

Teachers' Perceptions of Professional Commitment (Affective, Continuance and Normative Commitment) to Teaching Profession

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Abstract

Teachers play an important role in schools. Their impact on the quality of students is recognised the world over. They contribute to the socio-economic development of a country. Providing quality training to teachers requires careful planning and effort. Modern changes in education have created additional challenges for teachers and these developments have made it imperative to redefine the role of teachers and teaching profession. The new trends in education and information explosion have brought significant changes in curriculum, teacher training programmes, and teaching-learning processes in the schools. Teachers are now expected to play a pivotal role in implementing these changes and preparing students for the new scenario in the education system. This consideration has prompted this study to help the stakeholders know more about the teachers' perceptions of the teaching profession. The study that attempted to find out the teachers' perceptions of professional commitment to teaching profession and to identify the problems that affected the teacher professionalism with a view to suggest possible measures for obtaining the commitment of teachers to the teaching profession in Government high school for boys in district Charsadda of Khyber Pakhtunkhwa. The study examined and identified the teachers' perceptions of professional commitment to teaching profession based on the following research questions. What are perceptions of teachers about their professional commitment to teaching? What has precluded the teachers to stand committed to the teaching profession? How can teachers' commitment be obtained for teaching profession? Moreover, what suggestions can be drawn from the study for obtaining the professional commitment of teachers' for improving the quality of education? The population of the study included 45 Government high schools for boys, their principals/ headmasters and 525 teachers. The sample of study included 23(50%) principals/ headmaster and 184(35%) teachers of Government high schools for boys located in urban and rural areas. It comprised of six urban and seventeen rural schools. The sample teachers in the urban schools were 65 and 119 in rural schools areas. The sources of data collection were opinionnaires for teachers and principals / headmasters and from document analysis. The data were treated quantitatively and qualitatively. The quantitative data were tabulated and converted into Frequency, Percentage (%), Mean, Standard Deviation (SD) and Rank. The important conclusions of the study were the focus of the teachers on professionalism and committed to the teaching profession. Teachers' improved the moral values among the colleagues. Other important issues raised in this study were that teachers faced academic problems and social problems, such as poor, sick, ill-disciplined students and slow learners etc. It pointed that the role played by the teacher should be redefined. It is the responsibility of the Government and society to support teachers and provide them with necessary means.

Keywords: Teachers, professionalism, professional commitment, Affective, Continuance and Normative Commitment

In Pakistan teachers are stressed to achieve the objectives of education within limited resources. Teachers are required to take more interest in the effective teaching methods and educational practices. Teachers are the knowledge workers and are playing their role in imparting knowledge to their students. The society greatly expects from teachers and required to show extended professionalism and commitment to the teaching profession in wider perspective within schools. Learning to teach is a continuing process, which consists of pre-service teacher training, induction into school, beginning teaching, and consistent professional learning through improving academic and professional qualification. DuFour et al (2006, p.122) explained a professional as "Someone with expertise in a specialized field, an individual who has not only pursued advanced training to enter the field, but who is also expected to remain current in evolving knowledge base". According to Pratte and Rury (1991, p.60) professional is an ideal individual and occupational group wants to differentiate themselves from other co-workers in the occupation. Ambrosie and Haley (1988, p.84) recommended for professional teachers the capability, autonomy, and commitment for students' learning and promoting education. They further suggested that, "attaining professional status for teachers is an essential part of the reform effort". Taylor and John (2002, p.87) stated, "Teachers are also members of a profession as teaching occupation renders definite and essential services to society. Teaching has been challenging job throughout the history. Its social and cultural

services should not be underestimated". Evans (2008, p.23) stated, "The rationale for studying professionalism is to increase understanding of and augment the knowledge base relating, to the service that professionals provide to society and to how this service may be improved". Marrow (2007, p.111) discussed the teaching profession as an activity with the intention to promote learning and to develop education. Edutech (2001, p.122) viewed that ethics referred to what was good or bad and that which dealt with a moral duty and professional commitment of teachers to him / her self to others members of the society. The ethics of the teaching profession related to inspire the way teachers acted in their relations with other people of the society.

Teachers' Professionalism

Evans (2008, p.20) asserted the difficulty to define the concept of teachers' professionalism due to difficulties such as the imperfect usages or varying meanings. Troman (1997, p.437) suggested that, professionalism is socially assembled and states that, it is subject to geographical and cultural differences in interpretation that may change over time. According to Evans (2008, p.20) professionalism is "The service that professionals provide to society and how this service may be improved". Day (1999, p.171) described professionalism as a "Consensus of the norms, which may apply to being and behaving as a professional within personal, organizational and broader political conditions". Hargreaves (2000, p.151) stated, "Teaching in many parts of the world is in the midst or on the edge of a great transformation". Day et al (2007, p.212) argued that, professional, roles and responsibilities of teachers provide an opportunity for improving teaching profession. These emerging issues are parental involvement in school matters, development of multicultural societies and introduction of new technologies in education, education reforms and policy control. Shon (2006, p.43) tried to explain a few unanswered questions regarding teacher professionalism and pointed out inevitable link between the school and society. There is a need for schools with professionally committed teachers with leadership, expertise and commitment. It is further pointed out that raising standards and improving teacher-training programmes will have very little influence on teachers' professionalism unless teaching profession became a more attractive profession for teachers. Professionalization of teaching can be made possible by political, social and economic incident.

Britten (1988, p.5) observed, "The acquisition of skills goes hand in hand with the acquisition of appropriate attitudes to teacher development. This is necessary because attitudes command skills". Dogra and Gulati (2006, p.167) concluded that various lacunas in the education system include obsolete course curriculum at traditional universities, no sustainability of existing technological infrastructure in educational institutions, lack of political will and bureaucratic setup. They urged the need to reframe educational policy with impact from primary school teachers, secondary school teachers, the teachers of higher education, youth/student representatives and the leaders from local community. There is also urgent need to develop and enhance professional education in government schools. McCreedy et al (2010, p.119) documented that "Elementary teachers often cited challenging students' behaviours and classroom management as areas of concern and, therefore, priorities for professional development. They suggested that teachers and administrators, who want to address challenging students' behaviours should consider professional development to facilitate teachers' development". Sutherland, Howard and Markauskaite (2010, p.467) stressed the significance of expression in sustaining the continued professional knowledge of pre-service teachers in improvement of their own character as a professional teacher. Pre-service teachers create their own professional identity when they became teacher. Still there are many obstacles for teacher professionalism.

Professional commitment adds value to teaching and is successful when undertaken as an essential component of the teacher's routine, rather than an additional burden. This commitment is based on sound pedagogic approach including use of skills based knowledge, code of professional conduct and within a professional organization. The teacher holds a position of professional status in the school hierarchy. The teacher performs the job of pathfinder who led students to valuable knowledge and understanding. In order to perform this function, teachers are required to be competent in their profession and flexible in their stance and approach. Effective teacher depends on the ability to put together the teaching skills, learning skills and subject matter as well as applying them imaginatively and creatively. Tweve (2011, p190) documented teaching profession includes three fundamental characteristics. These characteristics were competence, performance, and conduct, which show the teacher's objectives, aptitudes, and standards, and directly influence the usefulness of teaching-learning process through the improvement of these characters. A professional teacher educates so that students learn concepts and apply them to their lives.

Chughtai and Zafar (2006) found that the individual features, aspects of job satisfaction and organizational integrity as a group were related to organizational commitment of teachers. Distributive justice, individually and belief in management were strong correlates of commitment. Moreover, commitment was negatively associated to proceeds objectives and positively associated to job performance.

Teachers' Professional Commitment

The term professional commitment has been defined in various ways. O'Reilly, Chatman and Caldwell (1991, p.489) focused on the "Psychological bond that ties the employee to the organization". Suggesting that that, this bond has three forms i.e. compliance, identification and internalization. Lodahl and Kejner, (1965, p.24) described professional commitment as "The degree to which a person's work performance affects his self-esteem". Suryanarayana and Himabindu (2010) found high positive relation between professional commitment and job satisfaction among secondary school teachers but the relation between teaching competency and job satisfaction was low for most of the dimensions and for some of the dimensions there was a negative correlation. The concept of professional commitment implies an attitude reflecting the strength of the attachment between an employee and an organization. Charles-Pauvers and Wang (1999) regarded it as "The strength of an individual's identification with and involvement in an organization. It is psychological attachment of a person and reflected the degree to which that person interiorized and adopted the organisation's characteristics and perspective". According to Rots and Aelterman (2008, p.525) the importance of teaching commitment for newly appointed teachers' were to remain in the teaching profession.

Smith (2009, p.211) conducted a study on school climate and teacher professional commitment. The results of the study examined the relationship between teacher professional commitment and school climate. It was found that teacher professional commitment was related to school climate. The most significant predictor of teacher commitment was teacher professionalism. Collegial leadership and achievement press were predictors of teacher professionalism, while socio economic status was a predictor of achievement press. Henkin and Holliman (2009, p.169) documented relationship between teachers' interpersonal conflict participation activities and organizational commitment beyond the classroom, and innovation in schools. Increments in experience in teaching profession were negatively associated with organizational commitment. Higher levels of interpersonal conflict were linked to lower levels of organizational commitment. Participation in activities beyond the classroom was slightly related to organizational commitment, while support for innovation had a strong positive effect on teachers' professional commitment. Oberholster and Taylor (1999, p.69) found that the correlation between organizational commitment and existential well-being was considerably higher in older faculty members than in the younger ones and in faculty with doctoral degrees as compared with those lower academic degrees. Noteworthy positive relationships were also found between organizational commitment to occupation and faculty members' age, experience in the educational organization, and time lapse since induction. The best model for predicting organizational commitment consisted of faith maturity, existential well-being, and time lapse since induction. Rots and Aelterman (2008, p.531) identified the predicting factors that distinguished teacher education graduates with a low level from those with a high level of teaching commitment. Four categories of predicting variables were distinguished: (1) initial motivation for teaching; (2) teacher education (type of teacher training, graduation degree, preparedness for teaching, faculty support and mentor support); (3) personal characteristics (sex, personality); and (4) integration into teaching (teacher efficacy and professional orientation).

Components of Occupational Commitment

Meyer and Allen (1993, p.540) presented "The model of the three components of occupational commitment". These components were 1). Affective professional commitment (APC) 2). Continuance professional commitment (CPC), and 3). Normative professional commitment (NPC).

Affective Professional Commitment (APC)

According to Mowday et al (1979, p.239) Affective professional commitment (APC) referred to the identification, emotional attachment, and involvement that a person has with the organization and its objectives. Porter et al (1974, p.603) described three aspects of affective professional commitment these include (1) conviction in and recognition of the organization's objectives and standards, (2) willingness put effort to achieve the organization goal's, and (3) a willingness to maintain membership of the organizational. Such people have a strong sense of commitment to their profession.

Continuance Professional Commitment (CPC)

Becker (1960, p.35) suggested this type of commitment as "The individual's tendency to commit to a consistent line of activity". The commitment becomes increasingly accountable, showing the interests of the employees, recognized and satisfied by the organization, that "bind" the employee to the organization, and leading to some kind of exchange or informal contract between them. Reichers and Arnon (1985, p.199) identified the continuance professional commitment as "The readiness to remain in an organization because of the investment that the employee has with nontransferable investments, such as retirement relationships with colleges, or things special to the organization. It is a kind of investments in the values of the employees and the organization, which are not connected through work, but ensure certain continuity within the organization".

Normative Professional Commitment (NPC)

Normative professional commitment is based on the concept of sense of responsibility towards the organization in which employees work. This commitment is based on the individual's ethical conviction that it is right and good to continue within the organization. Those people who have high normative commitment in an organization continue within an organization, because they think they should continue in the organization. Meyer and Allen (1997, p.287) explained committed workers as "Stays with an organization, attends work regularly, puts in a full day and more, protects corporate assets, and believes in the organizational goals". Luke and Luke (2001, p.5) stated "To assess the teacher is not only to know the teaching, to weigh their "quality" and "performance" in educational organization it is to normatively construct and shape the teacher in ways that have reflective significances for communities and institutions". According to Swann et al (2010, p.554) research has focused more on teachers' professionalism and perception about professional development and factors that affected their formation. However, little was known about the views of teachers regarding these issues.

Statement of the Problem

Teacher's professionalism and commitment are important elements in improving quality of education. This consideration prompted the current research, which attempted to obtain perceptions of teachers of Government boys' high/ higher secondary schools in district Charsadda of Khyber Pakhtunkhwa. Based on their perceptions and review of literature implementable suggestions were made for obtaining the willing support of teachers to their profession.

Research Questions of the Study

This study examined the following research questions: What are the perceptions of teachers about their professional commitment to teaching? What affects teachers' commitment to the teaching profession? How can teachers' commitment to teaching be improved?

Methodology of the Study

It was a descriptive study, which explored teachers' perceptions about professional commitment to teaching profession. The study attempted to analyze the present status of teacher's perception of professionalism and their commitment to the teaching profession in district Charsadda to identify the problems and suggest implementable strategies for improvement. The study used both qualitative and quantitative techniques. The quantitative technique converted the data into percentages, which made the data meaningful for understanding and discussion.

The population of the study included the following:

All the 45 Government high schools for boys in district Charsadda including all the principals / headmasters of 45 Government high schools for boys in urban and rural areas in district Charsadda and all the 525 teachers in 45 Government high schools for boys in urban and rural areas in district Charsadda.

Stratified random sampling technique was used for the study. The sample of the study consisted of 23 (50%) Government high schools for boys. The sample was divided into two categories:

1. Six Urban Government high schools for boys
2. Seventeen Rural Government high schools for boys

The sample represented (50%) of the whole population of Government boys' high school in district Charsadda.

Opinionnaires

The opinionnaire for the study was developed keeping in view various scales for determining the teachers' perceptions of professional commitment to teaching profession. These scales were adopted for using the present context.

Teaching Professionalism: It was based on the McMahon and Hoy (2009, p.322) Professionalism in teaching, having five items.

Commitment to Teaching Work: It was adopted from Morrow's (1983, p.487) and consisted of ten items developed in the light of Kanungo's Job Involvement Scale (1982, p.344) based on Lodahl and Kejner's Scale (1965, p.31) and also used by Celep (2000, p.223). Meyer and Allen (1997, p.542) state that components of commitment include affective, normative and continuance commitment. So questions were added by the researcher to find out variables that affected the teachers' professional commitment.

Commitment to School: Those items were based on the concept of organizational commitment as represented by Mowday, Porter and Steers (1979, p.241). Commitment to School Scale and Organizational Commitment Opinionnaire and was adopted also used by Celep(2000, p.226) contained 14 items; but seven items omitted as

a result of item analysis.

The opinionnaires (See Appendix A and B) were a five point Likert scale score: Strongly Disagree (SDA) =5 points, Disagree (DA) = 4 points, Uncertain (UNC) = 3 points, Agree (A) =2 points, strongly Agree (SA) = 1point.

Data Collection, Analysis and Discussion

Opinionnaires were used during the collection of the primary data from principals / headmasters and teachers. The responses of key informants were obtained and converted into Frequency, percentages (%), Mean (M), Standard deviation (SD) and Rank (R) for meaningful interpretations. The data were analyzed by using the Statistical Package for Social Sciences (SPSS) 13.0 for Windows and features in Microsoft Excel XP 2007 professional.

Response of Teachers to Opinionnaire

The statements included in the opinionnaire administered to teachers were subjected to analysis in piecemeal. Table - 1 contains the analysis of 05 questions and the remaining statements were examined in other tables.

Table 1: Teachers' Professionalism and Commitment to Teaching Profession

Statement	SDA	DA	UNC	A	SA	M	SD	R
[Q1]	1 0.54%	2 1.08 %	5 2.71%	18 9.78%	158 85.86%	1.206	0.592	3
[Q2]	2 1.08%	2 1.08%	4 2.17%	8 4.34%	168 91.30%	1.163	0.614	4
[Q3]	2 1.08%	3 1.63%	6 3.26%	22 11.95%	151 82.06%	1.277	0.704	2
[Q4]	2 1.08%	3 1.63%	5 2.71%	11 5.97%	163 88.58%	1.206	0.670	3
[Q5]	1 0.54%	9 4.89%	7 3.80%	38 20.65%	132 71.73%	1.434	0.827	1

The analysis of data in Table 1 indicates teacher professionalism and commitment to teaching profession. The statements '[Q5]' achieved the first rank with a mean of 1.434 while '[Q3]' achieved the second rank with a mean of 1.277 and '[Q1]' achieved the third rank with a mean of 1.206 but 'feeling of pride of being a teacher' achieved the fourth rank with a mean of 1.163. The total score of teacher professionalism and commitment to teaching profession was with a mean of 1.253 and standard deviation (SD) of 0.098.

Table 2: Teachers' Commitment to Teaching Work

Statement	SDA	DA	UNC	A	SA	M	SD	R
[Q6]	4 2.17%	4 2.17%	19 10.32%	31 16.84%	126 68.47%	1.119	0.414	10
[Q7]	2 1.08%	2 1.08%	7 3.80%	13 7.06%	160 86.95%	1.222	0.668	9
[Q8]	5 2.71%	9 4.89%	13 7.06%	20 10.86%	137 74.45%	1.505	1.008	5
[Q9]	13 7.06%	18 9.78%	29 15.76%	39 21.19%	85 46.19%	2.103	1.282	2
[Q10]	1 0.54%	3 1.63%	9 4.89%	37 20.10%	134 72.82%	1.369	0.704	8
[Q11]	3 1.63%	6 3.26%	11 5.97%	23 12.50%	141 76.63%	1.407	0.869	6
[Q12]	12 6.52%	23 12.50%	45 24.45%	56 30.43%	48 26.08%	2.451	1.195	1
[Q13]	3 1.63%	12 6.52%	29 15.76%	36 19.56%	104 56.52%	1.771	1.041	4
[Q14]	4 2.17%	15 8.15%	23 12.50%	51 27.71%	91 49.45%	1.858	1.061	3
[15]	1 0.54%	5 2.71%	11 5.97%	39 21.19%	128 69.56%	1.402	0.725	7

The analysis of data in Table 2 indicates the results Teachers' commitment to teaching work. The statements '[Q12]' achieved the first rank with a mean of 2.451 while '[Q9]' achieved the second rank with a

mean of 2.103 and '[Q14]' achieved the third rank with a mean of 1.858 but '[Q13]' achieved the fourth rank with a mean of 1.771. The total mean score of Teachers' commitment to teaching work was with a mean of 1.736 and standard deviation (SD) of 0.657.

Table4.3: Teachers' Affective Commitment

Statement	SDA	DA	UNC	A	SA	M	SD	R
[Q16]	1 0.54%	4 2.17%	25 13.58%	35 19.02%	119 64.67%	1.548	0.847	4
[Q17]	4 2.17%	10 5.43%	19 10.32%	49 26.6%3	109 59.23%	1.684	1.00	1
[Q18]	121 65.76%	45 24.45%	12 6.52%	4 2.17%	2 1.08%	1.483	0.802	5
[Q19]	125 67.93%	39 21.19%	17 9.23%	2 1.08%	1 0.54%	1.451	0.752	6
[Q20]	111 60.32%	44 23.91%	19 10.32%	7 3.80%	3 1.63%	1.630	0.937	3
[Q21]	3 1.63%	9 4.89%	11 5.97%	56 30.43%	105 57.06%	1.635	0.919	2

The analysis of data in Table 4.3 indicates the results question teachers' affective commitment. The statements '[Q17]' achieved the first rank with a mean of 1.684 while '[Q21]' achieved the second rank with a mean of 1.635 and '[Q20]' achieved the third rank with a mean of 1.630 but '[Q16]' achieved the fourth rank with a mean of 1.548. The total score of Teachers' affective commitment was with a mean of 1.572 and standard deviation (SD) of 0.092.

Table3: Teachers' Normative Commitment

Statements	SDA	DA	UNC	A	SA	M	SD	R
[Q22]	121 65.76%	52 28.26%	7 3.80%	3 1.63%	1 0.54%	1.434	0.713	5
[Q23]	24 13.04%	53 28.80%	33 17.93%	26 14.13%	48 26.08%	2.885	1.445	1
[24]	1 0.54%	3 1.63%	13 7.06%	21 11.41%	146 79.34%	1.326	0.725	6
[Q25]	4 2.17%	7 3.80%	18 9.78%	27 14.67%	128 69.56%	1.543	0.968	4
[Q26]	2 1.08%	5 2.71%	21 11.41%	39 21.19%	117 63.58%	1.565	0.878	3
[Q27]	1 0.54%	8 4.34%	7 3.80%	41 22.28%	127 69.02%	1.700	0.586	2

The analysis of data in Table 3 indicates the results teachers' normative commitment. The statements '[Q23]' achieved the first rank with a mean of 2.885 while '[Q27]' achieved the second rank with a mean of 1.700 and '[Q26]' achieved the third rank with a mean of 1.565 but '[Q25]' achieved the fourth rank with a mean of 1.543. The total score of teachers' normative commitment was with a mean of 1.700 and standard deviation (SD) of 0.586.

Table 4: Teachers' Continuance Commitment

Statements	SDA	DA	UNC	A	SA	M	SD	R
[Q28]	4 2.17%	7 3.80%	19 10.32%	51 27.71%	103 55.97%	1.684	0.957	3
[Q29]	3 1.63%	10 5.43%	19 10.32%	21 11.41%	131 71.19%	1.548	0.990	5
[30]	3 1.63%	9 4.89%	11 5.97%	42 22.82%	119 64.67%	1.559	0.927	4
[Q31]	3 1.63%	7 3.80%	12 6.52%	31 16.84%	131 71.19%	1.478	0.899	6
[Q32]	4 2.17%	11 5.97%	13 7.06%	55 29.89%	101 54.89%	1.706	0.986	2
[Q33]	4 2.17%	13 7.06%	23 12.50%	45 24.45%	97 52.71%	1.820	1.063	1

The analysis of data in Table 4 indicates the results teachers' continuance commitment. The statements '[Q33]' achieved the first rank with a mean of 1.820 while '[Q32]' achieved the second rank with a mean of 1.706 and '[Q28]' achieved the third rank with a mean of 1.684 but '[Q30]' achieved the fourth rank with a mean of 1.559. The total score of teachers' continuance commitment was with a mean of 1.571 and standard

deviation (SD) of 0.104.

Table 5: Teachers' Commitment to School

Statements	SDA	DA	UNC	A	SA	M	SD	R
[Q34]	2 1.08%	4 2.17%	11 5.97%	57 30.97%	110 59.78%	1.538	0.795	3
[Q35]	9 4.89%	21 11.41%	31 16.84%	47 25.54%	76 41.30%	2.130	1.212	1
[Q36]	1 0.54%	1 0.54%	3 1.63%	11 5.97%	168 91.30%	1.130	0.495	7
[Q37]	1 0.54%	1 0.54%	7 3.80%	19 10.32%	156 84.78%	1.228	0.637	5
[Q38]	3 1.63%	9 4.89%	16 8.69%	31 16.84%	125 67.93%	1.554	0.956	2
[Q39]	1 0.54%	1 1.08%	14 7.60%	42 22.82%	125 67.93%	1.434	0.728	4
[Q40]	1 0.54%	1 0.54%	3 1.63%	22 11.95%	157 85.32%	1.190	0.534	6

The analysis of data in Table 5 indicates the results teachers' commitment to school. The statements '[Q35]' achieved the first rank with a mean of 2.130 while '[Q38]' achieved the second rank with a mean of 1.554 and '[Q34]' achieved the third rank with a mean of 1.538 but '[Q39]' achieved the fourth rank with a mean of 1.434. The total score of teachers' commitment to school was with a mean of 1.458 and standard deviation (SD) of 0.341.

Table 6: Teachers' Professional Commitment to the Teaching Profession

	Domains	M	SD	Level	Rank
1.	Teacher professionalism	1.253	0.098	Moderate	6
2.	Commitment to teaching Work	1.736	0.657	High	1
i.	Teachers' Affective commitment	1.572	0.092	High	2
ii.	Teachers' Normative Commitment	1.700	0.586	High	4
iii.	Teachers' Continuance Commitment	1.571	0.104	High	3
3.	Commitment to school	1.458	0.341	Moderate	5
	Total mean score	1.533	0.152		

The analysis of data in Table 6 indicates that commitment to teaching work achieved the first rank with a mean of 1.736, while Teachers' affective commitment achieved the second rank with a mean of 1.572. The results also show that Teachers' continuance commitment achieved the third rank with a mean of 1.571, while Teacher professionalism has achieved the sixth rank with a mean of 1.253. The total score of Teachers' professional commitment to the teaching was with a mean of 1.533 and standard deviation (SD) of 0.152.

Table 6: Professional Commitment of Teachers' to the Teaching Profession due to Schools' Climate

	Climate	N	M	SD
1.	Comfortable	57	2.423	0.464
2.	Moderate	116	1.375	1.697
3.	Uncomfortable	11	1.134	0.556
	Total	184	1.644	0.686

The analysis of data in Table 6 indicates that 'comfortable school climate' has achieved the highest with a mean of 2.423, followed by 'moderate climate' with a mean of 1.375, and 'uncomfortable climate' came last with a mean of 1.134.

Response of Principals / Headmasters to Questionnaire

The statements included in the opinionnaire administered to principals / headmasters were subjected to analysis in piecemeal. Table 7 contains the analysis of 05 questions presented to them. The remaining statements were examined in other tables.

Table 7: Teacher Professionalism and Commitment to Teaching Profession in Principals / Headmasters Views

	Statement	SDA	DA	UNC	A	SA	M	SD	R
1.	[Q1]	7 30.43%	5 21.73%	2 8.69%	6 26.08%	3 13.04%	3.304	1.490	1
2.	[Q2]	5 21.73%	4 17.39%	7 30.43%	5 21.73%	2 8.69%	3.217	1.277	3
3.	[Q3]	5 21.73%	4 17.39%	3 13.04%	9 39.13%	2 8.69%	3.043	1.364	4
4.	[Q4]	5 21.73%	3 13.04%	3 13.04%	10 43.47%	2 8.69%	2.913	1.411	5
5.	[Q5]	6 26.08%	5 21.73%	3 13.04%	7 30.43%	2 8.69%	3.260	1.388	2

The analysis of data in Table 7 indicates teacher professionalism and commitment to teaching profession in Principals / Headmasters views. The statements '[Q1]' achieved the first rank with a mean of 3.304 while '[Q5]' achieved the second rank with a mean of 3.260 and '[Q2]' achieved the third rank with a mean of 3.217 but '[Q3]' achieved the fourth rank with a mean of 3.043. The total score of teacher professionalism and commitment to teaching profession in principals / headmasters view was with a mean of 3.148 and standard deviation (SD) of 0.078.

Table 8: Teachers' Commitment to Teaching Work in Principals / Headmasters views

	Statements	SDA	DA	UNC	A	SA	M	SD	R
6.	[Q6]	3 13.04%	7 30.43%	5 21.73%	6 26.08%	2 8.69%	3.130	1.217	7
7.	[Q7]	4 17.39%	5 21.73%	6 26.08%	5 21.73%	3 13.04%	3.086	1.311	8
8.	[Q8]	6 26.08%	4 17.39%	5 21.73%	6 26.08%	2 8.69%	3.260	1.355	5
9.	[Q9]	10 43.47%	5 21.73%	3 13.04%	4 17.39%	1 4.34%	3.826	1.302	1
10.	[Q10]	3 13.04%	5 21.73%	6 26.08%	7 30.43%	2 8.69%	3.0	1.206	9
11.	[Q11]	5 21.73%	5 21.73%	6 26.08%	4 17.39%	3 13.04%	3.217	1.346	6
12.	[Q12]	5 21.73%	9 39.13%	4 17.39%	4 17.39%	1 4.34%	3.565	1.160	2
13.	[Q13]	5 21.73%	7 30.43%	4 17.39%	6 26.08%	1 4.34%	3.391	1.233	4
14.	[Q14]	2 8.69%	4 17.39%	7 30.43%	7 30.43%	3 13.04%	2.782	1.166	10
15.	[Q15]	5 21.73%	9 39.13%	3 13.04%	5 21.73%	1 4.34%	3.521	1.201	3

The analysis of data in Table 8 indicates the results Teachers' commitment to teaching work in principals / headmasters view. The statements '[Q9]' achieved the first rank with a mean of 3.826 while '[Q12]' achieved the second rank with a mean of 3.565 and '[Q15]' achieved the third rank with a mean of 3.521 but '[Q13]' achieved the fourth rank with a mean of 3.391 this has the same rank in 2 Teachers' commitment to teaching work. The total score of teachers' commitment to teaching work in principals / headmasters views was with a mean of 3.295 and standard deviation (SD) of 0.0728.

Table 9: Teachers' Affective Commitment in Principals / Headmasters views

	Statements	SDA	DA	UNC	A	SA	M	SD	R
16.	[Q16]	7 30.43%	8 34.78%	2 8.69%	4 17.39%	2 8.69%	3.608	1.339	1
17.	[Q17]	6 26.08%	7 30.43%	2 8.69%	5 21.73%	3 13.04%	3.347	1.433	3
18.	[Q18]	5 21.73%	5 21.73%	4 17.39%	7 30.43%	2 8.69%	3.173	1.336	5
19.	[Q19]	4 17.39%	9 39.13%	1 4.34%	8 34.78%	1 4.34%	3.260	1.214	4
20.	[Q20]	5 21.73%	9 39.13%	3 13.04%	3 13.04%	3 13.04%	3.434	1.342	2
21.	[Q21]	3 13.04%	8 34.78%	3 13.04%	6 26.08%	3 13.04%	3.043	1.296	6

The analysis of data in Table 9 indicates the results question Teachers' affective commitment in Principals /Headmasters views. The statements '[Q16]' achieved the first rank with a mean of 3.608 while '[Q20]' achieved the second rank with a mean of 3.434 and '[Q17]' achieved the third rank with a mean of 3.347 but '[Q19]' achieved the fourth rank with a mean of 3.260. The total score of Teachers' affective commitment in Principals/Headmasters views was with a mean of 3.312 and standard deviation (SD) of 0.072.

Table 10: Teachers' Normative Commitment in principal's views

	Statements	SDA	DA	UNC	A	SA	M	SD	R
22.	[Q22]	3 13.04%	8 34.78%	2 8.69%	7 30.43%	3 13.04%	3.043	1.330	4
23.	[Q23]	5 21.73%	8 34.78%	3 13.04%	5 21.73%	2 8.69%	3.391	1.305	2
24.	[Q24]	6 26.08%	10 43.47%	2 8.69%	4 17.39%	1 4.34%	3.695	1.184	1
25.	[Q25]	1 4.34%	4 17.39%	2 8.69%	10 43.47%	6 26.08%	2.304	1.184	6
26.	[Q26]	2 8.69%	4 17.39%	2 8.69%	10 43.47%	5 21.73%	2.478	1.274	5
27.	[Q27]	7 30.43%	7 30.43%	1 4.34%	6 26.08%	2 8.69%	3.347	1.401	3

The analysis of data in Table 10 indicates the results Teachers' normative commitment in principal's views. The statements '[Q24]' achieved the first rank with a mean of 3.695 while '[Q23]' achieved the second rank with a mean of 3.391 and '[Q27]' achieved the third rank with a mean of 3.347 but '[Q22]' achieved the fourth rank with a mean of 3.043. The total score of Teachers' normative commitment in principal's views was with a mean of 2.957 and standard deviation (SD) of 0.103.

Table 11: Teachers' Continuance Commitment in Principals / Headmasters views

	Statements	SDA	DA	UNC	A	SA	M	SD	R
28.	[Q28]	3 13.04%	8 34.78%	2 8.69%	7 30.43%	3 13.04%	3.043	1.330	2
29.	[Q29]	-	5 21.73%	-	12 52.17%	6 26.08%	2.173	1.072	6
30.	[Q30]	-	4 17.39%	2 8.69%	13 56.52%	4 17.39%	2.260	0.963	5
31.	[Q31]	5 21.73%	7 30.43%	3 13.04%	7 30.43%	1 4.34%	3.347	1.265	1
32.	[Q32]	2 8.69%	8 34.78%	1 4.34%	9 39.13%	3 13.04%	2.869	1.289	3
33.	[Q33]	1 4.34%	7 30.43%	2 8.69%	11 47.82%	2 8.69%	2.741	1.136	4

The analysis of data in Table 11 indicates the results teachers' continuance commitment in principals / headmasters views. The statements '[Q31]' achieved the first rank with a mean of 3.347 while '[Q28]' achieved the second rank with a mean of 3.043 and '[Q31]' achieved the third rank with a mean of 2.869 but '[Q33]' achieved the fourth rank with a mean of 2.741. The total score of teachers' continuance commitment in principals / headmasters views was with a mean of 2.741 and standard deviation (SD) of 0.142.

Table 12: Teachers' Commitment to School in Principals / Headmasters views

	Statements	SDA	DA	UNC	A	SA	M	SD	R
34.	[Q34]	7 30.43%	11 47.82%	- -	5 21.73%	- -	3.869	1.099	1
35.	[Q35]	3 13.04%	4 17.39%	3 13.04%	9 39.13%	4 17.39%	2.695	1.329	7
36.	[Q36]	6 26.08%	9 39.13%	2 8.69%	4 17.39%	2 8.69%	3.565	1.308	5
37.	[Q37]	8 34.78%	7 30.43%	4 17.39%	3 13.04%	1 4.34%	3.782	1.204	2
38.	[Q38]	5 21.73%	9 39.13%	3 13.04%	4 17.39%	2 8.69%	3.521	1.201	6
39.	[Q39]	8 34.78%	8 34.78%	2 8.69%	5 21.73%	- -	3.739	1.321	3
40.	[Q40]	6 26.08%	10 43.47%	1 4.34%	6 26.08%	- -	3.695	1.145	4

The analysis of data in Table 12 indicates the results teachers' commitment to school in principals / headmasters views. The statements '[Q34]' achieved the first rank with a mean of 3.869 while '[Q37]' achieved the second rank with a mean of 3.782 and '[Q39]' achieved the third rank with a mean of 3.739 but '[Q40]' achieved the fourth rank with a mean of 3.695. The total score of teachers' commitment to school in principals / headmasters views was with a mean of 3.552 and standard deviation (SD) of 0.091.

Table 13: Teachers' Professional Commitment to the Teaching profession in Principals / Headmasters views

	Domains	M	SD	Level	Rank
1.	Teacher professionalism	3.148	0.078	Moderate	4
2.	Commitment to teaching Work	3.295	0.073	Moderate	3
i.	Teachers' Affective commitment	3.312	0.072	Moderate	2
ii.	Teachers' Normative Commitment	2.957	0.103	Moderate	5
iii.	Teachers' Continuance Commitment	2.741	0.142	Moderate	6
3.	Commitment to school	3.552	0.091	High	1
	Total mean score	3.258	0.050		

The analysis of data in Table 13 indicates that Commitment to school achieved the first rank with a mean of 3.552, while Teachers' Affective commitment achieved the second rank with a mean of 3.312. The data also show that Commitment to teaching Work achieved the third rank with a mean of 3.295, while teachers' continuance commitment has achieved the sixth rank with a mean of 2.741. The total score of teachers' professional commitment to the teaching was with a mean of 3.258 and standard deviation (SD) of 0.050.

Discussions and Results Analysis of Teachers Responses

Teachers' Professionalism and Commitment to Teaching Profession

- It was found that teacher professionalism and commitment to teaching profession was satisfactory in general. The total mean score of teacher professionalism and commitment to teaching profession was 1.25 with standard deviation (SD) of 0.098. These results showed that teachers' in Government High Schools for boys in district Charsadda were committed to their teaching profession. Teachers' had the desire to continue teaching without economic needs (R = 1, M= 1.43) they perceived the values of teaching profession more important than those of other values (R= 2, M = 1.27). This showed that the teachers were professionals and committed to the teaching profession. They felt proud of teaching profession. The majority of teachers underlined their intrinsic motivation to become teachers, which reveals their willingness to join the teaching profession; this had also been pointed out by the research findings of Day's et al (2007) study.
- It was found that teachers' Commitment to Teaching Work was satisfactory. The total mean score of teachers' commitment to teaching work was 1.73 with standard deviation (SD) of 0.657. Taking the classes on time (R= 1, M= 2.45) and collecting information about the student's family life (R= 2, M= 2.10). The teachers' were committed to their profession. They were hard workers. They had agreed to take more classes when needed, spend their time with their students in and outside the classroom in performing different activities. They enjoyed teaching in classroom. They helped the students if they needed.
- It was found that teachers' Affective Commitment was generally good. The total mean score of teachers' affective commitment was 1.57 with standard deviation (SD) of 0.092. The teachers' felt the professional problems are their own (R= 1, M=1.68) and profession has a great deal of personal significance for the respondent (R=2, M=1.63). The results showed a great deal of commitment and

- affection with that profession. The teachers of our sample mentioned that they were professionals.
4. It was found that teachers' normative commitment was satisfactory. The total mean score of teachers' normative commitment was 1.70 with standard deviation (SD) of 0.586. If it were to my advantage, I would have leave teaching profession (R= 1, M=2.88) and not leaving my profession right now because I have a sense of obligation to the students (R=2, M=1.56). This showed a strong attachment to the students and to the profession.
 5. It was found that teachers' continuance commitment was satisfactory. The total mean score of teachers' continuance commitment was 1.57 with standard deviation (SD) of 0.104. With reference of their responses that a great extent of my life would be disrupted deciding to leave my profession (R=1, M=1.82) and If I had not already put so much of myself into this profession, I might have considered working elsewhere (R=2, M=1.7). The results indicated that teachers' had great affection for the teaching profession.
 6. It was found that teachers' commitment to school was satisfactory. The total mean score of teachers' commitment to school was 1.45 with standard deviation (SD) of 0.341. The Teachers' having the tendency for taking extra periods assigned to them (R=1, M = 2.13) and preferring working at this school even though I have choices for working at another school (R=2, M= 1.55).
 7. It was found that commitment to teaching work achieved the first rank with a mean of 1.73 and teachers' affective commitment achieved second rank with a mean of 1.572. The results also indicated that teachers' continuance commitment achieved third rank with a mean of 1.571 while teachers' professionalism has achieved the sixth rank with a mean of 1.25. The total mean score of teachers' professional commitment to the teaching profession was 1.53 with standard deviation (SD) of 0.151.
 8. It was found that the professional commitment of teachers' to the teaching profession due to school's climate, comfortable achieved the mean of 2.42 and uncomfortable achieved the mean of 1.13.

Therefore, it was possible to state that the teachers were committed to professional values that caused the level of the commitment to teaching work to increase. The teachers' productivity on teaching activities also affects positively the commitment to school and commitment to teaching profession. Regarding the first and more important factor of increasing teachers' satisfaction a considerable part of our sample connected their professional development and their willingness to become better teacher with their students' learning outcomes and such finding was also in accordance with Guskey's (2002).

Results Analysis of Principals/Headmasters Responses

1. It was found that the total mean score of teacher professionalism and commitment to teaching profession in principals / headmasters view was 3.148 with standard deviation (SD) of 0.078. There was close agreement of data between the teachers' and principals / headmasters view. Teachers' professionalism in principals / headmasters view had the desired to continue teaching without economic needs (R=1, M=3.304) and choosing to be a teacher on their own accord (R=2, M=3.260). The agreement of the data showed that teachers were professional and committed to teaching profession.
2. It was found that teachers' commitment to teaching work in principals / headmasters views total mean score was 3.295 with standard deviation (SD) of 0.073. In principals / headmasters view collecting information about the student's family life (R=1, M=3.826) and taking their classes on time (R=2, M=3.565) and enjoying teaching (R=3, M=3.521). These results showed that the teachers were professionally committed to their job. The findings of this study were in conformity to the findings of Celep (2000, p.229) who found that teachers were professionally committed to teaching work and as well as to the teaching profession.
3. It was found that the total mean score of teachers' affective commitment in principals / headmasters views was 3.312 with standard deviation (SD) of 0.072. In principals / headmasters views teachers would be very happy to spend the rest of their career in teaching profession (R=1, M=3.608) and not feeling like part of the family in teaching profession (R=2, M=3.434). There was a little disagreement between the two perceptions not feeling like part of the family in teaching profession, achieved the second rank in principals / headmasters view, it was not a good sign. Besides that, the results were satisfactory and showed that the teachers were professionally committed to the teaching profession. These findings were in line with Day's et al (2007) study, who had documented on the importance of these factors in teachers' professional satisfaction.
4. It was found that the total mean score of teachers' normative commitment in principals / headmasters views was 2.957 with standard deviation (SD) of 0.103. In principals / headmasters view of feeling guilty if they leave teaching profession (R=1, M=3.695) and if it were to their advantage, teachers would have not left teaching profession (R=2, M=3.391). These results showed that the teachers were really attached to teaching profession and their commitment was for that profession.
5. It was found that the total mean score of teachers' continuance commitment in principals / headmasters

views was 2.749 with standard deviation (SD) of 0.143. In principals / headmasters views feeling that they have few options to consider leaving teaching profession (R=1, M=3.347) and It would be very hard for teachers to leave teaching profession now, even if they wanted (R=2, M=3.043)

6. It was found that the total mean score of teachers' commitment to school in principals / headmasters views was 3.552 with standard deviation (SD) of 0.0912. In principals / headmasters views of working hard for the school (R=1, M=3.869) and dealing with colleagues for the future of our school (R=2, M=3.782). These results showed teachers' commitment for teaching profession and school and these findings were in accordance with Bredeson (2002) study.

CONCLUSIONS

Based on the analysis of data, discussion and findings of the study, the following conclusions were drawn regarding teachers' perceptions of professional commitment to teaching profession.

Conclusions Drawn From the Analysis of Teachers' Responses

It was concluded that teacher professionalism and commitment to teaching profession was satisfactory in general. Teachers in Government high schools for boys in district Charsadda were committed to their teaching profession. Teachers' had the ambition to continue teaching without economic needs and perceived the values of teaching profession more important than those of other values. Most teachers underlined their intrinsic motivation to become teachers and felt proud of teaching profession.

1. It was concluded that teachers' commitment to teaching work was satisfactory. They took the classes on time and collected information about student's family life. They were hard workers. They took extra classes when needed, spent their time with their students in and outside the classroom in performing different activities. They enjoyed teaching in classroom and helped the students when they needed.
2. Teachers' affective commitment was generally good. The teachers felt the professional problems were their own and teaching had personal meaning for them. Teachers considered themselves as professionals.
3. Teachers' normative commitment was satisfactory. Most of the teachers did not want to leave their profession because of a sense of obligation to the students. This showed a strong attachment to the students and to the profession.
4. Teachers' continuance commitment was satisfactory. They stated that a great extent of their life would be disrupted deciding to leave their profession. The results indicated that teachers had great affection for the teaching profession.
5. Teachers' commitment to school was satisfactory. Teachers took extra periods assigned to them and preferred to work at their schools even though they had choice for working at another school.
6. It was concluded that the professional commitment of teachers to the teaching was due to school's climate and comfortable environment.

It was concluded that there was positive correlation between the commitment to school and to teaching works, and to teaching works, and to the school. The teachers' commitment to professional values increased the level of the commitment to teaching work. The teachers' productivity on teaching activities had a positive effect on their commitment to school and to the teaching profession.

Conclusion Drawn From the Analysis of Principals/ Headmasters Responses

1. It was concluded that teachers and principals / headmasters had the same views about teacher professionalism and commitment to teaching profession. Teachers' professionalism in principals / headmasters view had the desire to continue teaching without economic needs and choosing to be a teacher of their own accord. It showed that teachers' were professionals and committed to teaching profession.
2. It was concluded that principals/ headmasters views about teachers' affective commitment were positive. Teachers were very happy to spend the rest of their career in teaching profession and felt like part of the family in teaching profession. There was a little disagreement between the two perceptions not feeling like part of the family in teaching profession in principals / headmasters view, it was not a good sign. Beside this, the results were satisfactory and showed teachers professional commitment to teaching.
3. It was concluded that teachers' normative commitment in principals / headmasters views about feeling guilty if they leave teaching profession and if it were to their advantage, teachers would have not left teaching profession. These results showed teachers' attachment and commitment to their profession.
4. It was concluded that teachers' continuance commitment was satisfactory. In principals / headmasters views feeling that they had limited options to consider leaving teaching profession and it would be very hard for teachers to leave teaching profession, even if they wanted.

5. It was concluded that teachers' commitment to school was good. In principals / headmasters views, it pertained to working hard for the school and dealing with colleagues for the future of their schools.

Recommendations

In light of the conclusions drawn, the following recommendations were made for the improvement of commitment of teacher to the teaching profession.

1. Principals / headmasters' intervention to encourage collegial relationship and discourage adversarial relations among teachers is required for professional norms.
2. Incentives may be provided to teachers in order to retain and support best capable teachers in this profession.
3. Professionalism can be improved in teachers by lying emphasis that teaching is a calling and not a job.
4. The place of teacher in society must be recognized and respected so that it can serve for them as an incentive to work hard.
5. Teacher Associations should be harnessed to play their role in improving the professional development and commitment of teachers.
6. In-service training programmes may be designed in such a way that they lay more emphasis on performance rather than on other subject matter.
7. Teachers' concerns be promoted to discuss teaching-learning problems in school and staffroom rather than politics or other non-school issues.
8. Schools may be equipped with resources that make high- quality of teaching- learning possible.
9. A longitudinal study may be undertaken to further validate the findings of the study and adopt remedial measures to improve the professional commitment of teachers.

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Appendix-A

OPINIONNAIRE FOR TEACHERS

TEACHERS' PERCEPTIONS OF PROFESSIONAL COMMITMENT TO TEACHING PROFESSION

The Opinionnaire in hand consists of statement about the teachers' perceptions of professional commitment to teaching profession. It is designed only for the research purposes and no other use. So feel free to check the appropriate answer openly and honestly. The information in this Opinionnaire will be confidential. The names of teacher and school will not be disclosed.

SCHOOL NAME: G. H. S. -----

NAME (Optional): -----

SCALE:

- | | | |
|--------------------------|-----------------|-----------------------|
| a. Strongly Disagree (1) | b. Disagree (2) | e. Strongly Agree (5) |
| c. Uncertain (3) | d. Agree (4) | |

Please tick mark (✓) item of your choice given below.

SECTION A: Teacher Professionalism		1	2	3	4	5
Q1	I chose to be a teacher of my own accord.					
Q2	I feel proud of being a teacher					
Q3	I perceive the values of teaching profession more important than those of other values.					
Q4	I have the desire to be well known in teaching profession.					
Q5	I have the desire to continue teaching without economic					
SECTION B: Commitment To Teaching Work						
Q6	I am satisfied with teaching to the students.					
Q7	I help the students out of the class.					
Q8	I accept taking more classes when needed.					
Q9	I collect information about the student's family life. .					
Q10	I have considerable control over the pace of my work.					
Q11	I spend time with the students on subjects (activities) related with the lesson inside as well as outside the classroom.					
Q12	I take my classes on time.					
Q13	I accomplish my job with enthusiasm.					
Q14	I try to do the best for the unsuccessful students.					
Q15	I enjoy teaching.					
i. Teacher's Affective Commitment						
Q16	I would be very happy to spend the rest of my career with this profession.					
Q17	I really feel as if professional problems are my own					
Q18	I do not feel a strong sense of "belonging" to my profession.					
Q19	I do not feel "emotionally attached" to this profession.					
Q20	I do not feel like "part of the family" at my profession.					
Q21	This profession has a great deal of personal meaning for me					
ii. Teacher's Normative Commitment						
Q22	I do not feel any obligation to remain in my current profession					
Q23	Even if it were to my advantage, I would have left my profession now.					
Q24	I would feel guilty if I left my profession now.					
Q25	This profession deserves my loyalty					
Q26	I would not leave my profession right now because I have a sense of obligation to the students.					
Q27	I owe a great deal to my profession.					
iii. Teacher's Continuance Commitment						
Q28	It would be very hard for me to leave my profession right now, even if I wanted to.					
Q29	One of the few negative consequences of leaving this profession would be the scarcity of available alternatives.					
Q30	Right now, staying with my profession is a matter of necessity and desire.					
Q31	I feel that I have few options to consider leaving this profession.					
Q32	If I had not already put so much of myself into this profession, I might have considered working elsewhere.					
Q33	Too much of my life would be disrupted if I decided to leave my profession now.					
SECTION C: Commitment to School						
Q34	I work hard for the school.					
Q35	I have the tendency for taking extra periods assigned to me.					
Q36	I proud of my school.					
Q37	I have a desire to work in the school.					
Q38	I prefer working at this school even though I have choices for working at another school.					
Q39	I deal with the teacher's for future of the school.					
Q40	I try hard to make the school as the best school in the area.					

iii. Teacher's Continuance Commitment						
Q28	It would be very hard for my schoolteachers to leave this profession right now, even if they wanted to.					
Q29	One of the few negative consequences of leaving this profession would be the scarcity of available alternatives to my teachers.					
Q30	For most of my schoolteachers, staying with teaching is a matter of necessity.					
Q31	Most of my schoolteachers feel that they have few options to consider leaving this profession.					
Q32	If my schoolteachers had not already put so much effort into this profession, they might have considered working elsewhere.					
Q33	Too much of their life would be disrupted if they decided to leave this profession now.					
SECTION C: Commitment to School						
Q34	Most of my schoolteachers work hard for the school.					
Q35	Most of my schoolteachers take extra periods assigned to them.					
Q35	Most of my schoolteachers are proud of our school.					
Q37	My schoolteachers have a desire to work in the school.					
Q38	Most of my schoolteachers prefer working at this school even though they have choices for working at another school.					
Q39	Most of my schoolteachers deal with their colleagues for the future of our school.					
Q40	My schoolteachers try hard to make our school as the best school in the area.					

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