

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

Muhammad Ibrahim (PhD Education Scholar) (Corresponding author)\*  
Sarhad University of Science and Information Technology Peshawar (Pakistan)

Prof. Dr. Mohammad Iqbal  
Sarhad University of Science and Information Technology Peshawar (Pakistan)

## Abstract

Teachers play an important role in 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. The important conclusions of the study were that teachers faced academic problems and social problems 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. 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". 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".

## 1.1 Teachers' Professional Commitment

Lodahl and Kejner, (1965, p.24) described professional commitment as "The degree to which a person's work performance affects his self-esteem". The concept of professional commitment implies an attitude reflecting the strength of the attachment between an employee and an organization. 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. The most significant predictor of teacher commitment was teacher professionalism.

## 1.2 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).

### 1.2.1 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.

### 1.2.2 Continuance Professional Commitment (CPC)

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".

### 1.2.3 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. 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.

### 1.3 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.

### 1.4 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?

### 1.5 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.

### 1.6 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

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

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.

Table 3

The analysis of data in Table 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.

Table 4

The analysis of data in Table 4 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 5

The analysis of data in Table 5 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 6

The analysis of data in Table 6 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 7

The analysis of data in Table 7 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.

### 1.7 Response of Principals / Headmasters to Questionnaire

The statements included in the opinionnaire administered to principals / headmasters were subjected to analysis in piecemeal. Table 8 contains the analysis of 05 questions presented to them. The remaining statements were examined in other tables.

Table 8

The analysis of data in Table 8 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 9

The analysis of data in Table 9 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 10

The analysis of data in Table 10 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 11

The analysis of data in Table 11 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 12

The analysis of data in Table 12 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 13

The analysis of data in Table 13 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 14

The analysis of data in Table 14 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.

### **1.8 Discussions and Results Analysis of Teachers Responses**

1. It was found that teacher professionalism and commitment to teaching profession was satisfactory in general. 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.

2. It was found that teachers' Commitment to Teaching Work was satisfactory. 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.

3. It was found that teachers' Affective Commitment was generally good. 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. This showed a strong attachment to the students and to the profession.

5. It was found that teachers' continuance commitment was satisfactory. The results indicated that teachers' had great affection for the teaching profession.

6. It was found that teachers' commitment to school was satisfactory.

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.

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).

### **1.9 Results Analysis of Principals/Headmasters Responses**

8. It was found that the total mean score of teacher professionalism and commitment to teaching profession in principals / headmasters. The agreement of the data showed that teachers were professional and committed to teaching profession.

9. It was found that teachers' commitment to teaching work in principals / headmasters view. 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.

10. It was found that the total means score of teachers' affective commitment in principals / headmasters view. 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.

11. It was found that the total means score of teachers' normative commitment in principals / headmasters view. These results showed that the teachers were really attached to teaching profession and their commitment was for that profession.

12. It was found that the total means score of teachers' continuance commitment in principals / headmasters view. These results showed teachers' commitment for teaching profession and school and these findings were in accordance with Bredeson (2002) study.

### **1.10 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.

#### **1.10.1 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 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.

#### **1.10.2 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.

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.

#### **1.11 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. Professionalism can be improved in teachers by lying emphasis that teaching is a calling and not a job.

3. Teacher Associations should be harnessed to play their role in improving the professional development and commitment of teachers.

4. In-service training programmes may be designed in such a way that they lay more emphasis on performance rather than on other subject matter.

5. Schools may be equipped with resources that make high- quality of teaching- learning possible.

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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.

<b>SECTION A: Teacher Professionalism</b>		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					
<b>SECTION B: Commitment To Teaching Work</b>						
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.					
<b>i. Teacher's Affective Commitment</b>						
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					
<b>ii. Teacher's Normative Commitment</b>						
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.					
<b>iii. Teacher's Continuance Commitment</b>						
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.					
<b>SECTION C: Commitment to School</b>						
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.					

**Appendix- B**

**OPINIONNAIRE FOR PRINCIPALS  
 TEACHERS' PERCEPTIONS OF PROFESSIONAL COMMITMENT TO TEACHING PROFESSION**

**Assalamo Alaikum:**

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)                                  c. Strongly Agree (5)  
 d. Uncertain (3)    e. Agree (4)

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

<b>SECTION A: Teacher Professionalism</b>		1	2	3	4	5
Q1	Most of the teachers in my school chose to be a teacher on their own accord.					
Q2	Most of my school teachers feel proud of being a teacher					
Q3	Most of my school teachers perceive that the values of teaching profession are important.					
Q4	Most of my schoolteachers have the desire to be well-known in teaching profession.					
Q5	My schoolteachers have the desire to continue teaching without economic needs.					
<b>SECTION B: Commitment To Teaching Work</b>						
Q6	I am satisfied with the way my school teachers teach in the classroom.					
Q7	My schoolteachers help the students out of the class.					
Q8	Most of my schoolteachers accept taking more classes when needed.					
Q9	Most of my schoolteachers collect information about the student's family life. .					
Q10	Most of my schoolteachers have considerable control over the pace of their work.					
Q11	Most of my schoolteachers spend time with students on activities related with the lesson inside and outside the classroom.					
Q12	Most of my schoolteachers take their classes on time.					
Q13	My schoolteachers accomplish their job with enthusiasm.					
Q14	Most of my schoolteachers try to do the best for the unsuccessful students.					
Q15	Most of my schoolteachers enjoy teaching.					
<b>i. Teacher's Affective Commitment</b>						
Q16	My schoolteachers would be very happy to spend the rest of their career in this profession.					
Q17	Most of my schoolteachers feel as if professional problems are their own.					
Q18	My schoolteachers do not feel a sense of belonging to this profession.					
Q19	My school teachers do not feel emotionally attached to this profession.					
Q20	Most of my schoolteachers do not feel like "part of the family" at their profession.					
Q21	Teaching has a great deal of personal meaning for my teachers.					
<b>ii. Teacher's Normative Commitment</b>						
Q22	Most of my schoolteachers do not feel any obligation to remain teachers.					
Q23	Even if it were to their advantage, my schoolteachers would have not left their teaching.					
Q24	Most of my schoolteachers would feel guilty if they leave this profession.					



Q25	Teaching deserves teacher's loyalty.							
Q26	Most of my school teachers would not leave his profession right now because they have a sense of obligation to the students							
Q27	My schoolteachers owe a great deal to this profession.							
<b>iii. Teacher's Continuance Commitment</b>								
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.							
<b>SECTION C: Commitment to School</b>								
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.							

**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

**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

**Table 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% <sup>3</sup>	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

**Table4:** 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

**Table 5: 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

**Table 6: 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

**Table 7: 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		

**Table 8: 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

**Table 9:** 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

**Table 10:** 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

**Table 11:** 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

**Table 12:** 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

**Table 13:** 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

**Table 14:** 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		

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