

# A Study on Professional Commitment of Government School Teachers of East District of Sikkim

ARUP BHOWMIK\* AND BED PRASAD SHARMA\*\*

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## Abstract

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*Total commitment toward the teaching profession is a common denominator among all successful and ideal teachers; total commitment is total involvement, much more than merely working hard. The present study aimed to investigate the level of professional commitment of school teachers in the East district of Sikkim with regards to their gender, locality of the school, level of teaching, academic and professional qualifications, and teaching experience. The study found a moderate level of professional commitment among the teachers. Further, no significant variations in professional commitment were found based on gender, locality, duration of teaching experience, professional qualification, level of teaching, and different factors of professional commitment. However, a significant difference was found among teachers based on their academic qualifications.*

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## INTRODUCTION

A profession is regarded as a higher grade occupation, where a person requires the command of specialised knowledge and extended professional preparation. There is a conceptual distinction between the

term occupation and profession; as the profession consists of rigorous training, education, and expertise (Basu, 2016). The concept of commitment is attitudinal, emotional, or psychological that reflects the closeness of an individual's feelings

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\*\*Junior Research Fellow (Ph.D.), Department of Education, Mizoram University

\*\*M.A. in Education, Department of Education, Sikkim University

towards the organisation. In general, professional commitment refers to the obligation, promise, responsiveness, or accountability of professionals towards their profession. It is greatly related to individuals' socio-psychological bond, attitude, feelings, attachment, and passion for work. Practicing the goals and ethics, enthusiasm for professional progress, craving to maintain a sound relationship with other members, and readiness for work are some common determinants of professional commitment (Gill and Kaur, 2017). According to APJ Abdul Kalam (2002), "Total commitment is a crucial quality for those who want to reach the very top of their profession."

In the teaching profession, commitment is one of the utmost important and obvious constituents (Sawhney, 2015). It is closely connected to teachers' work performance, absenteeism, burnout, and turnover as well as having an important influence on student's achievement in and attitude towards school (Louis, 1998). As a profession, teaching has acquired a noble place for laying the foundation for other professions. The destiny of any nation greatly depends upon the teaching profession as teachers are the yardstick that measures the achievements and aspirations of the nation (Bashir, 2017). The teaching profession is based on long specialised intellectual training, representing a high degree of creative thought, certification, engagement in research

work, innovations to the knowledge domain, and contributing to the development of society. Teachers are the nucleus of the education system and their impact on student's development is very crucial and long-lasting. Therefore, professional commitment and responsiveness is the core of the teaching profession. Dedication, promise, pledge towards work, following certain rules and norms, concerning students and society, seek to achieve excellence, and basic human values, are some salient features of the teaching profession. As the most responsive and dutiful profession of the society, teachers' professional commitment can be divided into some important domains such as commitment to the learner, commitment to the society, commitment to the own profession, commitment to achieve excellence and commitment to basic human values.

### **REVIEW OF RELATED STUDIES**

Numerous research studies have been conducted in the field of teacher's profession and teacher's professional commitment. Shann (1998) revealed a high level of dissatisfaction among teachers engaged in low-achieving schools those high-achieving school teachers. Shah and Abualrob (2012) showed that the teacher's collegiality positively influenced professional commitment among Pakistani school teachers. Bala (2013) found an average level of professional commitment (56%)

among school teachers where gender variance existed. Shamina (2014) exposed a high level of professional commitment and job satisfaction among self-financed college teachers. Shukla (2014) revealed a very high positive correlation between commitment to profession and job satisfaction level of primary school teachers. Sawhney (2015) revealed no significant difference in professional commitment among teachers of rural and urban secondary schools. Marshall (2015) revealed significant variation in the level of professional commitment between new and old secondary school teachers in Barbados. Maiti (2015) revealed significant commitment variation between secondary and primary school teachers in West Bengal. Kaur and Sharma (2015) revealed that the teachers are satisfied up to a great extent in schools of Ludhiana and the quality of the student depends on the quality of teaching and teachers which is directly linked to the satisfaction. Swarnalatha (2016) reveals that the majority of teachers had average work commitment levels. The study also revealed that female teachers, experienced teachers, and science teachers have better commitment than their counterparts. Srinivasan, Beri and Beri (2016) revealed a slight correlation between work motivation and professional commitment overall and dimension-wise. However, the relationship between dimensions like basic values and workgroup relations revealed a

distinct result. Hussen, Awegichew and Teshome (2016) found a low level of teachers' commitment towards learning, profession, and community at Eastern Ethiopian secondary schools. The reasons behind the results were such as low professional attitude, low salary, low respect, fewer incentives, and lastly less motivation. Sasikumar (2017) found that based on gender, location of the institution, major subjects, and marital status, there are no significant differences in the organisational commitment of teacher educators from self-financing colleges of Chennai and Thiruvallur district.

From the above-cited studies, it is clear that there is no similar degree of professional commitment among teachers. The level of professional commitment varies among teachers depending upon the place, type of school governance, gender, locality, and leadership style of the school. Moreover, studies revealed that there are many depending variables like work motivation, salary provided, attitude, job satisfaction, workgroup relation, and school's curriculum having a significant positive impact on teachers' professional commitment.

### **NEED AND SIGNIFICANCE OF THE STUDY**

After reviewing the related literature, the investigator found some research gaps. Firstly, no studies have been witnessed which dealt with the secondary school teachers' professional commitment

in the state of Sikkim. Secondly, no comprehensive research has been witnessed which explored teachers' professional commitment concerning gender, locality, level of teaching, teaching experience, academic qualification, and professional qualification. Therefore, the investigators had a keen interest to examine the professional commitment of government school teachers of Sikkim with consideration of research gaps. The process of education largely depends upon the teachers, who are known as the primary human resource of this process, and their commitment toward work matters a lot. In this regard, studying teachers' professional commitment is having a large range of significance. First of all, by knowing their own level of commitment a teacher can improve themselves. Secondly, the headmaster of a school can take necessary measures for the improvement of professional commitment among subordinates. Thirdly, this may help the policymakers, school administrators, and the larger social endeavor. Nowadays, one of the major problems in the education system is the deterioration of the quality of teachers due to different social and personal factors. In this regard, teachers professional commitment plays a vital role. Therefore, the investigators are keenly interested to know about the professional commitment of teachers concerning factors like the learner, society,

profession, basic values, and many more emerging issues.

### **OBJECTIVES OF THE STUDY**

1. To examine the level of professional commitment of school teachers in East district of Sikkim.
2. To compare the professional commitment of teachers in East district of Sikkim with regard to their gender.
3. To compare the professional commitment of teachers in East district of Sikkim with regard to the locality of schools.
4. To examine the professional commitment of the teacher in Sikkim with regard to the level of teaching.
5. To examine the professional commitment of the teacher in Sikkim with regard to their academic qualification.
6. To find out the professional commitment of the teacher in Sikkim with regard to professional qualification.
7. To reveal the professional commitment of the teacher in Sikkim with regard to teaching experience.
8. To reveal the professional commitment of the teacher in Sikkim with regard to learner, society, profession, excellence and basic human values.

### **Hypotheses of the Study**

**H1:** There is a high level of professional commitment among the school teachers in East district of Sikkim.

**H02:** There is no significant difference in the professional commitment of school teachers in East district of Sikkim with regard to their gender.

**H03:** There is no significant difference in the professional commitment of school teachers in East district of Sikkim with regard to the locality of schools.

**H04:** There is no significant difference in the professional commitment of school teachers of Sikkim with regard to their level of teaching.

**H05:** There is no significant difference in the professional commitment of school teachers of East district of Sikkim with regard to their academic qualification.

**H06:** There is no significant difference in the professional commitment of school teachers of East district of Sikkim with regard to their professional qualification.

**H07:** There is no significant difference in the professional commitment of school teachers of Sikkim with regard to their teaching experience.

**H08:** There is no significant difference in the professional commitment of school teachers of Sikkim with regard to learners, society, profession, excellence and basic human values.

### **Methodology of the Study**

The descriptive survey method was employed in the present study. The

quantitative approach was used in the analysis of the collected data. The present study was delimited to East district of Sikkim only and data were collected from a total of eight schools of the district (4 from rural and 4 from urban area). The sample of the present study consisted of 120 school teachers (31 male and 89 female teachers) of East district of Sikkim. For the collection of the data, Professional Commitment Scale for Teachers 2013 (PCST-KRB), constructed and standardised by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu, Mrs. Sarvjeet Kaur Brar. The tool consisted of 45 items with five dimensions namely commitment to the learner, commitment to society, commitment to the profession, commitment to attain excellence, and commitment to basic human values. The reliability of the scale was computed with the test-retest method and the co-efficient of correlation score was found to be 0.76. The investigators personally visited the sample schools with permission, communicated with the teachers sitting in the common rooms, instructed them about the test, and questionnaires were distributed to the teacher to respond. Therefore, the sampling technique could be named as incidental technique, where without making any disturbance to the regular teaching-learning condition, the investigator collected data as per the convenience and availability of teachers. Collected

data were calculated and analysed with the help of SPSS.

### **Analysis, Results and Interpretations**

The investigator utilised both descriptive as well as inferential statistics for analysis and interpretation of the obtained data. As per the stated objectives, the investigator analysed the data as follows:

#### **1. The overall level of professional commitment among school teachers**

To interpret the overall level of professional commitment of teachers the raw scores of the professional commitment scale are converted into

z-scores and distributed in Table 2 and for the same purpose the mean scores and mean percentage are also calculated and tabulated in Table 3.

From Table 1, it is clear that the level of professional commitment among school teachers of East district of Sikkim is varied. 46.66% (56) teachers having average or moderate, 22.5% (27) teachers having above average, 11.66% (14) teachers having below average, 11.66% (14) teachers having low, 4.16% (5) teachers having high, 1.66% (2) teachers having extremely high, and 1.66% (2) teachers having an extremely low level of professional commitment. Here, the highest number (56) of teachers had shown an average or moderate level of professional commitment.

**Table 1**

#### **Conversion of Raw Scores of Professional Commitment into z-Scores**

<b>Sl. No.</b>	<b>Range of Raw Scores</b>	<b>Range of z-Scores</b>	<b>Frequency</b>	<b>%</b>	<b>Level of Professional commitment</b>
1.	202 +	+2.01 and above	2	1.66	Extremely high commitment
2.	189-201	+1.26 to +2.00	5	4.16	High commitment
3.	179-188	+0.51 to +1.25	27	22.5	Above-average commitment
4.	163-178	-0.50 to + 0.50	56	46.66	Average/ moderate
5.	153-162	-0.51 to -1.25	14	11.66	Below average commitment
6.	139-152	-1.26 to -2.00	14	11.66	Low commitment
7.	138 and below	-2.01 and below	2	1.66	Extremely low commitment

**Table 2**  
**Mean Score of Teachers' Professional Commitment in Overall**

Variable	Category	N	Mean	S.D.	Mean %	Minimum Score	Maximum Score
Level of Professional Commitment	Government Schools Teacher	120	170.63	14.51	75.83	128	210

Table 2 shows that the mean score of the professional commitment test is 170.63 and the mean percentage is found 75.83. Further, the standard deviation is found 14.51. The maximum and minimum score of the test has been found to be 210 and 128 respectively. Since the mean score of professional commitment 170.63 comes under  $-0.5$  to  $+0.5$  range of z-score, therefore it is evident that the overall level of professional commitment is average or moderate among the teachers of the government school. Hence, it can be stated that the professional commitment of the

teachers of East district of Sikkim is average. So, the stated hypothesis "There is a high level of professional commitment among the school teachers in East district of Sikkim" is not accepted. Only about 28% of teachers showed a higher and above-average level of commitment and 25% of teachers showed lower and below-average levels of satisfaction which is not much satisfactory for the state that having standard quality school education.

### **2. Comparison of the mean scores of professional commitment between male and female teachers**

**Table 3**  
**Professional Commitment Score of Male vs. Female Teacher**

Variable	Category	n	Mean	S. D.	'z' value	Remark
Gender	Male	31	170.35	18.01	0.105	Not Significant
	Female	89	170.72	13.19		

From Table 3, it is observed that with regard to gender, the mean professional commitment score of male category respondents is 170.35, whereas for the female category respondent is 170.72. The SD values are 18.01 and 13.19 respectively. Further, when both the mean values

were subjected to the testing of their significance of difference, the 'z' value was found 0.105. As the calculated z-value is smaller than the critical values at both levels of significance, the calculated value of 'z' is found not significant. Therefore the null hypothesis, "there is no significant

difference in the professional commitment of school teachers in the East district of Sikkim with regard to gender” is accepted. No gender variation was found with regard to the professional commitment of school teachers. It could be stated from this

finding that both male and female teachers are more or less equally empowered in their profession.

### **3. Comparison of the means of professional commitment between rural and urban teachers**

**Table 4**

**Professional Commitment Score of Rural vs. Urban School Teacher**

Variable	Category	n	Mean	S. D.	'z' value	Remark
Locality	Rural	60	170.08	14.32	0.012	Not Significant
	Urban	60	170.57	14.81		
Total		120	170.63	14.51		

From Table 4, it is observed that with regard to locality the mean professional commitment score of rural category respondents is 170.08, whereas it is for the urban category respondents is 170.57. The SD values are 14.32 and 14.81 respectively. Further, when both the mean values were subjected to the testing of their significance of difference, the 'Z' value was found 0.012. As the calculated Z-value is smaller than the critical values at both the levels of significance, the calculated value of 'Z' is found not significant with 118 degrees of freedom. Therefore the null hypothesis, “there is no significant

difference in the professional commitment of school teachers in East district of Sikkim with regard to their locality” is accepted. Despite their variance in the locality, the Govt. school teachers of East district of Sikkim showed an equal level of commitment. This could be due to their inclusive training, education in the heterogeneous group, sharing of the same institutional atmosphere, and other related factors.

### **4. Comparison of the means of professional commitment of the teacher with regards to the different level of teaching**

**Table 5**

**Comparison of Teachers' Professional Commitment Based on Level of Teaching**

Variable	Category	N	Mean	S. D.	F value	Remark
Level of teaching	Primary	24	168.71	11.764		Not significant



	Upper primary	32	169.66	14.847	0.52	
	Secondary	63	171.65	1.940		
	Higher secondary	1	183.00			
Total		120	170.63	1.325		

It revealed that with regard to the level of teaching, the mean professional commitment score of primary category respondents is 168.71, upper primary category respondents is 169.66, secondary category respondent is 171.65, and for the higher secondary category respondents is 183.00. Further, when four mean values were subjected to the testing of their significance of difference, the 'F' ratio was found 0.528, which is statistically not significant. Hence, the null hypothesis, "there is no significant difference in the professional commitment of school teachers in East district of Sikkim with regard to their level of teaching" is accepted. Regardless of the level of teaching the

school teachers had shown an equal level of commitment towards their profession. Their scores significantly did not differ from one another. Although, no significant difference was found amongst all the categories, the mean professional commitment score refers that teachers of the higher secondary category having high commitment followed by secondary, upper primary, and then primary level teachers. Therefore, it can be interpreted that there is a positive correlation between the higher level of teaching and a higher level of professional commitment.

**5. Comparison of the mean scores of professional commitment of the teacher with regards to their academic qualification**

**Table 6**

**Comparison of Teachers' Professional Commitment based on Academic Qualification**

Variable	Category	N	Mean	S. D.	F value	Remark
Academic qualification	H.S.	15	162.60	11.764	3.34	Significant
	B.A	52	126.49	14.847		
	M.A	64	222.80	1.940		
Total		120	170.63	14.51		

With regard to academic qualification, the mean professional commitment score of H.S. category

respondent is 162.6, B.A. category respondent is 123.9, and M.A. category respondent is 222.8.

Further, when three mean values were subjected to the testing of their significance of difference, the 'F' ratio was found 3.34, which is statistically significant. Hence, the null hypothesis, "there is no significant difference in the professional commitment of school teachers in East district of Sikkim with regard to their academic qualification" is not accepted. Based on the teachers' academic qualifications, there

exists a significant difference in their professional commitment. The result indicates that teacher those having M.A. degree are possessed a higher level of professional commitment followed by H.S. degree holder teachers and then B.A. degree holders.

#### **6. Comparison of the means of professional commitment of the teacher with regards to professional qualification**

**Table 7**

#### **Comparison of Professional Commitment based on Professional Qualification**

Variable	Category	N	Mean	S. D.	F value	Remark
Professional qualification	B. Ed	39	171.54	17.15	.574	Not significant
	M. Ed	4	177.00	21.41		
	N. P.Q.	77	169.83	12.69		
Total		120	170.63	14.51		

Note: N.P.Q. Non-professional Qualification.

With regard to the professional qualification, the mean professional commitment score of B.Ed. category respondent is 171.54, M.Ed. category respondent is 177, and the N.P.Q category respondent is 169.83. Further, when three mean values were subjected to the testing of their significance of difference, the 'F' ratio was found 0.574, which is statistically not significant. Hence, the null hypothesis, "there is no significant difference in the professional commitment of school teachers in East district of Sikkim with regard to their professional

qualification" is accepted. Although the differences are statistically not significant, the result showed that teachers those having M.Ed. degree are scored higher in professional commitment test, followed by the score obtained by teacher those having B.Ed. degree, and teacher those having no professional degree are obtained low score in comparison with counterparts.

#### **7. Comparison of the means of professional commitment of teacher with regards to their teaching experience in years**

**Table 8**  
**Comparison of Teachers' Professional Commitment based on Teaching Experience**

Variable	Category (Years)	N	Mean	S. D.	F value	Remark
Teaching Experience	1-10	61	169.77	14.35	1.43	Not significant
	11-20	32	173.75	15.44		
	21-30	21	171.05	12.58		
	31-40	6	161.17	15.66		
Total		120	170.63	14.51		

Concerning the duration of teaching experience, the mean professional commitment score of 1-10 category respondent is 169.77, 11-20 category respondent is 173.75, 21-30 category respondent is 171.05, and 31-40 category respondent is 161.17. Further, when four mean values were subjected to the testing of their significance of difference, the 'F' ratio was found 1.43, which is statistically not significant. Hence, the null hypothesis, "There is no significant

difference in the professional commitment of school teachers in East district of Sikkim with regard to their teaching experience" is accepted. It can be interpreted that the teaching experience of the teachers having very less effect on professional commitment.

**8. Comparison of the mean scores of professional commitment of teachers towards learner (A), society (B), profession (C), excellence (D), and human value (E)**

**Table 9**  
**Dimension-wise Comparison of Teachers' Professional Commitment**

Variable	Dimension	n	Mean	S.D.	F-value	Remark
Teachers' Professional Commitment	A	120	35.72	5.23	1.08	Not Significant
	B	120	34.93	3.57		
	C	120	32.22	4.4		
	D	120	33.78	3.6		
	E	120	33.98	3.8		
Total		120	170.63	14.51		

With regards to different dimensions of the scale, the mean professional commitment score was found 35.72 for 'A' dimension, 34.93

for the 'B' dimension, 32.22 for 'C' dimension, 33.78 for 'D' dimension, and 33.98 for 'E' dimension. The SD values are 5.23, 3.57, 4.4, 3.6, and

3.8 respectively. Further, when all the mean values were subjected to the testing of their significance of difference, the 'F' ratio was found 1.08. Therefore, the calculated value of 'F' is found statistically not significant. Therefore the null hypothesis, "there is no significant difference in the professional commitment of school teachers in East district of Sikkim with regard to learner, society, profession, excellence, human value" is retained. Therefore, it can be concluded that professional commitment factors namely learner, society, profession, excellence, and human value are having an equal impact on professional commitment scores among teachers.

### **CONCLUSION AND RECOMMENDATIONS**

Teachers with a high level of professional commitment can make the teaching-learning process fruitful and will lead to societal betterment. Only teachers with professional commitment are able to fulfill the need of the students and society. The schools which have good and committed teachers can succeed in developing students' personality in all-round. Investigating the secondary school teachers' professional commitment at the East District of Sikkim, the study found a moderate level of professional commitment among them. No significant variations in professional commitment were found based on their gender, locality, duration of teaching experience, professional qualification, level of

teaching, and different factors of professional commitment. However, a significant difference was found among teachers based on their academic qualifications. Hence, there is a need of implementing the practices for building a higher level of professional commitment among secondary school teachers of Sikkim.

Meaningful research always provides cause and paves for further investigation and recommendations for improving the situation. More systematic and comprehensive studies including more variables and levels of education should be conducted in this field. Better professional commitment is a prerequisite for sound teaching and ultimately for the student's all-round development. As the study found the moderate or average level of professional commitment among the govt. school teachers of East district of Sikkim, there is much more to do by the department of education for betterment. The government should make provision for organising capacity-building programmes, seminars, workshops, and training for government school teachers through which they can develop their selves for committed teaching. Heads of the schools can make an effort for uplifting the professional commitment among subordinates through good leadership behaviour. Individually, a teacher must respect their profession for the betterment of greater society. The investigators are hereby hopeful for the improvement of teachers' professional commitment.

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