



# RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND LOCUS OF CONTROL: A STUDY OF SECONDARY SCHOOL TEACHERS

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**Abstract:** Professional Commitment is the most important element in teaching profession. It is a connection which binds a teacher with the teaching profession by certain characteristics like professional code and conduct, Ethics, professional loyalty, conformity and professional competencies. Locus of control is the degree to which people think that they have control over their outcomes of events in life. The present study is intended to examine the relationship between professional commitment and locus of control of secondary school teachers. The data was collected from 400 working teachers from 20 (10 Government and 10 Private) secondary schools by using simple random sampling technique. For the collection of data from subjects, the standardized tools were used, Professional Commitment Scale of Teachers (PCST-KRB) standardized by Ravinder Kaur, Sarabjit Kaur and Ranu Brar in (2011) and the instrument of Teacher's Locus of Control Scale (TLOCS-GMNI) constructed by Madhu Gupta and Indu Nain in (2016). The results of the study indicate that, there exists significant difference in Professional Commitment and Locus of Control among the teachers working in different government and private secondary schools and there is significant positive relationship in various dimensions of Professional Commitment and Locus of Control.

**Key Words:** Professional Commitment, Locus of Control, Secondary School Teacher.

## I. INTRODUCTION

The teaching profession requires commitment. Effective teachers need to be committed not only to their students, but also to their teaching profession as a well. It includes abiding by the rules, regulations and following a definite code of conduct, ethics and values. Professional commitment is an attitude towards the job and the organization. It is a responsibility, dedication, concern and active participation for the profession. Teacher commitment is a devotion towards teaching profession. A teacher has to be committed to all stake holders of education. The present study throws light on the relationship between Professional Commitment and Locus of control of secondary school teachers.

### 1.1 Professional commitment

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 five major dimensions of professional commitment of secondary school teachers as follows:

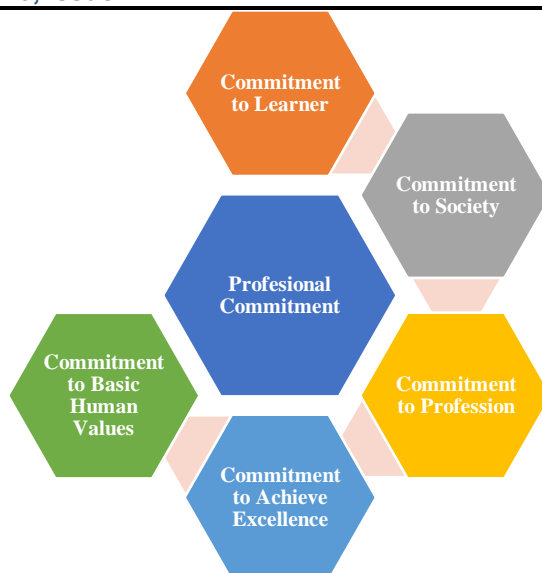


Fig. 1.1 Dimensions of professional commitment

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. Shukla, (2017) personality characteristics and values of the teachers jointly and relatively predicted professional commitment. Soaib & Khalid (2018) level of commitment for teaching profession increases with experience, on the contrary Kaur (2015) revealed no significant difference was found on the basis of length of teaching experience. Habib (2019) indicated a significant positive correlation was found between professional commitment and self- efficacy. Kaur (2015) teachers teaching in rural area schools had more commitment as compared to teachers of urban area schools. Bashir (2017) professional commitment and job satisfaction are significantly related to each other. Soaib & Khalid (2018) female teachers more committed than male teachers. Recommended to enhance the social and financial status of male teachers to raising their level of commitment. Provision for training and resources for professional development of rural teachers.

## 1.2 Locus of Control

Locus of control is derived from the word control. Control is defined as power to influence or direct human behavior or the course of events (Oxford Dictionary, 2022). Locus of control was developed originally by Julian Rotter in 1954. Locus of control is considered as a personality trait and it directs a person how to control the environment. It is the degree to which the person perceives that how s/he can control the events and the outcomes which effect the environment. Locus is conceptualized as internal (a conviction that one can handle one's own life) or external (a conviction that life is constrained by outside factors which the individual can't impact, or that possibility or destiny controls their lives).

### 1.2.1 Types of Locus of Control

**Internal locus of control:** People with an Internal Locus of Control believe that they control their own destiny. Internals believe that success or failure is due to their own efforts.

**External Locus of control:** People with External Locus of Control believe that their lives are controlled mainly by sources outside themselves like fate, chance, luck or powerful others.

Locus of control is not static with proper training and positive effective communication. It can be changed as Kushk (2020) revealed that Locus of Control can be altered with proper training and effective communication. The managers should take the responsibility to help their employees in understanding and shaping their locus of control. Practice based and practical training provided by educator is very important and beneficial to enhance internal locus of control of teachers as Kiral (2019) revealed the importance of aware raising activities to increase teachers' Internal Locus of Control and delivering practice-based training to teachers through the support of academics working in his field. Combination of high internal locus of control and professional commitment can be helpful in taking appropriate decision in crisis situation, as Asni (2018) indicated a high level of Internal Locus of Control and professional commitment can help to take the best decision when the conflict situation occurs. An individual can behave more independently in conflict situations by having the high professional commitment. Locus of control has relationship with motivation and other variables as Morzaria (2019) stated that, the locus of control has a relationship with the effort, motivation, satisfaction, performance, compliance, the perception of the job, supervisory style and the compliance with authority. Locus of control may also moderate the relationship between motivation and incentives. Ahluwalia & Preet (2017) revealed that, as the teacher become more experienced showed inclination towards external locus of control rises and towards internal locus of control decreases. As cited by

(Mehta & Gupta, 2021), (Gupta, 2016) indicated that teachers having external Locus of control experienced higher level of conflict in terms of their roles and (Rani, 2016) revealed a significant relationship between Locus of control and academic achievement. Mehta & Gupta (2021) indicated a significant positive effect of internal locus of control on classroom engagement.

### 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 locus of control of secondary school teachers with respect to gender and type of schools.
- To study the relationship between professional commitment and locus of control 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 locus of control of secondary school male and female teachers working in government and private schools.
- There exists a significant relationship between professional commitment and locus of control of secondary school male and female teachers working in government and private schools.

## II. METHODOLOGY

### 2.1 Research Method

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.

### 2.2 Population and Sample

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.

### 2.3 Data and Source of Data

For this study primary data has been collected from the secondary school teachers.

### 2.4 Theoretical framework

Variables of the study contains one dependent and one independent variables. The study used the Professional Commitment of teachers as dependent variable.

### 2.5 Tools used

- Professional Commitment Scale of Teachers (PCST-KRB) standardized by Ravinder Kaur, Sarabjit Kaur and Ranu Brar (2011).
- Teacher's Locus of Control Scale (TLOCS-GMNI) constructed by Madhu Gupta and Indu Nain (2016).

### 2.6 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 government & private secondary schools.**

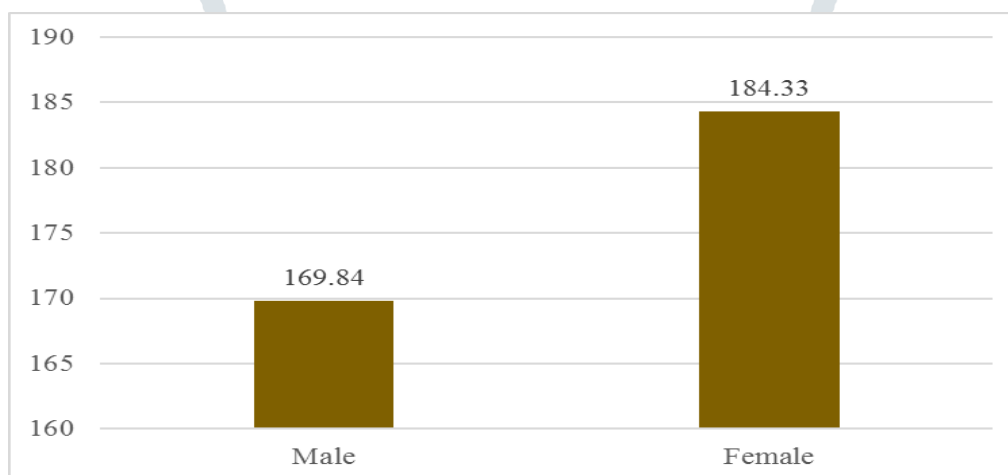
Type of school	Variable	Gender	N	Mean	SD	SEd.	t-value	Sig.
Government	Professional Commitment	Male	100	174.79	20.285	2.743	.674	.501
		female	100	172.94	18.468			
Private	Professional commitment	Male	100	169.84	20.871	2.702	5.363	.000
		Female	100	184.33	17.157			

(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 1 shows gender wise difference in professional commitment in private schools

### 3.2 Results pertaining to the difference in Locus of Control among the male and female teachers working in Government & Private secondary schools.

To find out the difference in Locus of control 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 locus of control in government & private schools.**

Type of school	Variable	Gender	N	Mean	SD	SEd.	t-test	Sig.
Government	Locus of Control	Male	100	63.07	11.637	1.967	1.729	.085
		Female	100	66.47	15.856			
Private		Male	100	68.01	15.239	1.744	5.453	.000
		Female	100	58.50	8.480			

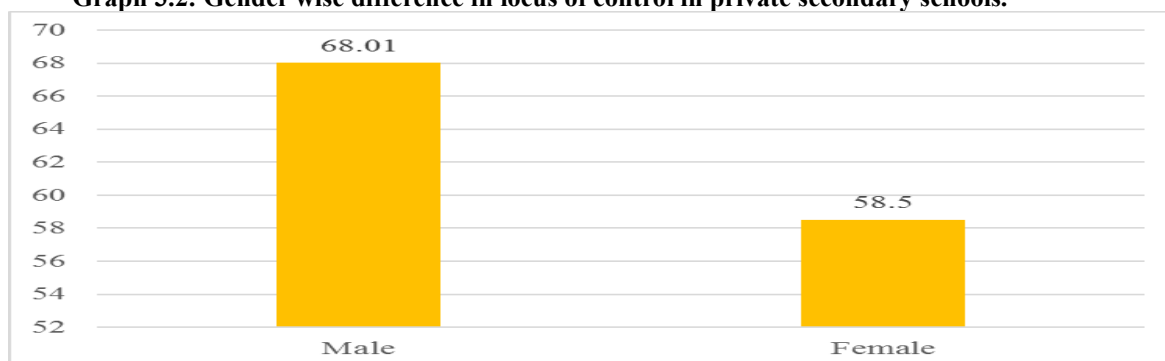
(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 3.2: shows gender wise difference in locus of control in government & private schools.

The calculated t value for gender difference in locus of control of Govt. school teachers is 1.72, which is not significant. It means that there is no significant difference in locus of control between male and female teachers teaching in Govt. schools. Therefore, proposed hypothesis is rejected.

The calculated t value for gender difference in Locus of Control of private school teachers is 5.45, which is significant. Therefore, proposed hypothesis is accepted. There is significant difference in locus of control between male and female teachers teaching in Private schools. Further male teachers have significantly higher level of locus of control than female teachers.

**Graph 3.2: Gender wise difference in locus of control in private secondary schools.**



Graph 2 shows gender wise difference in locus of control in private secondary schools.

### 3.3 Results pertaining to relationship between Professional Commitment and Locus of control of secondary schools male and female teachers working in Government & Private Schools

To find out the relationship between Professional Commitment and Locus of Control among of male and female teachers working in Government secondary schools, coefficient of correlation has been calculated and the obtained result is presented in table 3.3 as follows:

**Table 3.3: Gender wise correlation between professional commitment and locus of control in govt & private secondary schools**

Category	Dimension	N	Correlation(r)	Level of Significance
Male and female teachers working in Government Secondary Schools.	Professional Commitment	200	-.319	.000
Male and Female teachers working in Private Secondary Schools.		200	-.547	.000

Table 3.3 shows gender wise correlation between professional commitment and locus of control in govt. & private schools

The coefficient of correlation between Professional Commitment and Locus of Control of government secondary school teachers is  $-.319$ , which is significant at  $.01$  level. It means, there exists significant negative correlation between professional commitment and locus of control.

The coefficient of correlation between Professional Commitment and Locus of Control of Private secondary school teachers is  $-.547$ , which is significant at  $.01$  level. It means that there exists significant negative correlation between Professional Commitment and Locus of Control of Private school teachers. Therefore, proposed hypothesis is accepted.

### 3.4 Findings

- There is no significant difference in professional commitment between male and female teachers and female teachers working in government secondary school.
- There is a significant difference in professional commitment between male and female teachers working in private secondary school. Further, female teachers have significantly higher level of professional commitment than male teachers.
- There is no significant difference in locus of control between male and female teachers teaching in Government schools.
- There is a significant difference in locus of control between male and female teachers teaching in Private schools. Further male teachers have significantly higher level of locus of control than female teachers.



- There exists significant negative correlation between professional commitment and locus of control of male and female teachers working in Government & Private secondary schools.

### 3.5 Recommendations

- Teachers should be supported by practical training courses provided by expert academicians in this field. 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.
- The findings of the study highlight the significance and necessity of educating instructors on Internal locus of control through educational pamphlets.
- 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 internal locus of control and leadership quality.
- Teachers should be evaluated on moral & ethical values at recruitment.

### 3.6 Conclusion

There is a significant difference in the professional commitment and locus of control of male and female teachers working in government and private secondary schools. There exists a significant relationship between professional commitment and locus of control of secondary school teachers working in government and private secondary schools. Researcher recommends that activity based practical academic training should be provided frequently to the teachers by supervisors or senior teachers. Independence in working, collaboration with stakeholders and more decisions making power should be given to the teachers to work efficiently and enhance their locus of control, leadership qualities, motivation and professional commitment. Professional development programmes, workshops, lectures, seminars, discussions, debates and conferences should be organised to enhance professional commitment and balance teachers' locus of control.

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