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“A Meta Analysis of the Studies on Professional Commitment of Secondary Education Teachers”

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Abstract –

The objective of this research paper is to explore and analyse the present studies related to Professional Commitment of secondary education teachers. A meta analysis was carried out related to the above purpose. In accordance with the above objective 20 research studies from India and abroad were reviewed. These research studies were based on the professional commitment of secondary education teachers in relation to their job satisfaction, emotional intelligence and gender. It was found that professional commitment was significantly positively correlated with job satisfaction and emotional intelligence. Professional commitment of teachers was also affected by gender.

Keywords : Professional commitment, job satisfaction, emotional Intelligence, gender

Introduction:-

The term Professional Commitment can be defined in terms of full engagement, in any profession, career or work so that aims and objectives related to any establishment or organization can be achieved efficiently and successfully. If determination obligation, responsibility and honesty is involved in any work, profession or employment in spite of challenges and barriers then this state of performance of duties is known as professional commitment.

Afroz (2012) has said that any individual who is well committed in terms of profession will apply his full knowledge expertise, dedication and obligation in the completion of any duty or work allotted to him. The profession of teaching is related to mainly three aspects, the teachers, students are the course content. The teaching profession necessitates that teachers should be very logical and pertinent in the teaching learning process so that fruitful and goal oriented outcome can be achieved. The negative tendencies like unresponsive nature, fault finding and complaining attitude, vanity, humiliating students and associates are refrained by professionally committed teachers. However the teachers and other persons who are committed professionally show positive attributes like optimistic and positive outlook punctuality, helpful and supportive nature and resolving disputes and issues in a cordial way.

There are many factors which affect the professional commitment of teachers like job security, remuneration and incentives, career progression perks, workplace culture etc. Apart from these factors there are other aspects which affect the professional commitment. Many individual factors like instructional skills and proficiency, professional attitude, aspiration level, academic and professional credentials affect the professional commitment of teachers while some socio economic factors like family dynamics, economic condition of teacher and his status in society also influence their commitment towards profession.

Significance of the discussion–

It has been found after the review and analysis of various studies that job satisfaction, emotional intelligence and gender are significant contributing factors related to professional commitment of teachers. In most of the studies it has been found that there is a positive correlation between job satisfaction and professional commitment of teachers. Higher professional commitment is exhibited by teachers when greater job satisfaction is experienced by them. Emotional intelligence and professional commitment of teachers are also positively correlated. Higher emotional intelligence of teachers leads to improved interpersonal abilities, stress coping skills and understanding. So their commitment, dedication and efforts regarding their teaching roles is enhanced. Various dimensions of professional commitment is affected by gender also. If gender specific challenges are well addressed and more fair and equitable avenues are promoted by institutions, professional commitment can be strengthened.

Meta analysis based on studies related to Professional Commitment variables, Studies related to Professional Commitment and job satisfaction :-

1. Sharma, S (2010) carried a study to see the impact of job satisfaction and gender differences on the professional commitment of teacher educators. The result revealed significant and complete

correlation between professional commitment and job satisfaction. The difference in the professional commitment of male and female teachers was unnoticeable.

2. Malik (2010) conducted, a study to know the relation between job satisfaction and teacher's commitment in two Pakistani Government Universities. The result revealed that teachers commitment was positively and significantly impacted by work satisfaction.
3. Nagar (2012) conducted a study related to teachers of Jammu University. The results of this study established that greater job satisfaction contributed to higher institutional commitment of teachers.
4. Chamundeswari & Hallberg (2013) carried a cross cultural study related to commitment, performance and job satisfaction of high school level teachers of India and Sweden. The findings established that job satisfaction and commitment and performance of high school teachers were related significantly.
5. Akram et al (2015) performed a study to show the connection between teachers competence and their levels of professional commitment and job satisfaction at secondary level. A positive significant relation was found between teacher competence and job satisfaction, between teacher competence and professional commitment and also between professional commitment and job satisfaction.
6. Basu (2016) carried a study involving job satisfaction and professional commitment of teacher of secondary level. It was found as a result that significant positive correlation was present between professional commitment and job satisfaction variables of secondary level teachers.
7. Bashir (2017) performed a study to find out the relation of professional commitment with respect to job satisfaction of secondary school. It was established by result that job satisfaction and professional commitment were related positively and significantly.

Studies related to Professional Commitment and Emotional Intelligence :-

8. Shafiq and Rana (2016) performed a study related to professional commitment and emotional intelligence of college teachers. The results showed that professional commitment and emotional intelligence are significantly related.
9. Sharfras and Vijay Kumar (2018) conducted a study to show the impact of emotional intelligence on job satisfaction, job stress and organizational commitment. It was found that emotional intelligence was positively and significantly correlated with job satisfaction and organizational commitment.
10. Ashu (2019) carried a study related to teacher educator's professional commitment and effectiveness in connection with their spiritual and emotional intelligence. It was evident from

the results that professional commitment and emotional intelligence are positively and significantly correlated.

11. Stamouli and Gerbeth (2021) examined the mediating impact of emotional intelligence on organizational commitment and job satisfaction of healthcare personnels. The result indicated higher levels of organizational commitment and job satisfaction in relation to high emotional intelligence.
12. Poonam (2022) carried a study related to primary school teachers to establish the relation of emotional intelligence, resilience and professional commitment. The result established that emotional intelligence and professional commitment were positively and significantly correlated.
13. Kumar and Shakila (2022) studied the professional commitment of secondary school teachers in relation to their emotional intelligence and spirituality. The result indicated that professional commitment, emotional intelligence and spirituality are strongly correlated.
14. Alismail et al (2022) studied the organizational commitment and job satisfaction in relation with emotional intelligence in the education field. It was found that organizational commitment and job satisfaction of jobholders was positively and strongly correlated with emotional intelligence.

Studies related to Professional Commitment and Gender:

15. Sood and Anand (2010) performed a study related to professional commitment of teacher educators of B.Ed colleges of Himachal Pradesh in relation to their marital status, teaching experience and gender. The result showed that the commitment level of female teacher educators was greater than that of male teacher educators.
16. Qureshi (2016) performed a study related to professional commitment of University teachers in relation to their gender. The result indicated that professional commitment level of male teachers of university was higher in comparison to the female teachers of university.
17. Khalid & Brahim (2017) carried a study related to teacher educators of government colleges of primary teacher education in Punjab to know their professional commitment. It was found as a result that commitment level of female teachers was more than that of male teachers.
18. Politis (2017) performed a research study related to occupational commitment in relation with gender differences. It was established as a result that organizational commitment of female professionals was higher as compared to men.
19. Peretomode & Bello (2018) carried a study to examine the teachers total commitment level and also to know the organizational commitment in three dimensions. The result showed very high teacher's overall commitment level and also higher organizational commitment with respect to

three dimensions. It was also indicated that commitment level of female teachers was higher as compared to male teachers.

20. Lal (2020) carried a study to know the professional commitment level of female and male teachers of senior school concerning their gender. The result indicated that there was no difference in the level of professional commitment of male and female government senior secondary school teachers.

Discussion and Conclusion :-

It is evident on the basis of studies conducted by Sharma, S (2010), Malik (2010), Nagar (2012), Chamundeswari & Hallberg (2013), Akram et al (2015), Basu (2016) and Bashir (2017) that job satisfaction and professional commitment of teachers are positively and significantly correlated. This suggests that when teachers are satisfied with their jobs including various aspects like working conditions, good salary and other benefits, job security rewards and recognitions, career growth opportunities etc, they exhibit a higher degree of professional commitment.

So educational institutions should develop strategies to improve job satisfaction so as to improve the quality of work & education.

The studies by Shafiq and Rana (2016), Sharfras and Vijay Kumar (2018), Ashu (2019), Stamouli and Gerbeth (2021), Poonam (2022), Kumar & Shakila (2022) Alismail et al (2022) that emotional intelligence and professional commitment of teachers and professionals are positively and significantly correlated. Educational institutions should foster emotional intelligence in their teachers with the help of professional programs. Such initiatives enhance the emotional and psychological well beings of teachers, thereby promoting a stronger professional commitment in them.

The studies of Sood and Anand (2010), Khalid and Brahim (2017), Politis (2017) and of Peretomode & Bello (2018) show that female teachers and professionals have greater professional commitment as compared to male teachers. The reason behind this lies in various psychological and sociocultural factors. Female teachers are seen as caregivers. Many female teachers relate teaching with their identity. So the intrinsic motivation and satisfaction leads to better professional commitment in female teachers. The study of Qureshi (2016) shows that the commitment level of male teachers was higher as compared to female teachers. Male teachers' higher professional commitment is the result of their career goals, task oriented work style, subject mastery, professionalism and leadership ambitions. According to the study of Lal (2020), there is no difference in the professional commitment levels of male and female teachers. This can be justified in terms of similar challenges and expectations faced by both the genders in the teaching profession. So both genders try to demonstrate equal responsibility and dedication towards their teaching profession.

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