

# Professional Commitment of College Teachers in Relation to Continuous Professional Development

Dr. Dipankar Talukdar\*

\*Associate Professor, Department of Education, R. G. Baruah College, Guwahati, Assam, 781025, dipankarrgb@gmail.com

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## ARTICLE INFO

## ABSTRACT

Present paper aimed at studying the relationship between professional commitment and continuous professional development of college teachers of Assam. Professional commitment of a teacher nurtures the spirit performing good in the classroom with effectiveness and continuous improvement in his knowledge. Continuous professional development can be termed as a personal aspect related to updating of knowledge, experience in participation, competencies in teaching and innovative training. A sample of 100 college teachers, out of which 50 male and 50 female from colleges of Assam was selected. Sample was selected by using stratified random sampling technique. Data were analyzed by using statistical technique like Mean, t-test and Product Moment Correlation. The result revealed that there is significant relationship between professional commitment and continuous professional development of college teachers of Assam. As the study deals with a serious and recent issues of education the result would be highly beneficial for different stakeholders of higher education like teacher, student, administrator, policy maker etc.

**Keywords:** Professional commitment, Professional development, College teacher.

## Introduction:

The quality of education always depends on the professional commitment of teachers, which is also applicable to the higher education sector. Professional commitment is a dynamic phenomenon influenced by globalization, knowledge explosion, and employment trends. A teacher's commitment nurtures the spirit of performing well in the classroom with effectiveness and continuous improvement in their knowledge. Commitment is a multidimensional aspect that refers to an individual's bonding with their institution and profession. It also encompasses the psychological bond between an individual and their organization. A teacher's commitment to students drives them to motivate, understand, involve, and teach students, thereby influencing their achievement and attitudes towards education in schools or colleges. Additionally, a teacher's commitment helps them realize their role in society by adhering to moral codes and ethical responsibilities towards students, colleagues, and the community. This commitment includes sensitivity to social issues such as human rights and social justice. The professional commitment of teachers drives them towards excellence by focusing on values such as innovation, mutual trust, cooperation, behavior, attitude, perception, and continuous improvement in performance and learning. Continuous Professional Development can be termed as a personal aspect related to updating of knowledge, experience in participation, competencies in teaching and innovative training opportunities by attending seminars, workshops, symposia, and conferences. Continuous professional development is a personal aspect related to professional growth or development which consists of dimensions like; updating of knowledge, experience in participation, competencies in teaching and innovative training opportunities by attending seminars, workshops, symposia, and conferences. Many researchers have conducted studies on professional commitment and continuous professional development. Huberman (1993), Crosswell and Elliott (2000), Punia (2000), Shishupal (2001), Sharma (2010), and many others found that professional commitment is a psychological connection that influences teachers' performance at work. These researchers concluded that professional commitment leads to active involvement in activities related to student learning and teaching within an institution. On the other hand, studies on continuous professional development by researchers such as Fowler and Harrison (2001), Borko (2004), and Lampty and Corlevey (2018) found that it enhances teachers' effectiveness in teaching by enriching

their knowledge and information. Clark and Walsh (2007) also emphasized the importance of continuous professional development for teachers.

### Statement of the Problem:

Professional Commitment of College Teachers in Relation to Continuous Professional Development

### Objectives of the Study:

1. To study the differences in professional commitment of male and female college teachers
2. To study the differences between male and female college teachers in their continuous professional development
3. To study the relationship between professional commitment and continuous professional development

### Hypothesis:

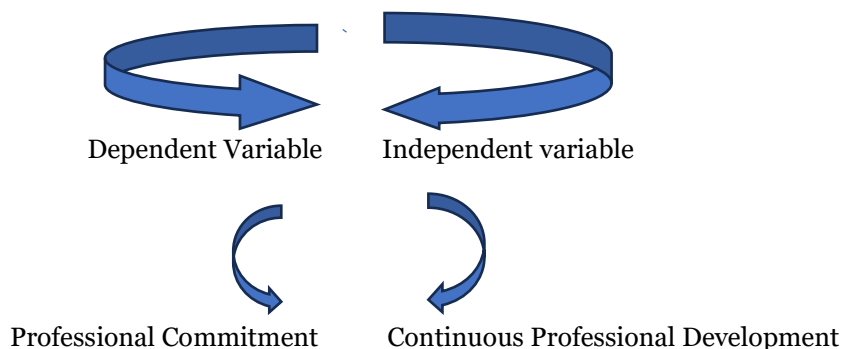
1. There is no significant difference in professional commitment between male and female college teachers
2. There is no significant difference in continuous professional development between male and female college teachers
3. There is no significant correlation between professional commitment of college teachers and their continuous professional development

### Method:

The investigator adopted descriptive survey as the method for the present study.

### Population and Sample:

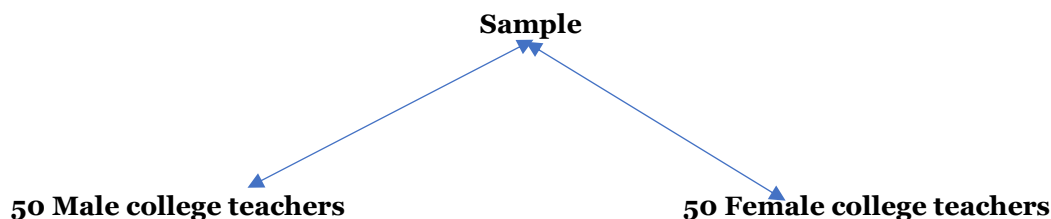
Variable



The population of the present study consists of provincialized college teachers from Assam state. As the population of the present study consists of large number of college teachers, based on the locality and nature of the colleges the investigator adopted stratified random sampling method.

A sample of 100 college teachers was taken as sample of the study. The total 100 respondents include male and female college teachers.

The sample was collected from 10 colleges from Assam. From each college 10 teachers were selected randomly.



### Tools Used in the Present Study:

Keeping in view, the needs and objectives of the present study the following research tools were selected and used for data collection.

1. Professional Commitment Scale by Kaur, Ranv and Brar (2012)
2. Continuous Professional Development Scale prepared by the investigator.

### Procedure:

To assess the professional commitment of college teachers, the investigator chose to use the scale developed by Kaur, Ranu, and Brar (2012). Originally designed to measure the professional commitment of school teachers, the researcher decided it would also be suitable for college teachers. The tool contains 45 items under five

categories: commitment to learners, commitment to society, commitment to the profession, commitment to achieving excellence, and commitment to basic human values.

To assess continuous professional development, the investigator constructed a new scale, as no appropriate tool was available for the study. Data was collected from a sample of 100 college teachers across three districts in Assam. The investigator employed a purposive random sampling technique. All participating teachers were assured that their information would be kept strictly confidential and used solely for research purposes. The tool was administered according to the instructions provided in the respective manual."

### Statistical Technique Used:

The data so collected was analyzed using mean, t-test and Correlation. To study the significant relationship between professional commitment and continuous professional development the investigator applied product moment correlation technique.

### Result Analysis and Discussion:

Frequency distribution of college teachers on professional commitment (N=100)

**Table: 1.1: Frequency distribution of college teachers on the total score of professional commitment**

Professional Commitment Score	Level of Professional Commitment	Percentage
202-208	Extremely Highly Committed	6
189-201	Highly Committed	19
175-188	Above Average Committed	23
158-174	Average Committed	39
144-157	Below Average Committed	10
131-143	Low Committed	3

The table above shows that 39% of college teachers were average in their commitment, with scores ranging between 158 and 174. Additionally, 23% of college teachers fell into the above-average category, while 19% were classified as highly committed. From this data, it can be interpreted that the largest proportion of college teachers falls into the average commitment category.

**Table:1.2: Professional Commitment Score for Male and Female College Teachers**

Professional Commitment Score	Level of Professional Commitment	Male College Teachers	Percentage	Female College Teachers	Percentage
202-208	Extremely Highly Committed	2	4%	3	6%
189-201	Highly Committed	7	14%	8	16%
175-188	Above Average Committed	8	16%	11	22%
158-174	Average Committed	18	36%	19	38%
144-157	Below Average Committed	9	18%	8	16%
131-143	Low Committed	6	12%	1	2%

Above table reflects that male and female college teachers are different from each other in their level of response towards professional commitment. From the above table it can also be interpreted that the female college teachers show high professional commitment in compare with their male counterpart. So, from the above data it can be easily interpreted that female college teachers are more committed in their profession in compare with their male colleagues.

**Table:1.3: t ratio for male and female college teachers on professional commitment**

Variable	Male Teachers		Female Teachers		t-value	Remarks
	N	Mean	N	Mean		
Professional Commitment	50	65.12	50	66.32	0.358	Ns Df:98

Table 1.3 shows that the mean score of male teachers was 65.12 which was lower than the mean score of female teachers (66.32) on professional commitment. The t value of mean difference between male and female teachers was 0.358, which was found to be significant at 0.01 level. So, it can be interpreted that female exhibit more of professional commitment while discharging their duties and responsibilities as a teacher in comparison with male degree college teachers.

**Table:1.4: t-value of male and female college teachers on continuous professional development**

Variable	Male Teachers		Female Teachers		t-value	Remarks
	N	Mean	N	Mean		
Continuous Professional Development	50	62.22	50	69.9	2.193	Ns Df.98

Table 1.4 shows the mean values for male and female college teachers on continuous professional development as 62.22 and 69.9, respectively. The t-ratio for the difference between these means was 2.193, which is significant at the 0.01 level. Furthermore, the mean score for female teachers was higher than that for male teachers, indicating that female teachers place more importance on continuous professional development. They achieve this by attending seminars, conferences, workshops, and engaging in publications, thereby remaining committed to their profession.

To study the relationship between professional commitment and continuous professional development, the investigator applied Pearson's Product Moment Correlation method. This method was used to analyze the sample data to establish the relationship between professional commitment and continuous professional development among the total sample of college teachers. The results of this analysis are presented in the table below.

**Table: 1.5: Correlation of professional commitment with continuous professional development**

Variables	N	Continuous Professional Development
Professional Commitment	100	.361**

\*\* Significant at 0.01 level

Table 1.5 shows the value of  $r = .361$  for continuous professional development which was positive and significant at 0.01 level of significance. From the above correlational value, it can be interpreted that continuous professional development contribute towards professional commitment and vice versa.

In view of the above results, it can be concluded that professional commitment has a positive and significant relationship with continuous professional development. The study revealed that the first hypothesis, which states that 'there is no significant difference in professional commitment between male and female college teachers,' is rejected due to observed gender differences in professional commitment.

The findings support Wera (1982), who found that female teachers demonstrated a higher level of commitment to their profession compared to their male counterparts. Similarly, the study aligns with Coladaria (1992), who also found that female teachers exhibited better professional commitment than male teachers.

Regarding continuous professional development, the investigator found significant differences between male and female teachers. This indicates that male and female teachers differ significantly in their approach to continuous professional development. Consequently, the second hypothesis, which states that 'there is no significant difference in continuous professional development between male and female college teachers,' is also rejected, as gender differences were evident in their continuous professional development.

Hypothesis 3 states that 'there is no significant correlation between the professional commitment of college teachers and their continuous professional development.'

Table 1.5 displays the correlation value between professional commitment and continuous professional development of college teachers. The value is 0.361, which is greater than the critical value and is significant at the 0.01 level of significance. This indicates a positive relationship between the professional commitment of college teachers and their continuous professional development.

Therefore, Hypothesis 3, which states that 'there is no significant correlation between the professional commitment of college teachers and their continuous professional development,' is rejected.

### Findings of the Study:

1. Male and female college teachers differ significantly from each other on professional commitment.
2. Male and female college teachers very significantly on continuous professional development.
3. Professional commitment of college teachers has positive relationship with continuous professional development.

### Conclusion:

This study aims to enhance the understanding of the relationship between professional commitment and continuous professional development among college teachers. It is expected that the findings will encourage college teachers to prioritize continuous professional development, thereby strengthening their professional

commitment. By comprehending the link between these two aspects, this study provides a fresh perspective on the teaching profession.

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