

Professional commitment among Secondary School teachers of Bhutan: An exploratory study

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Abstract

The study was conducted to investigate the professional commitment of teachers of secondary school teachers in Bhutan on the five dimensions: commitment to the learners, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values. For this, 308 teachers, consisting of equal numbers of male and female (104 each) working in Secondary Schools of two Dzongkhag of Sarpang and Zhemgang. The Descriptive survey method was employed for the present investigation and the result reveals that in all the dimensions there is high distribution of scores in average commitment which is alarming. The distribution is negligible in other categories. Thus, it is an indication that the teachers of Bhutan show positive commitment towards their profession which is necessary for the development of the individual and school as a whole. Growth in profession does take place when the teachers are not committed to learners, society, do not exhibit love for profession, and not work to achieve excellence and basic human values. All these five dimensions generate excellent teacher who are much inspired and exemplary to other fellow mate.

Keywords: professional commitment, society, learners, profession, excellence, human values

Introduction

Professional commitment is accepted as a natural component for the teaching. It is closely associated to teachers' work routine, absenteeism, stress and income as well as requiring a vital stimulation on students' success in the school (Louis,

1998). The quality of teacher is not only seen as the acquaintance on knowledge and skill competence of individual teachers but also their passion and assurance in teaching (Rikard, 1999). In fact, teachers' commitment and their engagement are branded as one of inevitable factors in the accomplishment in the field of education (Huberman, 1997; Nais, 1981).

There are also other areas that are pertinent to the teacher's professional commitment. The first area is the competency in different subject. The subject competency pertains to planning and teaching of the course. It is mandatory for each teacher to keep well-informed to the current incursion of acquaintance in the subject chosen to teach. Second is the participation and peer sharing of professional skills which plays an important role in contributing towards professional commitment. One main factor that contributes towards professional commitment is maintaining a good rapport within the colleagues which will generate good result or achieve the institutional goals. Third is activeness of the group that will boosts the status of the teachers and also the institution as well. It all shows the essence of collaborative work which have positive contribution towards professional commitment. Lastly, the types of workplace or environment also affect the employee's commitment. Functional environment involves administration structure, support from the authority and colleague, incentive and payment. Un-satisfaction of the above environment will lead one to quit the job and move out in search for the better one.

Review of the literature

According to Faiza et.al (2012), the study on academic optimism and professional commitment done on 509 pre-service secondary school teachers in United State shows a significant relationship among the two variables; academic optimism and professional commitment. The finding reveals that one possible avenue to consider in training effective teachers involve helping teachers learn more about themselves and how their personalities and belief systems may contribute to their development.

A similar study was conducted on professional commitment among secondary school teachers in relation to location of their school on 113 Total Government Teacher (TGT) and Partial Government Teacher (PGT) teachers in Landran and Sohana schools in Punjab. The finding showed that there exists no difference in the rural and urban government secondary school teachers in respect to the professional commitment. Based on the results, it can be determined that government secondary school teachers are equally devoted toward their career as private secondary school teachers (Sawhney, 2015).

The study on Professional Commitment of School Teachers in the State of Punjab on 200 school teachers revealed that female teachers demonstrate significantly higher level of professional commitment than male teachers. The possible reason may be that for female teachers, teaching occupation is considered the most contented profession. Generally, men opt for teaching profession only; when they find themselves incompetent for other fields. Similarly, female teachers in larger number are found not so focused on personal life rather they are more focused on their professional works, while men are frequently found to be diverted by many social goings of life (Khalsa, 2017). Teacher commitment for their profession is a motivational potency that stimulates teachers to devote more time and dynamism in student accomplishment. This inclination of indorsing student accomplishment instigates teachers to pursue ways to heighten teaching profession and create an effective learning atmosphere to allow students to grasp their goals.

Etom (2017), conducted study on school climate related to Professional commitment of teachers on 313 schools teachers in Philippines. The result showed that organizational climate is satisfactory however, it also showed significant difference among the school administrators and teachers' awareness on teachers' professional commitment. It was also found that there are other potent factors such as age, educational achievement, teaching capability, school's climate significantly influences the professional commitment of teachers.

Dhar (2018) conducted a study on professional commitment of effective and less effective 800 secondary school teacher in Kashmir. The finding obtained from the study shows that the effective secondary school teachers have supplementary professional commitment concerning to their teaching profession as compared to less effective teachers. The results also show that effective teachers are more dedicated to their profession and also exhibit positive commitment both towards students and to work harder for the progressive benefit of the society.

Hypothesis

Ho1 - There exist no significant difference in professional commitment with respect to commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic values among teacher.

Objective

This study aimed to discover the level of professional commitment among the teachers of secondary schools in Bhutan.

Sample

The study involved sample size of 308 teachers (154 of equal genders) from various secondary schools using convenient sampling technique from two different Dzongkhags of Zhemgang and Sarpang.

Methodology

The study employed descriptive survey method and aimed at finding the effect of commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic values among teacher on professional commitment.

Tool used

To measure the professional commitment of the teachers the researcher used the tools that was prepared by Sarbjit Kaur Ranu, Sarvjeet Kaur Brar and Ravinder Kaur (2011) comprising of five dimensions: commitment to learner, commitment to society, commitment to profession, commitment to attain excellence and commitment basic human values, consisting of 45 items. All the five dimensions are inter related and are efficient in measuring the professional commitment of teachers.

ANALYSIS

Table 1.1: Commitment to the Learner.

Commitment to the learner	Scores	Frequency	Percentage
Above Average	40 – 45	49	15.9%
Average	29 – 39	227	73.7%
Below Average	22 – 27	29	9.4%
Low	16 – 21	03	1%
Total		308	100%

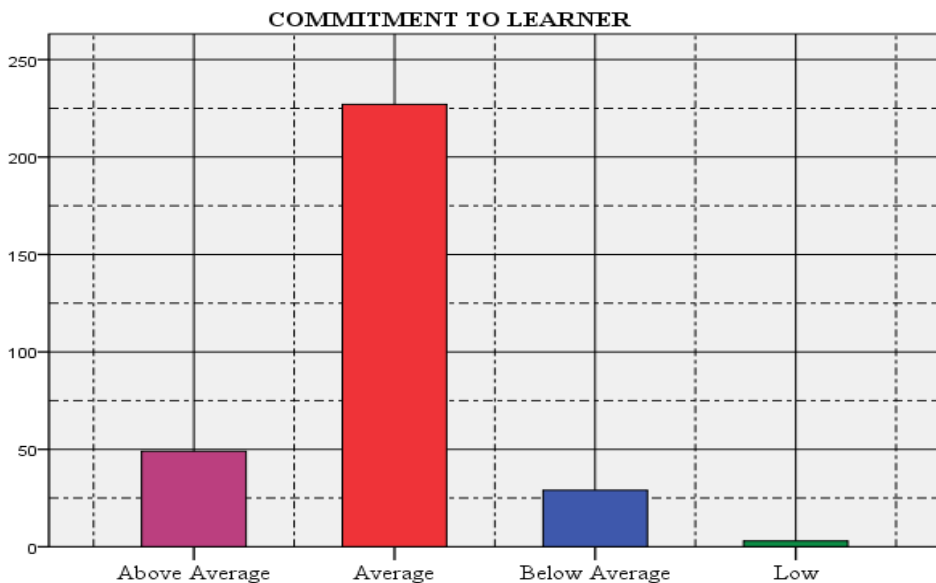


Fig. 1.1: Graph showing the teachers commitment to the learner

Figure 1.1 and Table 1.1 depict that out of 308 teachers of secondary school 73.7% (227) teacher shows average commitment to the learners under professional commitment. The data also reveal teachers' shows the above average 15.9% (49), below average 9.4% (29) and low 1% (3) in commitment to learners respectively. It is an indication that the maximum teachers have average commitment towards their learners. Their attachment shows there is more bonding between students and the teacher in average. It indicates that still there are children whose commitment falls below average and low which will bring negative result to professional commitment. More the teachers' commitment towards learners the greater will be the impact towards the professional commitment.

Table 2.1: Commitment to the Society.

Commitment to the Society	Scores	Frequency	Percentage
Above Average	42 – 47	20	6.5%
Average	30 – 41	237	76.79%
Below Average	24 – 29	48	15.6%
Low	18 – 23	03	1%
Total		308	100%

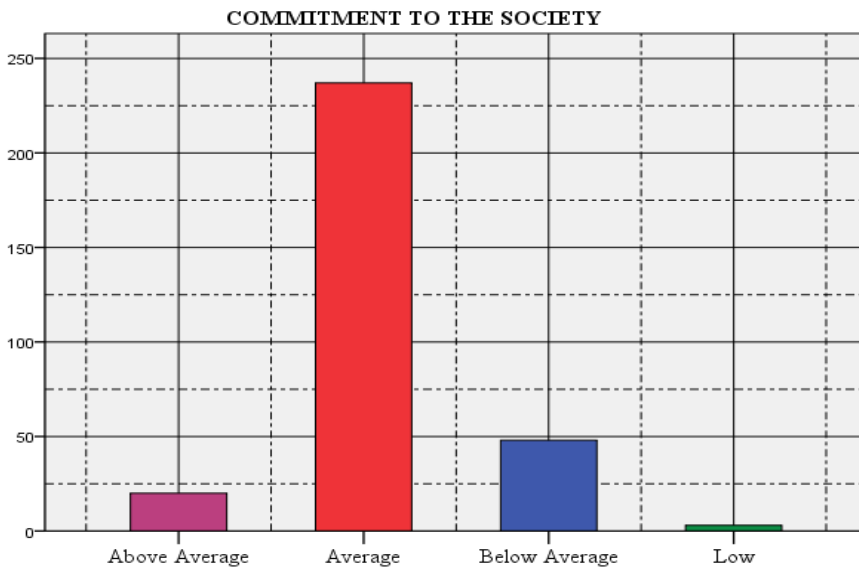


Fig. 2.1: Graph showing teachers commitment to the society

Figure 2.1 and Table 2.1 depict that out of 308 teachers of secondary school 76.79% (237) teacher shows average commitment to the society. The data also reveal that 6.5% (20) teachers shows the above average, below average 15.6% (48) and low 1% (3) in commitment to the society. The average number of teachers feels that the society is very important for them. The teachers' relationship with the community also falls greater in average and still few teachers' commitment with society falls below average and low. Those teachers need to be motivated and taken care by the schools to socialize them with the society. Professional commitment also includes community vitality.

Table 3.1: Commitment to the Profession.

Commitment to the Profession	Scores	Frequency	Percentage
Very High	45 – 49	01	0.3%
High	40 – 44	02	0.6%
Above Average	35 – 39	32	10.4%
Average	25 – 34	235	76.3%
Below Average	20 – 24	36	11.7%
Low	15– 19	02	0.6%
Total		308	100%

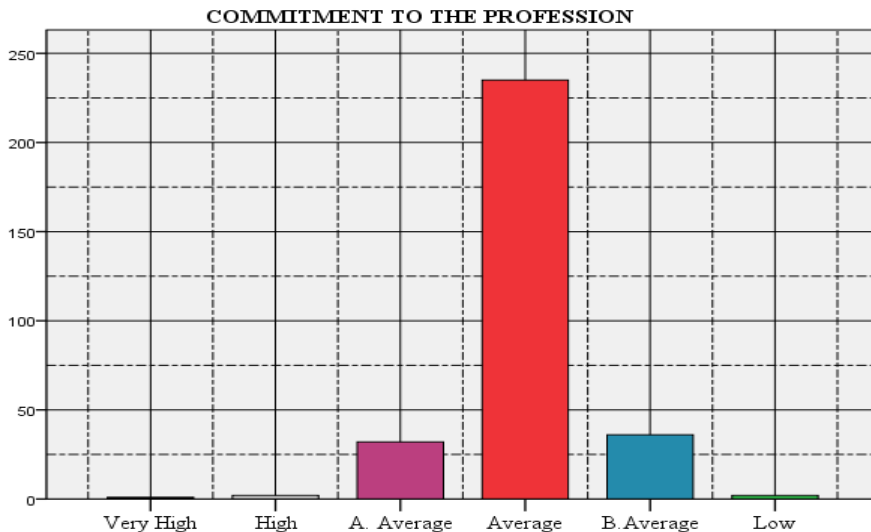


Fig. 3.1: Graph showing teachers commitment to the profession.

Figure 3.1 and Table 3.1 depict that out of 308 teachers of secondary school 76.3% (265) teacher shows average in commitment to their profession. The data also reveal that 0.3% (1) teachers show very high in commitment, high and low level have the equal number of teachers of 0.6% (2) in commitment. The percentage of above average is 10.4% (32) and below average is 11.6% (37) in commitment to the profession respectively. There is very high numbers of teachers in average commitment which is an indication that almost all the teacher has the average devotion towards their profession. There are also number of teachers whose teachers' commitment to the profession falls below average and low which is an indication there are few teachers who are not committed to the profession. These few teachers need to be taken care and make them love their choice of profession through various scaffoldings activities.

Table 4.1: Commitment to Achieve Excellence.

Commitment to Achieve Excellence	Scores	Frequency	Percentage
High	44 – 49	02	0.6%
Above Average	38 – 43	35	11.4%
Average	27 – 37	239	77.6%
Below Average	21 – 26	29	9.4%
Low	15 – 20	03	1%
Total		308	100%

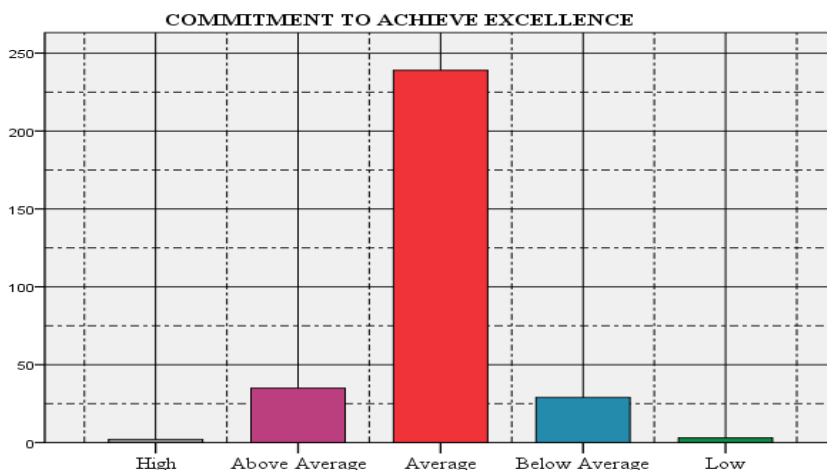


Fig. 4.1: Graph showing teachers commitment to achieve excellence.

Figure 4.1 and Table 4.1 reveal that out of 308 teachers of secondary school 77.6% (239) teacher shows average in commitment to achieve excellence. The data also shows that 0.6% (2) teachers shows very high 1% (3) low in commitment to achieve excellence. The above average is 11.4% (35) and below average is 9.4% (29) in commitment to achieve excellence respectively. The achievement excellence is concentrated more in average which is an indication that there are larger numbers of teacher who are concerned about paving their ways towards the excellence with their setting of individual achieving goals. Their focus on achieving the goal is pretty much normal and they bother more on self-driven process that motivates and encourage their commitment. There are also few who have above average drive towards excellence who are very much concerned about their achieving results in their profession and also there are few teachers who are below average which is an indication that they are least bothered about their success in their life.

Table 5.1: Commitment to Basic Human Values

Commitment to Basic Human Values	Scores	Frequency	Percentage
High	42 – 45	03	1%
Above Average	38 – 41	44	14.3%
Average	31 – 37	219	71.1%
Below Average	27 – 30	35	11.4%
Low	23 – 26	07	2.3%
Total		308	100%

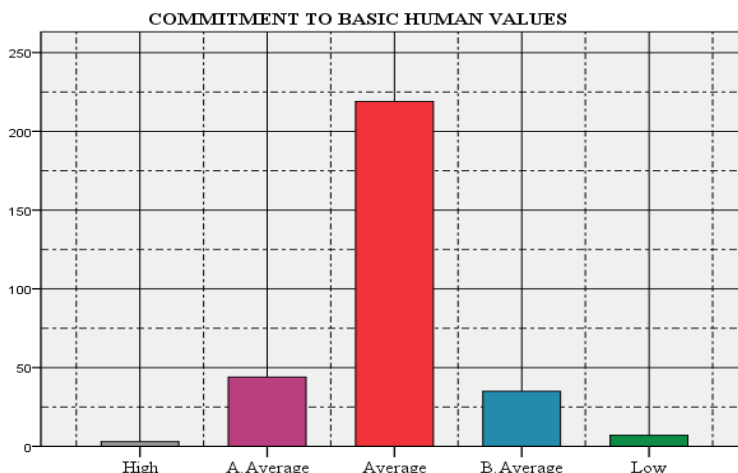


Fig 5.1: Graph showing teachers commitment to basic human values

Figure 5.1 and Table 5.1 indicate that among 308 teachers of secondary school 71.1% (219) teacher shows average in commitment to basic human values. The data also shows that 1% (3) teachers show very high, low of 2.3% (7) in commitment to basic human values. The above average is 14.3% (44) and below average is 11.4% (35) in commitment to basic human values respectively. Maximum numbers of teacher fall in average and these indicate that large number of teachers consider the commitment to human values as very important and they take trouble to institute the values in their student as well as inculcate by self. But there are also teachers who fall below average and low. It is an indication that there are few numbers of teachers who doesn't give importance to the basic human values and least bothered about the inculcating values in their students.

Discussion

As a whole, maximum scores fall in the average category in all the five dimensions that contributes towards the professional commitment. There are also some in the above average. However, there are a few in the; below average and low categories. In general, it indicates that the majority of teachers are committed towards their profession under different dimensions but still there are teachers who are not even committed towards their own profession, less concerned about community relationship, commitment towards their learners, less concern about achieving excellency, less bothered about basic human values. The management of the school need to put extra effort to motivate those teachers who are care free and don't at all bother about their profession. Professional commitment is one of the areas that will geared towards achieving common goal set by the institute. But it is good to see the large number of teachers falling under average scores which will bring a forward move by dominating other weaker groups. They are self-motivating and pro-active to move forward by taking care of all the dimensions of the professional commitment and contributes towards creating good organizational climate. The values, social concern, commitment and ethics are the concerned of the committed teachers which as a result generate the forward move in the profession. According to Dar (2018), study done among secondary school

teachers of Kashmir found out that all the dimensions equally contribute to the professional commitment. It indicates that there is no differences between teachers which will divide them under effective and ineffective teachers. All the teachers are equally important and fall under effective teachers.

Conclusion

The study conducted on 308 teachers of secondary school in Bhutan, on professional commitment shows some positive impacts that predict the future move of the teachers. Five dimensions that contribute towards the professional commitment; commitment to the learners, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values all show highest scores in average commitment which is very prominent in predicting the future progress. It is to believe that the teachers of Bhutan do have positive commitment towards their profession and it implies that they are concerned about their professional growth. Growth in profession doesn't take place in where the teachers are dormant, not committed to learners, not concerned for society relationship, love for profession, to achieve excellence and basic human values. All these five dimensions generates excellent teacher who are much inspired and exemplary to other fellow mate.

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