

Relationship between Professional Commitment and Work Motivation: An Exploratory Study of Secondary School Teachers

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Abstract: Professional commitment is a loyalty, the desire to work in a profession, and a strong feeling of responsibility toward the profession and its specific problems and challenges. Work motivation is the desire or willingness to make an effort in one's work. The present study aims to explore the relationship between Professional Commitment and Work Motivation of secondary school teachers". It is a descriptive study in nature and survey method has been used. All secondary school teachers working in different government and private secondary schools affiliated to CBSE and regulated by Delhi Government constitutes population for the present study. 400 teachers were selected as a sample of the study. 100 male and 100 female working teachers from 20 (10 Government and 10 Private) secondary schools affiliated to CBSE from Delhi, by using simple random sampling technique. For collection of data, the investigator has used tools, Professional Commitment Scale of Teachers (PCST-KRB) standardized by Ravinder Kaur, Sarabjit Kaur and Ranu Brar (2011), Employees Motivation Scale (EMS) developed by A. K. Srivastava (1999). The finding of the study shows that there exists a significant difference in Professional Commitment and Work Motivation among the teachers working in different government and private secondary schools and there is significant positive relationship in various dimensions of Professional Commitment and Work Motivation.

Keywords: Professional Commitment, Work Motivation, Secondary School Teachers.

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I. INTRODUCTION

Commissions and committees of education recommend that enhancement of teachers' professional capacities, potential and commitment to education is very much needed to improve the whole education. The goal of quality education for all children can be achieved with the sincere efforts of dedicated, motivated and professionally committed teachers.

1.1 Professional commitment

Professional commitment in teaching is considered as an attitude of teachers towards their jobs. Professional commitment of teachers can be identified on the basis of being satisfied with choosing teaching, being proud of the teaching job, perceiving teaching as an ideal job and making a reputation in the job. Further professional commitment significantly affects teachers' success in job. The professional commitment of teachers depends on the communication with colleagues and students, the quality of day-to-day activities carried out at school, the level of perception of their job and the level of motivation for work. Hence, low professional commitment of teachers reduces their success in school and resulting leads to inefficiency. Therefore, it is very important that professional commitment of teachers have to be high in order to achieve educational targets. Singh & Singh (2018) indicated that "Commitment to the Learner" is the highest and "Commitment to Basic Human Values" was the least. Gender-wise differences, locale and type of schools produce no difference in commitment among teachers. Mahajan & Kauts (2022) indicated the private secondary school teachers were professionally highly committed than government secondary school teachers on all 5 dimensions of Professional Commitment. Singh & Billingsley (2018) indicated teachers' professional commitment is influenced by leadership or support of principal directly and indirectly through peer support. The largest direct effect on professional commitment of teachers was from peer support. Singh & Kumar (2015). described the multiple dimensions and functions of work motivation can explain employees' adaptation to the work environment and their psychological health. Marak (2018). revealed a significant relationship between professional commitment and work motivation teachers in terms of total variables as well as maximum dimensions of the variables. Ahluwalia & Preet (2017) revealed that teacher with greater work experience was found with more organizational commitment than teachers with less work experience, more experienced teachers were found with high continuance commitment, decreasing trend was found with the years of experience adding up.

Professional commitment is beyond a commitment for a particular organization and implies the individuals' perspective towards their profession and the motivation that they have to stay in their job with willingness to strive and uphold the values and goals of the profession. In the present study, the researcher deals with the five major dimensions of professional commitment of secondary school teachers as follows: Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence and Commitment to Basic Human Values.

Professionalism is known as the code of conduct, attitude and behavior of a person in a work place or business environment. Professionalism is instrumental to get workplace success, a tremendous amount of professional reputation and a very high level of work ethics and excellence.

1.1.1 Strategies to develop and practice professionalism

- **Develop efficient work habits:** Learn to manage work efficiently. Make use of technology where ever it is needed. Assignments and projects should be planned in advance. Accordingly prioritize, organize, direct, coordinate and manage effectively. Follow up and follow through with team and leader.
- **Take Initiative:** Individual should ask for more and more work in terms of projects, assignments, activities etc. This way potential can be utilized to meet organization's goals.
- **Time Management:** Set the dead line for the task. Establish priorities, set objective /goals, create a plan of action to get the work accomplished on time.
- **Display integrity:** Take accountability for the work and actions. Always behave ethically.
- **Build relationships:** Build the huge network of all the stakeholders of your profession. Build professional cordial relationship with colleagues, parents, students, community, management, government officials and policy makers. work on team and collaborate effectively.
- **Be a Problem Solver:** When you stuck into problems and hurdles take some time to think wisely and find some tentative solutions and alternatives before meeting with supervisor.

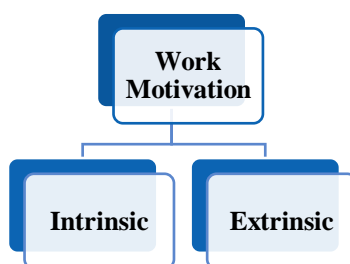
- **Be resilient:** Develop coping skills to deal with setbacks and challenges with a positive and constructive attitude.
- **Enhance self-awareness:** Be aware of self-emotions and learn how to deal with them. It is very important to be aware of self-emotional triggers. This way one can manage reactions positively and productively. Accept the positive or negative feedback and reflect on. Introspection will assist to learn and grow.

1.2 Work Motivation

Work motivation is the desire or willingness to make an effort in one's work. Work motivation is an internal drive which pushes someone to take some action in order to achieve something. It is a human drive to work in order to gain rewards from that work, these rewards may be of any kind for example, physical, emotional, social or monetary. Marak (2018). indicated that the geographical location affects the work motivation of teachers but the school type does not have any influence on the work motivation. Teachers having below 5 years of teaching experience exhibited higher work motivation than above 5 years of teaching experience. Untrained teachers have exhibited higher work motivation than trained teachers. Ahluwalia & Preet (2017) revealed that intrinsic motivation increases with the work experience. Bharti (2017). indicated that teacher's motivation and job involvement have found to be positively correlated. George (2017). The results showed that teachers working in government aided and private unaided institutions were found to be more motivated than the government college teachers. Science teachers were found to be more motivated than arts and commerce teachers. George and Sabhapathy (2014). revealed that teachers working in organizations with high culture were found to be more motivated. Gupta & Gehlawat (2013). Government school teachers with high level of work motivation were better than private school teachers with respect to their organizational commitment. and no significant difference in organizational commitment of private school teachers with high and low level of work motivation. Kamdron (2015). revealed a strong relationship between levels of work motivation and job satisfaction, some socio-demographic factors (job position, gender, age). Ates et al. (2018). The results revealed a low level of work motivation of primary school teachers. The average work motivation scores do not vary by gender, age and marital status. Mintrop & Ordenes (2017). revealed that monetary rewards were embraced as already deserved. Neither rewards, nor accountability, seemed to regulate

behavior. Prestige was not bestowed by official performance statuses within the accountability system, but flowed from judgments, personally communicated by students, parents or colleagues who had direct contact with teachers' work. Fernet (2013). described how the multiple dimensions and functions of work motivation can explain employees' adaption to the environment and their psychological health. It is incumbent on organizations to find ways to support their employees and help them achieve their full potential; they must provide employees with conditions that promote psychological health. Lather & Jain (2005). indicated significant positive correlation between job satisfaction and need for autonomy and self-actualization of top-level managers. Also, and need for autonomy and self-actualization is a significant positive predictor of job satisfaction for them. This suggests that for top level managers fulfillment of self-actualization need is what motivates them. Suslu (2006). revealed that motivation has an important role in teaching job and lack of motivation may cause teachers to be less successful in teaching. Every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each teacher is different. For success intrinsic motivation is important. Lack of motivation can cause the decrease in productivity. Intrinsic rewards outweigh extrinsic ones in teacher motivation and job satisfaction.

1.2.1 Types of Work Motivation



Intrinsic Work Motivation: Intrinsic motivation is the activity which is carried out for enjoyment or for the satisfaction driven from that activity, if a person works for because s/he love to work, the mission of organization, a noble cause, social responsibility or other intrinsic reasons, is called intrinsic motivation. It includes competence, social interaction, autonomy, responsibility, and self-esteem.

Extrinsic Work Motivation: Extrinsic Motivation is an activity which is carried out with the sense of obligation. Extrinsic motivation is the outcome of external factors which

energize a person to work better for examples, remuneration, relationship with supervisor and colleagues, recognition, better salaries, conducive working conditions, career and promotional opportunities, opportunities for professional growth and development as well as high social status.

1.3 Objectives of the study

- To study the difference in professional commitment of secondary school teachers with respect to gender and type of schools.
- To study the difference in work motivation of secondary school teachers with respect to gender and type of schools.
- To study the relationship between dimensions of professional commitment and work motivation of secondary school teachers with respect to gender and type of schools.

1.4 Hypotheses of the study

- There exists a significant difference in professional commitment of secondary school male and female teachers working in government and private schools.
- There exists a significant difference in work motivation of secondary school male and female teachers working in government and private schools.
- There exists a significant relationship between dimensions of professional commitment and work motivation of secondary school male and female teachers working in government and private schools.

II. RESEARCH METHODOLOGY

2.1 Population and Sample: The present study is descriptive in nature and survey method has been used. Descriptive research study is designed to obtain pertinent and precise information concerning from the discovered facts. For this study primary data has been collected from the teachers. All secondary school teachers working in Delhi constitutes population for the present investigation. 400 teachers serving at secondary level in different government and private secondary schools regulated by Delhi government constitutes the sample of the study. 100 male and 100 female teachers were selected from randomly selected 10 government schools and 100 male and 100 female teachers were selected from randomly selected 10 private secondary schools affiliated to CBSE Board from of Delhi.

2.2 Tools used: For the collection of data, the following tools were used:

- Professional Commitment Scale of Teachers (PCST-KRB) standardized by Ravinder Kaur, Sarabjit Kaur and Ranu Brar (2011).
- Employees Motivation Scale (EMS) developed by A. K. Srivastava (1999).

2.3 Statistical Techniques Used

- t-test
- Karl Pearson's Product Moment Coefficient of Correlation

III. RESULTS AND DISCUSSION

3.1 Results pertaining to the difference in Professional Commitment among male and female teachers working in Government & Private secondary schools.

To find out the difference in Professional Commitment among male and female teachers working in Government & Private secondary schools, t-value has been calculated and the obtained score is presented in the table 3.1 as follows.

Table 3.1: Gender wise difference in Professional Commitment in Govt & Private secondary schools.

Type of school	Variable	Gender	N	Mean	SD	SEd.	t-value	Sig.
Government	Professional Commitment	Male	100	174.79	20.285	2.743	.674	.501
		female	100	172.94	18.468			
Private		Male	100	169.84	20.871	2.702	5.363	.000
			Female	100	184.33			

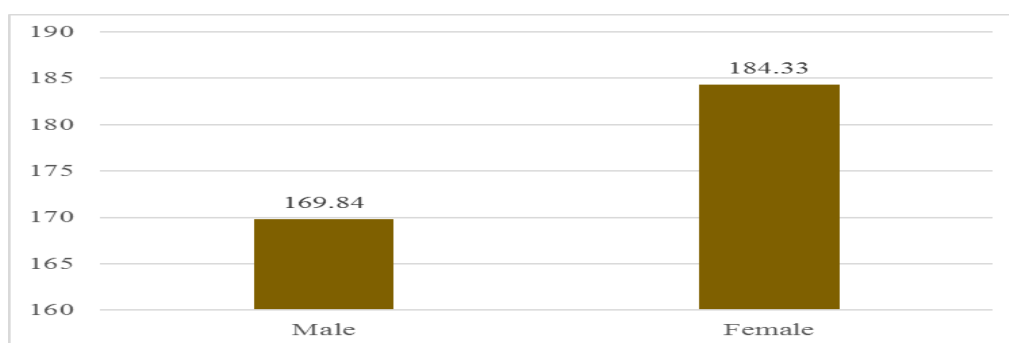
(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 3.1 shows the Gender wise difference in Professional Commitment in Government & Private secondary schools.

The t value for gender difference in Professional Commitment of government school teachers is 0.674, which is not significant. It means that there is no significant difference in professional commitment between male and female teachers and female teachers working in government secondary school. Therefore, proposed hypothesis is rejected. The t value for gender wise difference in professional commitment of private secondary school teachers is 5.36, which is significant. It means that there is significant difference in professional commitment between

male and female teachers. Therefore, proposed hypothesis is accepted. Further, female teachers have more mean scores than male teachers. It means female teachers have significantly higher level of professional commitment than male teachers.

Graph 3.1: Gender wise difference in Professional Commitment in Private Schools



Graph 3.1 shows gender wise difference in Professional Commitment in Private Schools

3.2. Results pertaining to difference in Work Motivation among the male and female teachers working in Government & Private secondary schools.

To find out the difference in various dimensions of Work Motivation among the male and female teachers working in Government & Private secondary schools, t-value has been calculated and the obtained result is presented in table 3.2 as follows:

Table 3.2: Gender wise difference in Work Motivation in Govt. & Private schools.

Type of school	Variable	Gender	N	Mean	SD	SEd	t-Value	Sig.
Government	Work Motivation	Male	100	226.40	18.742	2.800	1.582	.115
		Female	100	221.97	20.800			
Private		Male	100	216.87	22.383	2.887	.277	.782
		Female	100	216.07	18.242			

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

The t value for difference in Work Motivation of male and female teachers in government schools is 1.58, which is not significant. It means that there is no significant difference in Work Motivation among male and female teachers working in secondary Government secondary schools. Therefore, proposed hypothesis is rejected. The t- value for gender difference in Work Motivation of private school teachers is 0.277, which is not significant. It means that there is no significant difference in Work Motivation between male and female teachers teaching in Private Secondary Schools. Therefore, proposed hypothesis is rejected.

3.3. Results pertaining to relationship between dimensions of professional commitment and work motivation of male and female teachers working in Government & Private secondary schools.

To find out the relationship between dimensions of Professional Commitment and Work Motivation among male and female teachers working in government & Private secondary schools, coefficient of correlation has been calculated and obtained result is presented in table 3.3 as follows:

Table 3.3 Gender wise Coefficients correlation in dimensions of Professional Commitment and Work Motivation in Government & Private Schools

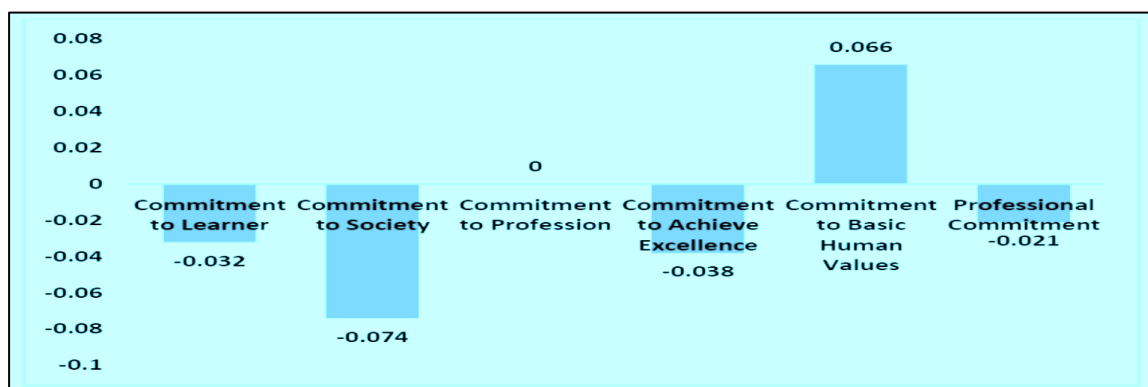
Category	Dimension	N	Correlation (r)	Level of Significance
Male and Female teachers working in Government Secondary Schools.	Commitment to Learner	200	-.032	.656
	Commitment to Society	200	-.074	.299
	Commitment to Profession	200	.000	1.000
	Commitment to Achieve Excellence	200	-.038	.597
	Commitment to Basic Human Values	200	.066	.350
	Professional Commitment	200	-.021	.766
Male and Female teachers working in Private Secondary Schools	Commitment to Learner	200	.184	.009
	Commitment to Society	200	.125	.077
	Commitment to Profession	200	.171	.015
	Commitment to Achieve Excellence	200	.080	.260
	Commitment to Basic Human Values	200	.148	.036
	Professional Commitment	200	.180	.011

Table 3.3 shows coefficients of correlation in Professional Commitment(dimensions) and Work Motivation among male and female teachers working in Government & Private Schools

The obtained coefficient of correlation between Professional Commitment and Work Motivation of teachers teaching in Government secondary schools is -.021, which is not significant, therefore, proposed hypothesis is rejected. The coefficient of correlation between Commitment to Learner and Work Motivation of teachers teaching in Government secondary

schools is $-.032$, which is not significant. proposed hypothesis is rejected. The coefficient of correlation between Commitment to Society and Work Motivation of teachers teaching in Government secondary schools is $-.074$, which is not significant, therefore, proposed hypothesis is rejected. The coefficient of correlation between Commitment to Profession and Work Motivation of teachers teaching in Government secondary schools is $.001$, which is not significant, therefore, proposed hypothesis is rejected. The coefficient of correlation between Commitment to Achieve Excellence and work motivation of teachers teaching in Government secondary schools is $-.038$, which is not significant, therefore, proposed hypothesis is rejected. The coefficient of correlation between Commitment to Basic Human Values and Work Motivation of teachers teaching in Government secondary schools is $.066$, which is not significant, therefore, proposed hypothesis is rejected.

Graph 3.3.1 Gender wise coefficients of correlation between dimensions of Professional Commitment and Work Motivation in Government secondary school.

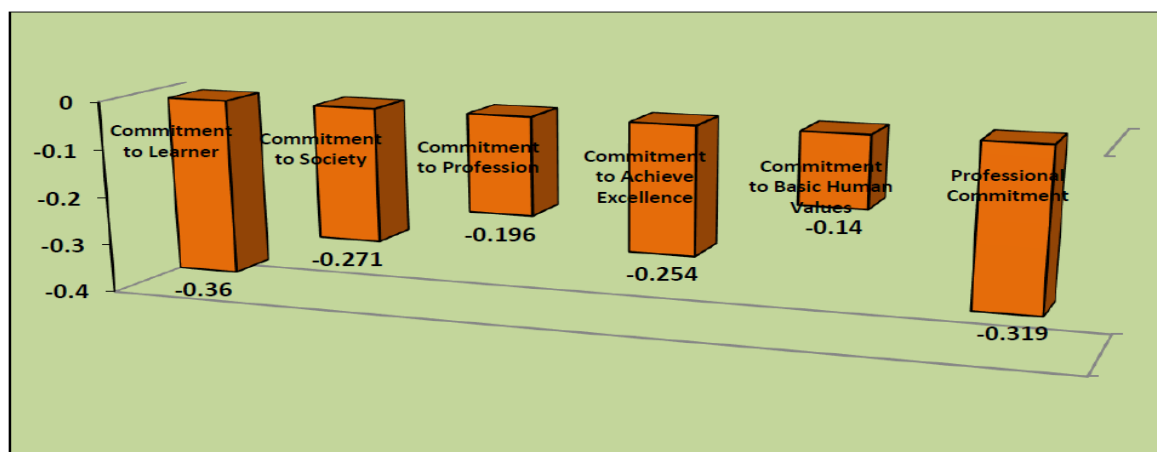


Graph 3.3.1 shows gender wise coefficients of correlation between dimensions of Professional Commitment and Work Motivation in Government secondary school.

The coefficient of correlation between professional commitment and work motivation of teachers teaching in private secondary schools is $.180$, which is significant at $.05$ level. It means that there exists significant positive correlation between professional commitment and work motivation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted. The coefficient of correlation between commitment to learner and work motivation of teachers teaching in private secondary schools is $.184$, which is significant at $.01$ level, therefore, proposed hypothesis is accepted. The coefficient of correlation between commitment to society and work motivation of teachers teaching in private secondary schools is $.125$, which

is not significant, therefore, proposed hypothesis is rejected. The coefficient of correlation between commitment to profession and work motivation of teachers teaching in private secondary schools is .171, which is significant at .05 level, therefore, proposed hypothesis is accepted. The coefficient of correlation between commitment to achieve excellence and work motivation of teachers teaching in private secondary schools is .080, which is not significant, therefore, proposed hypothesis is rejected. The coefficient of correlation between commitment to basic human values and work motivation of teachers teaching in private secondary schools is .148, which is significant at .05 level, therefore, proposed hypothesis is accepted. The coefficient of correlation between professional commitment and work motivation of teachers teaching in private secondary schools is .180, which is significant at .05 level, therefore, proposed hypothesis is accepted.

Graph 3.3.2 Gender wise coefficients of correlation between dimensions of Professional Commitment and Work Motivation in Private secondary school.



Graph 3.3.2 Gender wise coefficients of correlation between dimensions of Professional Commitment and Work Motivation in Private secondary school.

3.4 Findings

There is significant difference in professional commitment between male and female teachers in Private secondary schools and female teachers have significantly higher level of professional commitment than male teachers. There is no significant difference in professional commitment between male and female teachers and female teachers working in government secondary school.

There exists no significant difference in Work Motivation among male and female teachers working in Government and Private secondary schools.

There exists no significant correlation between Professional Commitment and Work Motivation of teachers teaching in Government secondary. There exists no significant correlation between Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values and Work Motivation of teachers teaching in Government secondary schools.

There exists a significant positive correlation between professional commitment and work motivation of teachers teaching in private secondary schools. There exists a significant correlation between commitment to learner, commitment to profession and work motivation of teachers teaching in private secondary schools.

There exists no significant correlation between commitment to society, commitment to achieve excellence, commitment to basic human values and work motivation of teachers teaching in private secondary schools.

3.5 Recommendations

- Frequently organize more professional development programmes, workshops, lectures, seminars, discussions, debates and conferences to enhance professional commitment and work motivation of teachers.
- Teachers should be provided training and the opportunity to take responsibility for planning, organizing, executing, and managing day-to-day academic activities to enhance the professional commitment, work motivation and leadership quality.
- Policymakers and management should provide monetary and non-monitory incentives, rewards, and recognition to enhance teachers' commitment and work motivation.
- Activity based practical academic training should be provided frequently to the teachers by supervisors or senior teachers.
- Independence in working, more opportunities and decisions making power should be given to the teachers to work efficiently and enhance their leadership qualities, work motivation and professional commitment.

3.6 Conclusion: It can be concluded that there is no significant difference in Work Motivation

among male and female teachers working in Government and Private secondary schools. There is a significant relationship in professional commitment and work motivation among the male and female teachers working in government and private schools. There exists a significant relationship among various dimensions of professional commitment and work motivation of secondary school teachers working in government and private schools.

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