



Professional commitment and continuous professional development: A closer look at Degree College Teachers of Punjab

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Abstract

Professional commitment improves the quality of learning of teachers' and along with it their performance if they continuously update their professional knowledge. This means teachers' participation in continuous professional development activities depends on commitment which influences his attention and engagement. Research conducted by Jansen and Vries (2013); propagated that continuous professional development of teachers' is influenced by gender and is related its role and responsibilities. These ideas were also professed by Svendsen (2016); who witnessed that teachers' participation in professional development programs get affected by ways of thinking and teaching practices by changing their attitude towards collaboration. To explore more in this direction the undertaken study was conducted to determine the causal link between professional commitment and continuous professional development and to observe the notion of gender introduced by dynamic perspective of both these dimensions to undermine their effect. A scale prepared by Kaur and Ranu (2012) on Professional Commitment and a self prepared questionnaire on Continuous Professional Development was administrated to a sample of 400 degree college teachers working in government and private degree colleges of Punjab. Cluster analysis for the study led to contribute that; a) private degree college teachers have high score for Continuous professional development and professional commitment. It indicates that private college teachers' shows high intention to perform and assume teaching - learning duties in a better way when compared with government degree college teachers.

Keywords: professional commitment, continuous development, government, private, degree colleges

Introduction

The Era of knowledge explosion and global transformation have increased and transformed and along with it the role and expectations of the teachers who deliver knowledge to the students is also changed. According to Leadbeater (1999) [9]; human working environment comprising of; commitment towards ones' profession, self efficacy, teaching effectiveness, education and continuous professional development act as a way to enhance competencies and skills of personnel and play an important role to enhance the quality of institutions and its teachers. This highlight that professional commitment of personnel's helps to pursue change in their practice while dealing with complex demands of modernization, globalization and explosion of knowledge. To meet with these complex demands one has to foster an attitude of continuous professional development which as personal characteristics is related to ones' professional commitment. These views were also strengthened by Benedito *et al.* (1995) [2]; who highlighted professional commitment as propagator of change which equip teachers with professional development strategies which facilitate the teacher to transfer his teaching and learning to build knowledge and solutions; which actually features their continuous professional development. In depth study of professional commitment was also worked by Good (2010) [6]; who observed that professional commitment and

continuous professional development are interrelated with each other on the basis of requirement that is; personal commitment and willingness to take tasks assigned and to acquire knowledge necessary to do the job. While exploring the contents of continuous professional development of a global teacher Fullan (1993) [5]; suggested that continuous professional development helps the teacher to become systematic in his practice, believes and professional skills so that quality of teaching, research and management of teachers gets improved. This means professional commitment of teachers is responsible to provide and support continuous professional development activities of teachers, which helps them to expand their knowledge as practitioners' but also helps them to realize their abilities and talents in such a way that helps them to establish better connections between new learning and existing practices. Thus the undertaken study was explored by keeping in view the objectives;

- To study and compare the professional commitment of teachers' working in Government and Private degree colleges of Punjab.
- To find the relationship of professional commitment with continuous professional development of teachers' working in degree colleges of Punjab.

Rationale

The rationale of this paper rests on the socio- personal connotations of professional commitment and continuous professional development. This means variables under study get influenced and strengthened by social and personal variables. Huberman (1993) ^[7] emphasized that professional commitment is subjected to stress, frustrations, conservativeness and passage and place of time gets affected. This means by professional commitment and continuous professional development gets influenced by number of variables which can enhance their strength or decrease their professional commitment. On the other hand Arjunan (2013) ^[13]; treated professional commitment as a passion to work involved in teaching. He further added that it is willingness to engage with an institution and students and they described continuous professional development also as a passion to learn more and more with willingness. This means professional commitment along with continuous professional development joins to extend more and more to impart knowledge, values and beliefs by maximizing ones' effort to yield success. On the basis of research work Sunitha Swanalathal (2016) ^[11]; connected teachers' professional commitment with continuous professional development as an ability to innovate and integrate new ideas in to own practice, achievement and attitude towards ones' profession. The study further revealed that continuous professional development enhances the level of professional commitment. Moving to have a closer look of professional commitment of teachers the undertaken study determined the nature and working of teachers by identifying continuous professional development. Caroll (2007) ^[3] noted continuous professional development of teachers as a systematic process which expand and diversify according to the professional commitment of teachers needs and demands of institution. These ideas were also clarified by Benedito *et al.* (1995) ^[2] who clarified continuous professional development as a classical source of professional commitment because it has power to change oneself with strategies that facilitate the transfer of teaching, learning and training throughout the life of an professional. It is further announced that when professional commitment is studied along with continuous professional development, it will help degree college teachers to understand themselves in relation to institution to which they belong; whether government or private degree colleges. It will help them to understand their professional commitment and continuous professional development in a better way by visualizing themselves with their code of work and scenario.

Operational definitions

Degree college teachers: They are professionals teaching in colleges which offering bachelor degree in arts, commerce and sciences to students undergoing 3 year degree courses.

Independent variables

Institution type: They are institutions which embodies their genesis and functioning by considering their management, governance and grants. For the undertaken study they are classified as government and private.

Dependent variables

Professional commitment: For the undertaken study it is

conceived as stimulant to enhance the value of teacher by measuring ones' learning process, his/ her contribution towards society, attaining of excellence and way to approach basic human values in accordance to rules, norms and code of ethics laid under teaching profession.

Continuous professional development

It is reflected as personal reflection to update ones' teaching-learning activities and skills associated to it. They can be self directed, planned and initiated activities like; attending of seminars, workshops, symposia, conferences and so on.

Methodology of the study

A criteria of descriptive research was adapted for the undertaken study because it has gone beyond gathering and tabulation of data and involved comparison of degree college teachers on the basis of type of institution. For the undertaken study, professional commitment and continuous professional development were treated as dependent variable whereas institution type as predictor variables. The comparison between degree college teachers was made on the basis of institution type (government / private).

Sample

For the selection of the sample multistage random sampling technique was followed. First of all, out of 22 districts in Punjab only four districts were selected for collecting the data from degree college teachers. The identified districts were; Muktsar, Moga, Ferozpur, Bathinda. Then, from each district 2 government and 2 private colleges were randomly selected according to convenience and availability to approach them. In all 400 degree college teachers were randomly withdrawn from 8 government and 8 private degree colleges to collect the data for the study.

Measures used

Keeping in view, the objectives of the study the following measures were used to conduct the study. Professional commitment scale prepared and adapted by Kaur, Ranu and Brar (2012) was used to determine more comprehensive view of professional commitment of teachers. The scale was developed under 5 dimensions framework which includes; commitment to learner, contribution towards society, attaining of excellence and their way of approaching basic human values according to certain rules, norms and code of ethics of teaching profession. The chosen scale comprised of 45 items developed under five point likert scale.

A self made questionnaire was developed to seek information for their continuous professional development. It consisted of 50 statements under 5 dimensions identified as; knowledge, competence in teaching, commitment and accountability, personal effectiveness and self upgrading and extended reading. Reliability coefficient of the scale was 0.891. Content and face validity was also determined.

Participants

Out of 22 districts of Punjab, 4 districts were selected for the study by random sampling technique. The identified districts were; Muktsar, Ferozpur, Moga and Bathinda. From each district 2 government and 2 private degree college were

selected according to convenience and availability of teachers. Thus all 400 degree college teachers withdrawn from 8

government and 8 private degree college represented as sample for the study.

Analysis and Discussion

Comparison of Professional Commitment for Government and Private Degree College Teachers

Table 1: t- ratio for Professional Commitment for (N=400) Degree College Teachers

Professional Commitment	Government Teachers N=(200)		Private Teachers N= (200)		t- ratio
	Mean	SD	Mean	SD	
	159.64	25.12	168.11	23.75	

**Significant at the 0.01 level

*Significant at the 0.05 level

Table 1 reveals that mean of private degree college teachers (168.11) was higher than the mean of government degree college teachers (159.64). The table further discloses t- value as 6.23; which was significant at 0.01 level. Obtained results reflect that private college teachers have scored higher on the mean score than government degree college teachers. This led us to infer that private degree college teachers assume their

role and responsibilities with more of commitment towards their profession while discharging their duties when compared with government college teachers. This led us to conclude that the parameters of institution type (government and private) made a change or difference among degree college teachers' professional commitment.

Table 2: Inter Correlation of Professional Commitment with Continuous Professional Development for the Total Sample of Government and Private Degree College Teachers

Group Variables	Government Degree College Teachers N= 200		Private Degree College Teachers N= 200	
	Professional Commitment	Continuous Professional Development	Professional Commitment	Continuous Professional Development
Professional Commitment	1	.342**	1	.364**
Continuous Professional Development	.342**	1	.364**	1

*significant at the 0.05 level

**significant at the 0.01 level

Professional Commitment vs. Continuous Professional Development

From table 2 it is apparent that calculated correlation coefficient between professional commitment and continuous professional development is 'r'= .342**, significant at 0.01 level. This positive and significant correlation led us to infer that competencies in teaching, accountability, leadership and personal effectiveness, self upgradation contribute towards professional commitment of government degree college teachers.

From the above table, it is apparent that for private degree college teachers calculated correlation coefficient between professional commitment and continuous professional development is 'r'= .364**, significant at 0.01 level. This shows that professional commitment is positively and significantly related to continuous professional development for private degree college teachers. It further led us to conclude that teachers with high professional commitment also possess high continuous professional development.

The results of the study reflects that private degree college teachers have identified themselves with more of professional commitment when compared with government degree college teachers. This led us to infer that private degree college teachers remain committed to their profession because of scarcity in jobs and job competition in the market. These differences were supported by the research work of Sethi (2014); morrow Madhu and Indu (2015); Khan (2015). Who observed that shortage of job, love for teaching, level of mental ability and social environment make private degree college teachers makes them more committed towards their

profession.

Conclusion

From the above findings, it is confirmed that differences exist among degree college teachers in accordance to the institution to which they belong. Professional commitment of teachers is the effective way to improve the higher education taking place in colleges and universities. The results of the study embodies that private degree college teachers professional commitment is higher than the government college teachers because of their regular updating by continuous professional development programs and pressure from the management and authorities to show their best. Further, it can inferred that private degree college teacher practice was reflected under commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic human values. Further according to Jovanova-Mitkovska (2010)^[8] the best way to support the professional commitment for an organization is to co-operate, learn about new change taking place in education so that adaptation become easy. It is understood that the private degree college teachers adapt themselves by being acquainted with continuous professional development activities and learning which helps them to contribute more towards their teaching profession. The research findings of the study are also in line with research findings of Yee Fan Tang (2009) who found that with fierce competition teachers are losing their job so in process of reassessing and redefining sense of self as a person and as a teacher they are continuously improving themselves with professional development activities like; attending seminars,

doing PhD, updating themselves with new knowledge. The study also shows that professional commitment of degree college teachers is driven by continuous professional

development by making them professional and competitive by nature which shapes their performance by making them more professionally committed.

Educational Implications

1. Understanding teacher professional commitment in conjunction with continuous professional commitment open a new way to make a personal investment in ones' profession. According to Tilikala (2004) continuous professional development forces the professional to gain competence which in turn help him to identify him to the profession.
2. The study offers an insight to the teachers to have a glance of their professional commitment entwined with continuous professional development. This in turn, reinforce the bondage with the profession to explore and understand the possibilities and responsibilities in context of changing educational scenario.

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