in another person's situation as if you were the other – as a teacher's professional trait, develops and strengthens in time and has a strong affective component. **Sood and Anand (2010)** examined the element of professional commitment among Bachelor of Education (B.Ed.) Teacher educators in Himachal Pradesh. Results showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, qualified and non- qualified teacher educators were found to have similar level of commitment towards their profession. **Mohammad taheri (2011)** investigated effective factors on teachers' work commitment. There was positive and significant correlation between economic factors, human relationship, teacher's knowledge, in-school factors, values system, teacher's personality traits and teachers' work commitment. **Bhagyashree (2011)** studied the relationship between burnout and Professional Commitment. There is significant difference between the mean scores of personal accomplishment and emotional exhaustion of male and female teacher educators. When a teacher will control his burnout he will be definitely successful in his profession as well as in his life.

Arya (2012) employed descriptive Survey method to study the present problem of professional commitment in relation to institutional climate among teacher educators. Since the roll of teacher educators is of prime importance for effective implementation of teacher education curriculum, they need to be given suitable in service and orientation education. A sound programme for professional education of teachers is essential for the qualitative improvement of education.

Rationale for the study

The past 20 years have witnessed major changes in schools and their management and governance, radically transforming school policies and practices and introducing more systems of external monitoring. These changes have both reflected and altered perceptions of teachers' professionalism. The accountability relationships of teachers are embedded in their professional practice and conduct. Accountability is an ethical concept – it concerns proper behaviour, and it deals with the responsibilities of individuals and organisations for their actions towards other people and agencies. Similarly, teacher professional commitment has also been identified as a crucial factor in determining and influencing organizational outcomes. Commitment is believed to be vital for organizational productivity, quality, and performance. Teachers' commitment to teaching is strongly associated with collegiality and teachers' enjoyment in their work is linked to their sense of community.

Objectives of the study

1. To know the perception of students regarding the professional commitment of the management teachers.
2. To know whether male and female students perceive the professional commitment of the management teachers in same manner.

Hypothesis

H₁: The management teachers are highly committed towards their profession.

H₂: Male and female students perceive the professional commitment of management teachers in same manner.

Research Methodology

Descriptive research design has been used in the study. The study has been conducted in National Capital Region. Both secondary and primary data has been used in the study. The secondary data related to previous studies has been obtained from authentic sources like books, and online magazines and journals. The primary data has been collected from the students of management programs with the help of a structured questionnaire. Assessment of the professional commitment of the management teachers by the students has been obtained with the help of the statements on a five-point scale. The sample size of the study is 100. The sample has been drawn using convenience and quota sampling. Out of 100 respondents 50 respondents are male while the other 50 respondents are female. The analysis has been done with the help of SPSS version 20.0 and using descriptive statistics like means and standard deviation. Independent samples t-test has also been applied.

Findings

Percentage analysis, means and standard deviation have been applied to know the perception of students regarding the professional commitment of the teachers.

Table 1: Percentage Analysis

Statements	None	Few	Some	Most	All
1.Teachers come well-prepared to deliver the lectures	0	10	28	41	21
2.Teachers present examples to clarify concepts	1	13	32	32	22
3.They possess in-depth knowledge of the subject they teach	0	17	36	32	15
4.They make an effort to stimulate student's interest in the concerned subject	5	21	31	31	12
5.They introduce new and interesting ways of teaching	10	26	32	23	9
6.They encourage students participation during the class	1	19	31	20	29
7.The teachers are responsive to the students' views and comments	2	12	30	36	20
8.They are enthusiastic about teaching	0	15	41	30	11
9.They are fair in evaluating students	6	21	32	29	12
10.They have positive attitude towards the students	1	10	22	45	22
11.Teachers are consistent and disciplined	2	8	16	42	31
12.Teachers are fully committed to their profession	1	10	20	35	34

From the above table we can see that majority of the students think that most of the teachers are professionally committed to their jobs whereas very few think that none of the teachers is committed.

As seen in table 2, most of the values of mean are greater than 3 which reflect that most of the respondents have positive perception regarding the professional commitment of teachers. The majority of the students perceive that most of the teachers are professionally committed to their jobs.

Hence, the hypothesis H_1 is accepted.

Table 2: Means for perception regarding professional commitment of teachers

Statements	Mean	Std. Deviation
1.Teachers come well-prepared to deliver the lectures	3.73	.908
2.Teachers present examples to clarify concepts	3.61	1.004
3.They possess in-depth knowledge of the subject they teach	3.45	.947
4.They make an effort to stimulate student's interest in the concerned subject	3.24	1.074
5.They introduce new and interesting ways of teaching	2.95	1.123
6.They encourage students participation during the class	3.57	1.130
7.The teachers are responsive to the students' views and comments	3.60	1.005
8.They are enthusiastic about teaching	3.38	.883
9.They are fair in evaluating students	3.20	1.092
10.They have positive attitude towards the students	3.77	.941
11.Teachers are consistent and disciplined	3.93	.992
12.Teachers are fully committed to their profession	3.91	1.016

For ascertaining whether significant difference exists between the male and female students perception of the professional commitment of the management teachers t-test was employed.

Table 3: Independent Samples t-Test between gender and perception regarding professional commitment of teachers

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
1. Teachers come well-prepared to deliver the lectures	Equal variances assumed	2.046	.156	-.548	98	.585
	Equal variances not assumed			-.548	95.815	.585
2. Teachers present examples to clarify concepts	Equal variances assumed	.344	.559	-.496	98	.621
	Equal variances not assumed			-.496	97.188	.621
3. They possess in-depth knowledge of the subject they teach	Equal variances assumed	.037	.849	-.738	98	.463
	Equal variances not assumed			-.738	97.994	.463
4. They make an effort to stimulate student's interest in the concerned subject	Equal variances assumed	.803	.372	1.308	98	.194
	Equal variances not assumed			1.308	95.874	.194
5. They introduce new and interesting ways of teaching	Equal variances assumed	2.881	.093	.800	98	.425
	Equal variances not assumed			.800	96.374	.426
6. They encourage students participation during the class	Equal variances assumed	1.452	.231	-.973	98	.333
	Equal variances not assumed			-.973	96.515	.333
7. The teachers are responsive to the students' views and comments	Equal variances assumed	.194	.660	-.995	98	.322
	Equal variances not assumed			-.995	97.641	.322
8. They are enthusiastic about teaching	Equal variances assumed	1.536	.218	-.617	95	.539
	Equal variances not assumed			-.618	93.738	.538
9. They are fair in evaluating students	Equal variances assumed	.001	.975	.915	98	.362
	Equal variances not assumed			.915	98.000	.362
10. They have positive attitude towards the students	Equal variances assumed	3.112	.064	1.051	98	.073
	Equal variances not assumed			1.051	94.469	.073
11. Teachers are consistent and disciplined	Equal variances assumed	.243	.623	-.918	97	.361
	Equal variances not assumed			-.917	95.339	.361
12. Teachers are fully committed to their profession	Equal variances assumed	.205	.652	-.098	98	.922
	Equal variances not assumed			-.098	97.215	.922

Levene's test checks for equality of variance among various groups. Significance value of Levene's test > 0.05 indicates that equal variance is assumed. In the given table 3, all groups have equal variances. T-test statistics (significance value) less than level of significance (0.05) indicate that the two categories of independent variables (male and female) differ significantly towards their response to the various statements.

In this case no significant difference was observed as all significance value are greater than 0.05. Thus it can be concluded that male and female respondents have no significant difference in their perception of the professional commitment of the teacher. Both of them perceive the professional commitment of the management teachers in the same manner.

So, hypothesis H_2 is accepted.

Suggestions

From the research the following suggestions are proposed:

- Teachers should make an additional effort to stimulate student's interest in the subjects they teach.
- The teachers should introduce new and interesting ways of teaching as the traditional lecture method is dull and boring for the students.
- The faculty must take care that the students differ in intelligence levels, motivation levels, ways of thinking and experience, so, one single method cannot be equally effective for all the students. They should be committed to deal with different students in different manner.
- The teachers should constantly self-evaluate themselves and should be open to feedback regarding their performance. They should try to find out their weak areas and attend Faculty Development Programs/workshops to improve in those areas.
- Students expect their teachers to be caring. The teachers should be available and work closely with the students both inside and outside the classroom.
- Teachers should have a hungering need to update themselves, to engage in professional growth, to expand and deepen their understanding. Even the best teachers must continue learning in order to remain the best.

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