ANALYSIS OF PROFESSIONAL ATTITUDE AND ITS IMPACT ON THE WORK COMMITMENT OF WOMEN SCHOOL TEACHERS

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Abstract: The effectiveness of educators largely depends on their character, competence, and dedication to their profession. It is undeniable that a person's attitude towards their profession plays a crucial role in achieving desirable success. An individual's attitude is influenced by their emotions and passions. Panday and Tripathy (2006) conducted a study on effective school teachers, highlighting that quality educators have a direct impact on shaping students' personalities and contribute significantly to the educational outcomes. Therefore, the effectiveness of education hinges on the presence of skilled and dedicated teachers working within educational institutions. The attitude of educators significantly impacts student outcomes within the classroom. Teachers spend most of the school day in close proximity to their students, and consequently, their initial interactions, behaviour, preferences, and temperament greatly influence their students. The research is significant to two major areas of human resources, namely, identifying the various factors that affecting/influencing Professional Attitude along with the level of Professional Attitude of woman teachers and examining their impact on Work Commitment of woman teachers working in private higher secondary schools in Thanjavur district

IndexTerms - Women School Teachers, Professional Attitude, Teaching Profession, Work Commitment

I.INTRODUCTION

The whole advancement of the civilization is based on advancement of quality education and qualitative improvement of it. Teachers play a vital role in the educational process and in all round development of the students. It is well accepted fact that the quality of nation depends upon the quality of the education imparted to its students which in turn depends upon the quality of teachers. To meet the increasing needs of the students and to maximize the quality of education, the teachers not only need to develop and update their skills and competencies but also to nurture and develop the positive professional attitude and commitment towards their job continuously and constantly. This fact highlights the role of the teacher in learning, educating and showing their attitude professionally towards the students and work environment in the higher secondary level of education.

1.1 ORGANISATIONAL CULTURE & POLICY

Organizational culture represents the collective attitudes, customs, values, beliefs and principles of the team and is a product of such factors as history, products/services provided, market, technology, strategy, type of employees employed, and management style. Organization's policies and procedures to make employees understand the organization's views and values on specific issues, and what will occur if they are not followed. A well-formulated organisational policy offers wide benefits both to the organisation and the people involved in it.

1.2 PERSON-JOB (PJ) FIT

Person -job fit is defined as the compatibility between individuals and the job or tasks that they perform at work. This definition includes compatibility based on employee needs and job supplies available to meet those needs, as well as job demands and employee abilities to meet those demands. Person–job fit is defined as the degree of alignment between the individual and the job. Person-Job-Fit refers to "the match between the abilities of an individual and the requirements of the specific job"

1.3 PERCEIVED ORGANISATIONAL SUPPORT

Perceived Organizational Support (POS) refers to employees' perception concerning the extent to which the organization values their contribution and cares about their well-being.

1.4 WORK ENVIRONMENT

A work environment refers to the elements that comprise the setting in which employees work and impact workers. The term work environment is used to describe the surrounding conditions in which an employee operates. The work environment is a physical condition and atmosphere of the place that is felt and becomes a habit by employees while at work.

1.5 PROFESSIONAL DEVELOPMENT

Professional development refers to continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career. The teachers who engage in professional development will feel more confident knowing that they have the skills needed to succeed in their line of work. If a teacher lacks a particular skill, he or she may question their work. Teachers will also become better Teaching Professionals through professional development.

1.6 WORK COMMITMENT

Work commitment is defined as an employee's personal and psychological attachment to his/her job, organization or business. Work Commitment, which is sometimes referred to as organizational commitment, is the measure of how committed an employee is to providing service in the workplace and to their business, organization or company. It is the feeling of responsibility that an employee (here teacher) has towards the mission and goals of an organization (here educational institution). When a teacher has work commitment, he or she is more likely to perform tasks and responsibilities that will help an educational institution achieve its goal.
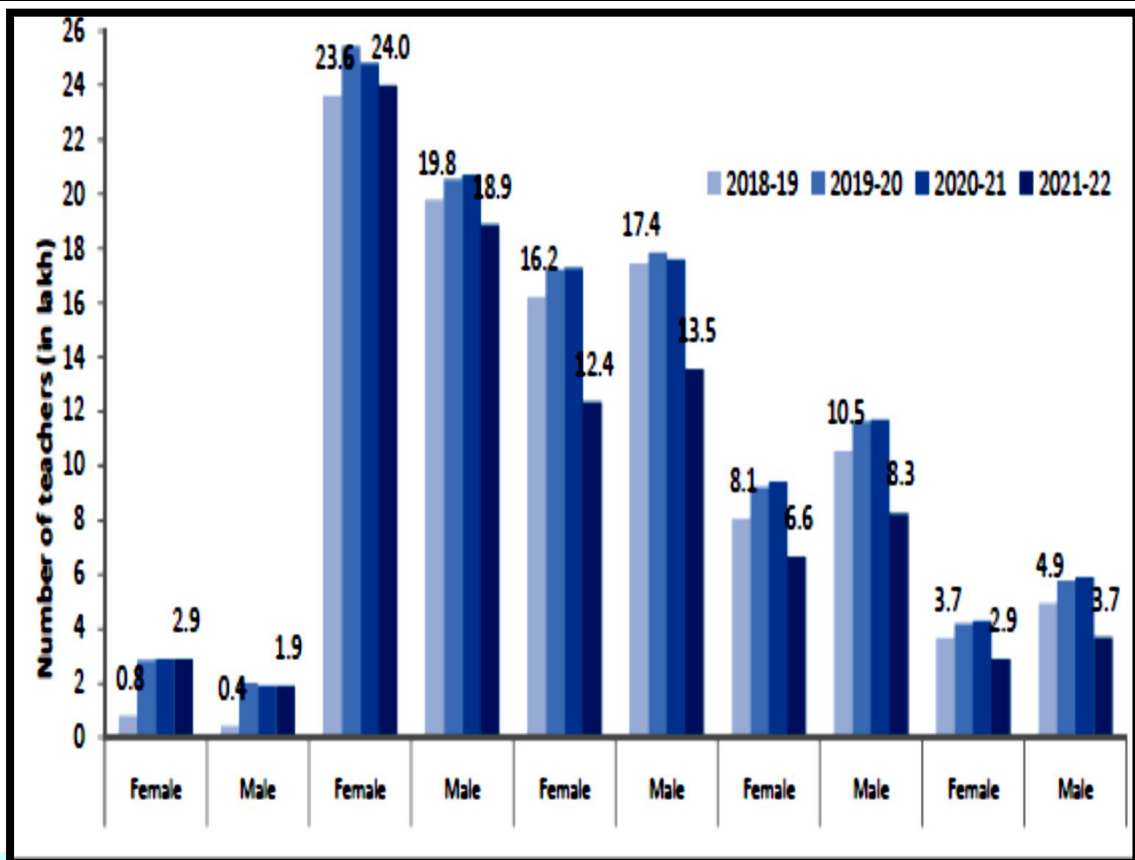
Figure 1.1 Number of Teachers (In Lakhs) by Classes taught and Gender All India (2018-19 To 2021-22)
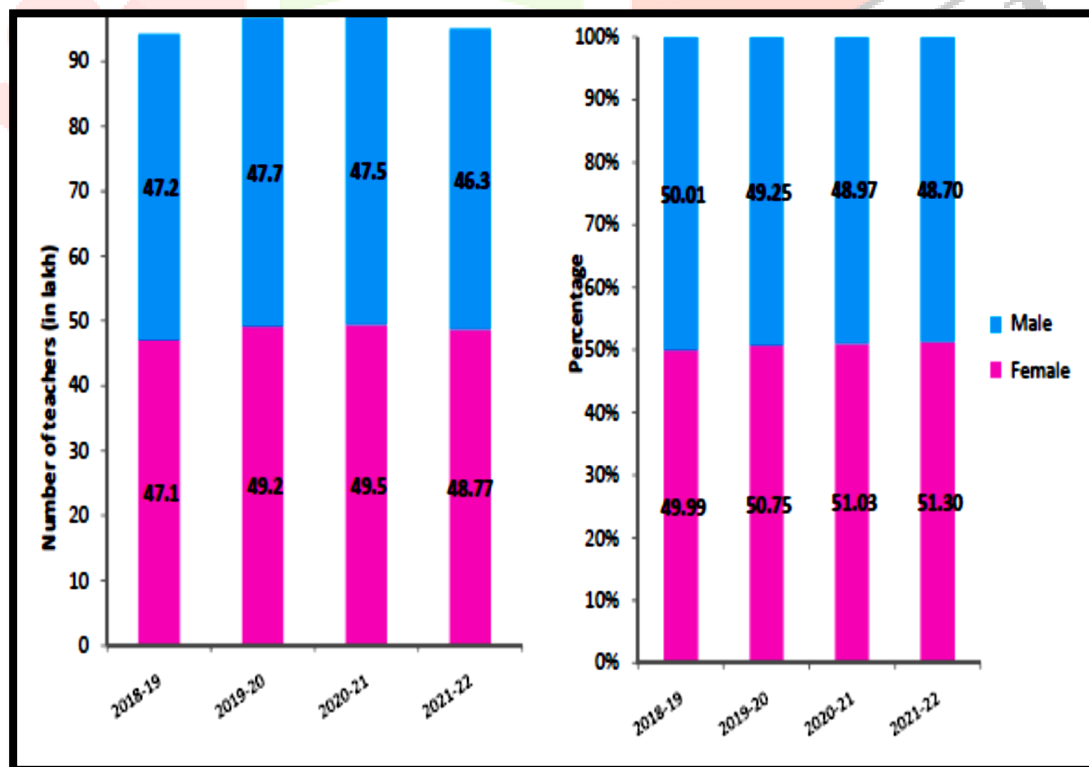**(Source: UDISE+ 2021-22, Govt. of India)**

Figure 1.2 Number of Teachers (In Lakhs) and Percentage of Teachers – Gender-Wise All India (2018-19 To 2021-22)
(Source: UDISE+ 2021-22, Govt. of India)

II. Literature Review

Jacob Cherian et al.'s (2021) study centered on four critical aspects of organizational culture within the United Arab Emirates (UAE): employee attitudes, performance, behavior, and productivity. The primary objective of this research was to explore the impact of corporate culture on the behavior of diverse groups of employees. Given the UAE's status as an emerging economy with a workforce comprising various ethnicities and nationalities, each with its own unique customs, languages, religions, histories, and work patterns, the study was particularly relevant. The study's findings supported the hypothesis that organizational culture exerted a substantial influence on the work performance, attitudes, and behaviors of employees from two selected companies, irrespective of their diverse nationalities and cultures.

Park and Hai (2023) explored the mediation effect of positive affect on the association between fit (e.g., person-organization fit and person-job fit) and organizational commitment in the hospitality industry. The study also investigated the moderated mediation effect of hospitality employees' calling on these associations. Data was collected from 248 hotel employees in China across three different time points. The study examined a moderated mediation model using the bias-corrected bootstrapping method. Results demonstrated that person-organization fit and person-job fit indirectly influenced organizational commitment through the mediating factor of positive affect. The study highlighted that calling moderated the indirect effects of person-organization and person-job fit on organizational commitment via positive affect.

Li, Jameel, Ma Z, Sun, Hussain, and Mubeen (2022) developed a theoretical framework to investigate the perceived organizational support (POS)-employee performance relationship, considering the mediating role of intrinsic motivation. They conducted a literature-based analysis by synthesizing concepts from research papers. The study uncovered positive relationships between POS, intrinsic motivation, and employee performance. It also highlighted intrinsic motivation as a potential mediator in the relationship between POS and performance.

Febrianty Lombongadil and Masydzulhak Djamil (2023) conducted research to examine the influence of organizational culture and the work environment on employee engagement, with employee resilience as an intervening variable, at the Strategic Management and Governance Department of Bank Indonesia. The study found that organizational culture positively and significantly influenced employee engagement, and organizational culture also had a positive and significant impact on employee resilience. While the work environment positively influenced employee engagement, it did so without statistical significance. Furthermore, employee resilience had a positive and significant effect on employee engagement. The study concluded that organizational culture, the work environment, and employee resilience collectively influenced employee engagement at the workplace.

Siti Asiyah et al. (2021) conducted a study aimed at assessing the impact of professional development, innovative work, and work commitment on the quality of teacher learning among elementary school teachers in Indonesia. The study's results indicated a noteworthy positive effect of professional development on teachers' work commitment, subsequently influencing the quality of teacher learning. Additionally, innovative work was found to affect the quality of learning. The study proposed that by enhancing teachers' professional development, work commitment, and innovative work, the quality of education could be improved, leading to the development of highly competitive human resources.

III. Methodology

3.1 Research Methodology:

Research methodology adopts a scientific approach to examine a topic, ensuring the research design is validated. Through this process, the researcher generates reliable and credible findings. This chapter outlines the methods, techniques, and tools utilized in the study, including the research design, research unit, target population, sampling strategy, and data sources employed for data collection.

3.2 Selection of the study area:

Taherdoost (2016) stated that the first step in sampling is defining the target population clearly. Target population refers to the group of individuals or objects the researcher is interested in generalizing the findings. The sampling procedure begins with the selection of the study area and ends with data collection. The main purpose of study is to analyse the professional attitude and its impact on work commitment of women school teachers.

3.3 Sampling Frame:

A sampling frame refers to a comprehensive listing of all population elements from which a sample can be selected. In this study, the stratified random sampling technique was employed, with the sample being chosen through multiple stages. At the initial stage, the researcher selected Thanjavur district as the sampling frame.

Table 1.1 Division of Sampling Frame

S. No.	NAME OF THE REVENUE DIVISION	NO. OF RESPONDENTS	
		Nos.	(%)
01.	THANJAVUR	228	54.29
02.	KUMBAKONAM	126	30.00
03.	PATTUKOTTAI	66	15.71
		420	100

(Source: Compiled by the researcher)

(Based on the information on website https://thanjavur.nic.in/)

H$_0$: There is no significant difference between Married and Unmarried women teachers working in higher secondary schools with respect to the Factors contributing Professional Attitude of Women Teachers.

Table 1.2 - t test for significant difference between marital status with respect to factors contributing professional attitude of women teachers

Variables	Marital status						T - value	P – Value
	Married			Unmarried				
	N	Mean	SD	N	Mean	SD		
Organisational culture & policy	270	20.34	1.579	150	19.25	1.551	6.818	0.000 **
Person-job-fit	270	21.31	1.748	150	20.28	1.461	6.450	0.000 **
Perceived organisational support	270	20.73	0.977	150	20.47	1.047	2.561	0.011 *
Work environment	270	19.38	1.908	150	19.21	2.106	0.843	0.400
Professional development	270	21.03	1.258	150	20.31	1.188	5.797	0.000 **
Factors contributing professional attitude of women teachers	**270**	**102.79**	**4.610**	**150**	**99.52**	**4.915**	**6.684**	**0.000 ****

1. ** denotes significant at 1% level

2. * denotes significant at 5% level

Since the P values of Independent Sample "t" test are lesser than Sig. Value (0.01 and 0.05) in case of Perception on the factors contributing Professional Attitude of the woman teachers working in higher secondary schools, such as Organisational Culture & Policy (0.000), Person-Job-Fit (0.000), Perceived Organisational Support (0.011) and Professional Development (0.000) and also in the overall Perception on the Factors contributing Professional Attitude of the woman teachers working in higher secondary schools Score (0.000), the Null Hypotheses are rejected. The above Independent Sample "t" test analysis indicates that there is a significant difference between the Married and Unmarried woman teachers working in higher secondary schools with respect to the Factors contributing Professional Attitude of Woman Teachers.

H_0: There is no significant difference among the Salary income of women teachers working in higher secondary schools with respect to the Factors contributing Professional Attitude of Women Teachers.

In order to explore the significant difference among the Salary income of woman teachers working in higher secondary schools with respect to the Factors contributing Professional Attitude of Woman Teachers, a one-way between-groups analysis of variance (ANOVA) was conducted.

Table 1.3 Anova Test For Monthly Salary – Factors Contributing Professional Attitude of Women Teachers

VARIABLE	MONTHLY SALARY				F – value	p – value
	Upto Rs.10,000 (117)	Rs.10,001 – Rs.20,000 (190)	Rs.20,001 – Rs.30,000 (66)	Above Rs.30,000 (47)		
Organisational Culture & Policy	19.62	20.15	19.70	20.32	3.802	0.010*
	1.794	1.577	1.645	1.416		
Person-Job-Fit	21.18	20.78	20.83	20.80	1.078	0.358
	1.369	1.835	1.869	1.820		
Perceived Organisational Support	20.24	20.96	20.33	20.77	16.310	0.000**
	0.827	1.002	0.982	1.047		
Work Environment	18.24	19.54	19.24	19.93	20.636	0.000**
	1.472	1.849	2.156	2.240		
Professional Development	20.96	20.63	20.61	21.74	2.279	0.041*
	1.070	1.387	1.226	1.359		
Factors contributing professional attitude of women teachers	**100.24**	**101.93**	**100.71**	**103.66**	**6.946**	**0.000****
	4.634	**4.899**	**4.703**	**5.498**		

(Primary-data source)

(No. of Women Teachers shown in the Brackets)

1. (** Significance level at 1%)

2. (Significance level at 5%)

Since the P values of One-way ANOVA test are lesser than Sig. Value (0.01 and 0.05) in case of Perception on the factors contributing Professional Attitude of the woman teachers working in higher secondary schools, such as Organisational Culture & Policy (0.010), Perceived Organisational Support (0.000) and Work Environment (0.000) and Professional Development (0.041) and also in the overall Perception on the Factors contributing Professional Attitude of the woman teachers working in higher secondary schools Score (0.000), the Null Hypotheses are rejected. The Null Hypotheses are accepted in case of Person-Job-Fit (0.358) since the P value of One-way ANOVA test are greater than Sig. Value (0.05).

In addition to achieving statistical significance, the actual difference in the mean score among the Salary Income groups is also great (M = 100.24 to 103.66). The Mean Score of the Perception on the factors contributing Professional Attitude of the women teachers working in higher secondary schools who have earned above Rs.30,000 (M = 102.66) as monthly salary is more than others.

Therefore, it is inferred that the Women teachers who have earned "Above Rs.30,000" as monthly salary have perceived more on the various factors contributing Professional Attitude of the woman teachers working in higher secondary schools than others.

The above F test (One-way ANOVA) analysis indicates that there is a significant difference among the Salary income of women teachers working in higher secondary schools with respect to the Factors contributing Professional Attitude of Women Teachers.

IV.RESULTS

[1] It is found from the inferential analysis (Independent Sample 't' test) that there is a significant difference among the demographic and Job-related variables of the woman school teachers with respect to the level of Professional Attitude in private higher secondary schools in Thanjavur district.

[2] It is found that Married woman teachers have more Professional Attitude than unmarried woman school teachers working in private higher secondary schools.

[3] It is also found from the inferential analysis (One-way ANOVA) that the woman school teachers having higher qualification (M. Phil / Ph.D.) and higher monthly salary (Above Rs.30,000) have more Professional Attitude than their counter-parts in private higher secondary schools.

[4] However, there is no significant difference among the Category of higher secondary schools with respect to the level of Professional Attitude of woman teachers working in private higher secondary schools.

[5] Level of Professional Attitude has positive, strong and significant influence on the Work Commitment of woman teachers. There are strong and positive as well negative inter-relationships among the factors that contributing Professional Attitude of woman teachers.

V. CONCLUSION

 The research showed that out of five factors that contributing Professional Attitude, "Professional Development" has significant and stronger influence on the Perceived level of Professional Attitude and Work Commitment of women school teachers working in select private sector higher secondary schools in Thanjavur district than other factors. The Perceived level of Professional Attitude strongly relates to the Work Commitment of the woman school teachers in select private sector higher secondary schools in Thanjavur district. Overall, it is concluded that the Professional Attitude and Work Commitment of the women school teachers working in private sector higher secondary schools in Thanjavur district is appreciable and to be maintained.

VI. RECOMMENDATIONS

The suggestions/recommendations presented in this research are the personal views and opinions of the researcher based on the data analysis and its findings of the research. This research, however, provides useful information which could benefit the Administration/Management of Private sector higher secondary schools, Higher Officials of school education and Experts, Academicians, Researchers, etc. in better understanding the woman school teachers' perception on the Professional Attitude and its impact on Work Commitment in Private sector higher secondary schools situated in Thanjavur district of Tamil Nadu state.

The present research indicates that demographic and job-related variables (Marital Status, Monthly Salary, Job Experience, etc.) play an important role in determining the perception on the Professional Attitude and Work Commitment of woman school teachers working in Private sector higher secondary schools. The unmarried woman teachers, teachers with lesser salary and qualifications, etc. have lesser professional attitude and work commitment. Therefore, more focus to be given to these demographic and job-related variables while framing and implementing human resource related policies and practices with respect to the development of the professional attitude and skills and improvement in the work-outcomes such as work commitment of the woman school teachers.

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