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RESEARCH ARTICLE

HIGH SCHOOL GEOGRAPHY TEACHERS: PROFESSION COMMITMENT AND PROFESSION PERSPECTIVES

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ABSTRACT

The present investigation is intended to study the profession development of geography teachers high schools from perception of the class room teacher and how far the professional development is enabled to the students for better of their education. The scale of profession commitment and profession perspectives is constructed. Samples from 444 high schools geography teachers with normative survey and purposive sampling method. Statistical techniques were applied to draw the result. The Personal variables were studied with respect to locality of the institution, medium of teaching and type of the management of Geography teacher is compared. The significant difference is found in medium of teaching and type of the management and found no significant in locality of the institution. There is a positive, significant correlation between the profession commitment and profession perspectives of geography teachers.

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INTRODUCTION

The need for teacher development is vital in an environment where educational goals for schools, teachers and students are high. Teachers are expected to help students become critical, constructive thinkers who have developed thorough conceptual understandings (Borko and Putnam, 1998). Students are required to synthesize information, solve problems, invent new ideas, create models, and explain themselves with confidence and proficiency. Classrooms are viewed as places where rich discourse should take place as students engage in their work and explore problems with meaningful contexts. The traditional approach to teaching is a long-established style and is especially prevalent in schools amongst older teachers who were taught, and have long been teaching in this manner (Goos, 1999; Sakonidis, Tzekaki and Kaldrimidou, 2001; Thompson, 1992). It consists of the mastery of concepts and procedures as the ultimate goal of instruction and places little emphasis on the processes of geography, or on the knowledge that comes out of geographical problem situations. There is therefore a strong contemporary need for teacher development.

Need and significance of the study: The history of education reveals us that in the past, teaching technique were stressed. Webster defines techniques as "The method of performance in any art; technique skill; artistic execution". To Good, "teaching is a process, manipulation, or procedure required in any art, study, activity or production". Technique in teaching is a factor which promotes (or) effects learning through teaching with the promotes (or) effectuates learning through teaching with the aid of devices; hence, it may defined as skill

of the teacher in manipulating the devices so that the psychological processes of the learner may be stimulated to effective reaction, particularly in dealing with the subject matter that is to be learned. A teacher who understands the nature and implication of teaching accountability and responsibility of his profession and with inner urge to acquire updated knowledge in his profession will discharge his duties in an effective manner. So, the investigator has intended to study the professional development of geography teachers. The knowledge and skills acquired by the student during their studies at school level will be the basic platform for their higher education in future. So, the study will explore the possibility of promoting students to lead a quality of higher education.

Statement of the problem: A teacher with in depth knowledge in the subject matter, ability to teach the concepts according to the mental ability of the students, with interest to acquire new knowledge and to contribute the innovative ideas related with his profession will perform his duty effectively. So the investigator has interested to undertake a research work on "High Geography Teachers: Profession Commitment and Profession Perspectives".

Review of related literature

(a) Professional commitment

Shashi Shukla (2009) made a study on the teaching competency, professional commitment and job satisfaction. The results showed that the high positive relation between

professional commitment and job satisfaction but the relation between teaching competency and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions it came out as negative correlation.

Rots, Isabel; Aelterman, Antonia (2008) made a study on Two Profiles of Teacher Education Graduates: A Discriminant Analysis of Teaching Commitment. The findings of this study have important implications for teacher education since the results confirm the importance of teacher education for the teaching commitment of graduates.

Troman, Geoff (2008) attempted a study on the Primary Teacher Identity, Commitment and Career in Performative School Cultures. Teacher mediation of policy and their investment in a more creative professional identity in their involvement in nurturing programmes and creative projects. Whether the schools and teachers developed creative approaches to increase test scores or to ameliorate the worst effects of testing they demanded increased effort and commitment from the teachers. Teachers in the contemporary context, who had in many cases experienced a career in another occupation prior to teaching, seemed much more adept and realistic in both recognizing and managing their range of parallel commitments and identities. They have become more strategic and political in defending their self-identities. Some evidence suggests their priorities have been to hold on to their humanistic values and their self-esteem, while adjusting their commitments.

Sezgin, Ferudun (2009) attempted a study on Examining the Relationship between Teacher Organizational Commitment and School Health in Turkish Primary Schools. Results of the study are discussed in relation to developing the organizational health of schools and improving the organizational commitment of teachers.

Henkin, Alan B.; Holliman, Stephanie L. (2009) made a study on the Urban Teacher Commitment: Exploring Associations with Organizational Conflict, Support for Innovation, and Participation. They study shows that considered in context, suggest the importance of high levels of commitment and commitment norms in terms of the teachers' work performance and the stability of the professional workforce.

Day, Christopher; Gu, Qing (2009) made a study on Veteran Teachers: Commitment, Resilience and Quality Retention. This shows that the resilience and effectiveness are likely to have been subject to more sustained challenges. Drawing upon a range of research, this paper seeks to investigate how and why teachers in the third and fourth decades of their professional lives sustain or do not sustain their beliefs and sense of commitment to teaching at its best.

(b) Professional perspectives

Saroj Pandey (2006) made a study on the Para-teacher scheme and quality education for all in India: policy perspectives and challenges for school effectiveness. They found that a peculiar situation is prevailing in India's primary schools where we have two sets of teachers appointed as 'regular' and 'para-teachers' working in the same school and performing the same duties, but are governed by different service conditions.

This situation raises questions such as 'Can India aspire to quality education and school effectiveness in such a situation?', 'Who are these para-teachers, what is the rationale behind their appointment and how widespread is the practice?' These and other important concerns are discussed in this paper, and the implications identified for school effectiveness and quality of primary education in India.

Seema Dogra and Anjali Gulati (2006) made a study on the Learning Traditions and Teachers Role: The Indian Perspective. The conclusion of their study is there are few lacunas in our Education system like obsolete course curriculum at traditional universities, no sustainability of existing technological infrastructure in educational institutions according to current demands, lack of political will and bureaucratic setup. Thus, we feel that there is urgent need to reframe educational policy and the committee for forming the policy should not only have the higher officials, Ministers or bureaucrats but also should comprise of primary school teachers, secondary school teachers, the teachers of higher education, youth/student representatives and also the leaders from local community. The outcome of this kind of arrangement would surely bring out a foolproof education system which will give equal rights to each and every one in a real sense.

Amol Padwad (2008) made a study on the impact of professional learning community participation on teachers' thinking about classroom problems. He revealed that the comparison of the thinking/perspective of ETC members and non-members shows a possible positive impact of the participation in PLCs on the thinking of ETC-members. Belonging to the ETCs appears to have given the members-teachers a kind of personal, professional growth opportunity that was available to others. Broadly, the ETCs may have changed the teachers in two ways: attitudinal changes and consequently engagement with learning. Britten (1988) observes: "The acquisition of skills goes hand with the acquisition of appropriate attitude to teachers development. This is necessary because attitude command skills" (1988, p. 6). We find that the participants in ETCs are associated with a positive impact on the thinking of the member-teachers about their problems.

Kumaravadivelu, B (2008) made a study on the understanding language teaching: from Method to post method. In this study the author proposes a three-part framework of post-method language pedagogy: particularity, practicality, and possibility. The first deals with teaching context sensitivity such as people, local knowledge, physical settings, course and institution nature, time, and teaching resources. The second encourages language teachers to "theorize what they practice and practice what they theorize" (p. 173). The last criterion pertains to macro-social factors such as institutional, social, economic, cultural, and political environments which shape identity formation and social transformation. Together, these ideas encourage the teachers to go beyond methods and promote a self-awareness of no best methods for learning and teaching.

Orly Shapira-Lishchinsky and Bar-Ilan (2009) Towards professionalism: ethical perspectives of Israeli teachers. The study findings emphasis that teachers' self-perception as being

powerless while dealing with ethical dilemmas demonstrates their need for a clearer definition of their ethical roles, in order to deal more successfully with ethical dilemmas. This sense of powerlessness is derived from a lack of tools for dealing with ethical dilemmas and could be partially attributed to inadequate resources and professional status issues. The study findings contribute to existing work on ethical dilemmas. From a theoretical perspective, the analysis of each dilemma in terms of the tension between values involved sheds light on teachers' values, perceptions and attitudes concerning ethical issues. This may enhance the understanding of teachers' roles and their professional status. From a practical perspective, the results may guide Israeli teachers and their leaders in developing ethical knowledge through appropriate educational programmes, as they can relate to the issues that emerged in the narratives.

Sadler, Troy D.; Klosterman, Michelle L. (2009) made a study on Transitioning from Student Teacher to Teaching Professional: Evolving Perspectives of Beginning Science Teachers. The major findings of the study is focused on the breadth of cases studied extend findings of previous research on science teacher education relative to: (1) Gaps between beliefs about learning and actualized teaching practices, (2) Beginning teachers' perspectives on their pre-service training programs, (3) Retention of early career science teachers, and (4) The significance of mentorship for beginning teachers. Dramatic differences in experiences among teachers, with varying levels of mentorship, were particularly striking and showcased considerable interactions between the beginning teacher's and his/her school community's commitments to professional development.

McCready, Lance T. Soloway, Geoffrey B. (2010) made a study on the Teachers' Perceptions of Challenging Student Behaviours in Model Inner City Schools. Their issue is analysis of interview transcripts revealed that most challenging behaviours were adaptive in nature, as were teachers' strategies for intervening through building trusting relationships with students. In conclusion, the authors suggest that teachers and administrators who seek to address challenging student behaviours should consider professional development in which experts facilitate teachers' development of context-specific strategies for classroom management, rather than offer solutions.

Table 1. Professional commitment with reference to School location, medium of instruction and type of management

Group	N	Mean	Std. Deviation	t-Value	P	
School location	Urban	77	159.88	21.68	0.195NS	0.846
	Rural	367	159.36	21.26		
Medium of Instruction	Tamil	347	160.78	20.87	2.509**	0.012
Management type	English	97	154.68	22.28	3.421**	0.001
	Govt	315	161.64	20.60		
	Private	129	154.10	22.13		

** significant-at 0.01 level

Sutherland, Louise; Howard, Sarah; Markauskaite, Lina (2010) made a study on the Professional Identity Creation: Examining the Development of Beginning Preservice Teachers' Understanding of Their Work as Teachers. The major findings of the study is the construct, a teachers' voice, was investigated by examining changes in pre-service teachers' contributions in an online discussion forum. Two

complementary approaches of content analysis were applied. Both methods revealed changes in pre-service teachers' levels of engagement and showed that in the first semester of pre-service teacher education, the majority of pre-service teachers moved towards a more professional stance in their contributions.

Objectives of the study

The following are the objectives of the study

- To study the professional development of geography teachers with reference to profession commitment and profession perspectives.
- To assess the profession commitment of geography teachers.
- To assess the profession perspectives of geography teachers
- To find out the correlation between profession commitment and profession perspectives and of Geography teachers.

Methodology

Method: Normative survey method was adopted in this study.

Sample: The present study includes the High schools in Dharmapuri District of Tamilnadu. There are many High Schools in the District but selected 150 schools were taken for the study. Since the study deals with the professional development of geography teachers, a sample of 444 geography teachers were taken through stratified random sampling method.

Tools: The following tools were used in the study.

1. Scale of profession commitment constructed and validated by the investigator.
2. Scale of profession perspectives constructed and validated by the investigator.

The personal data sheet was used to collect information about gender, locality, age, experience, medium of teaching, qualifications and management of the geography teachers.

Data analysis: Descriptive statistics were used to describe the sample with reference to the variables taken for the study. In differential analysis, the significance of difference between groups was studied using 't' test and 'F' test. Chi-square test was used to study the association between the variables. Product moment correlation was used to study the correlation between the variables.

Analysis and interpretation

1. The 't' value is not significant at 0.05 level for urban and rural geography teachers. It is concluded that urban and rural geography teachers do not differ in their profession Commitment.
2. The calculated 't' value is significant at 0.01 level of significance. It is concluded that the geography teachers with Tamil and English as medium of teaching differ in their profession commitment. The teachers teach through Tamil medium are at higher level than the teachers through English medium in their profession commitment.
3. The calculated 't' value is significant at 0.01 level of significance. It is concluded that the geography teachers of Govt & aided and Private schools differ in their profession commitment. The teachers teach in Govt & aided are higher level than the teachers of private schools in their profession commitment.

Table 2. Professional perspectives with reference to School location, medium of instruction and type of management

Group	N	Mean	Std. Deviation	t-Value	P
School location	Urban 77	153.24	21.92	0.389NS	0.697
	Rural 367	152.15	22.39		
Medium of Instruction	Tamil 347	153.61	21.93	2.276*	0.023
	English 97	147.81	23.05		
Management type	Govt. 315	154.78	21.54	3.650**	0.00
	Private 129	146.39	23.02		

** Significant-at 0.01 level: * Significant-at 0.05 level

1. The 't' value is not significant at 0.05 level for urban and rural geography teachers. It is concluded that urban and rural geography teachers do not differ in their profession perspectives.
2. The calculated 't' value is significant at 0.01 level of significance. It is concluded that the geography teachers with Tamil and English as medium of teaching differ in their profession perspectives. The teachers teach through Tamil medium are at higher level than the teachers through English medium in their profession perspectives.
3. The calculated 't' value is significant at 0.01 level of significance. It is concluded that the geography teachers of Govt & aided and private schools differ in their profession perspectives. The teachers teach in Govt & aided are higher level than the teachers of private schools in their profession perspectives.

Correlation between profession commitment and profession perspectives

Table 3. Pearson correlation between the profession commitment and profession perspectives.

VARIABLE	N	r	p
Profession commitment. Vs Profession perspectives.	444	0.786**	0.00

** Correlation is significant at the 0.01 level.

The Pearson correlation is significant at 0.01 levels, for the profession commitment and profession perspectives. That is there is a positive, significant relationship between the profession commitment and profession perspectives of teachers.

Findings of the study

- 1) The rural and urban teachers they do not differ in their profession commitment.
- 2) The geography teachers with Tamil and English as medium of teaching differ in their profession commitment. The teachers teach through Tamil medium are at higher level than the teachers teaches through English medium in their profession commitment.
- 3) The geography teachers of Govt. & aided and private schools differ in their profession commitment. The teachers teach in Govt. & aided are higher level than the teachers of private schools in their profession commitment.
- 4) Urban and rural geography teachers do not differ in their profession perspectives. The geography teachers with Tamil and English as medium of teaching differ in their profession perspectives.
- 5) The teachers teach through Tamil medium are at higher level than the teachers through English medium in their profession perspectives.
- 6) The geography teachers of Govt. & aided and private schools differ in their profession perspectives. The teachers teach in Govt. & aided are higher level than the teachers of private schools in their profession perspectives.
- 7) There is a positive, significant correlation between the profession commitment and profession perspectives of geography teachers.

DISCUSSION

1. The men and women teachers and the urban and rural teachers are at the same level in their profession commitment. It agrees with Rajasekar.S.,and Sini, (2005) who reported that there was no significant difference between a) The male and female research scholars in science subjects b) Urban and rural research scholars in arts and science subjects. It is also agreement with Bani Day, Sandhya Gihar and Manoj Kumar Saxena (2005) who reported that (a) there is no significant difference between the male and female teacher trainees in their internet knowledge. (b) There is no significant difference between teacher trainees hailing from rural and urban areas.

2. The geography teachers with Tamil and English as medium of teaching differ in their profession perception. The teachers teaches through Tamil medium are at higher level than the teachers teaches through English medium in their profession perception. It is agreement with Paul Douglas , Srinivasa Rao, Eswara rao and Madanu Rayappa (2008) who reported that

the teachers are under the opinion that there is a tremendous influence of mother tongue on learning English in these students and the effect of non usage of English other than the classroom is one of the major factors influencing the English language development and There is significant difference among the teachers working in English and Telugu Medium students on the overall development of English language in the students.

Educational Implications

1. The study reveals that there is significant relationship between the professional development with reference to profession commitment and profession perspectives. Therefore it is an alarming result that the policy makers, teachers, Head masters and education department have to take suitable action to improve the professional development.
2. The study reveals that the teachers teach through Tamil medium are at higher level than the teachers teaches through English medium in their profession commitment and profession perspectives. This shows that the medium of teaching plays a vital role in profession commitment and profession perspectives. So due weight age should be given to the education teaching through mother tongue.
3. The geography teachers of Govt. & aided and private schools teachers differ in their profession commitment and profession perspectives. The teachers teach in Govt. & aided are higher level than the teachers of private schools in their profession commitment and profession perspectives. This is because of lack of interest of the private schools management to direct the teachers or to encourage the teachers to participate workshops, seminars and similar professional development programs organized by the education department.
4. In general arranging periodical professional development programs, refresher courses and pooling the staff with subject wise experts for the seminar and workshops will help them to acquire the new skills and new technique to adopt.

Recommendations

1. The education department should encourage the staff to acquire higher degrees. It will help to enhance the profession perception of the teachers.
2. Arranging periodical professional development programs, refresher courses and pooling the staff with subject wise experts for the seminar and workshops will help them to acquire the new skills and new technique to be adopted.
3. Establishing University resource center to cater the school teachers for psychological and professional counseling.
4. Subject experts should be selected and made available all-round the year which displayed in each District education offices and the schools to utilize the teachers.
5. Financial assistance may be given to the teachers to undertake action research and projects related to teaching –learning process.

Conclusion

Occupational commitment is one of the chief values in our society. It is a mark of adulthood among us to settle down to a consistent line of activity, a career in a chosen field. With few

exceptions, we have structured our organizations in such a way that they operate best with a low turnover of workers, and it is the mark of a good administrator to keep them at their jobs. Similarly, the occupation which people leave does not seem to us a good one; we value most those occupations which people choose early and work at into old age. Particularly in occupations aspiring to be professions or in doubt of their status, there may be great concern about commitment because it is considered a mark of the real profession. It is evidence that the well established professions produce high levels of commitment, we shall in most instances compare the kinds of valuables generated by certain aspects of the structure of medical practice, college teaching, and research, as well as some of the arts, to the valuables characteristic of school-teaching. A teacher who understands the nature and implication of teaching accountability and responsibility of his profession and with inner urge to acquire updated knowledge in his profession will discharge his duties in an effective manner.

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